



DELHI SCHOOL OF BUSINESS

By Vivekananda Institute of Professional Studies-TC

Five-Year Strategic Plan

(2021-25)



www.dsb.edu.in

DSB Strategic Plan (AY 2021-2025)

1. Current Context:

Delhi School of Business (DSB) has established itself as a **values-driven institution with sound academic intent**, steady teaching–learning processes, and a committed faculty base. The institution had demonstrated **integrity, ethical grounding, and academic sincerity**, which were widely recognised within its immediate ecosystem.

However, by 2020, it became evident that the **external environment was changing far more rapidly than internal institutional systems**. The higher education space has become increasingly competitive, student expectations are evolving, industry demands are shifting towards application and adaptability, and visibility beyond the Delhi-NCR region remain limited. At the same time, **process maturity, structured industry engagement, alumni leverage, and diversity** has not yet reached their potential.

The onset of the **COVID-19 pandemic** acted as a **strategic inflection point** rather than merely an operational disruption. It forced the institution to pause, reflect, and deliberate to remain relevant, resilient, and distinctive in the current fluctuating and uncertain environment.

2. COVID-19 as a Strategic Catalyst (Not a Constraint)

The pandemic has rapidly pushed DSB into **online teaching–learning modes** using platforms such as **MS Office, MS Teams, Zoom and Google-based tools**. While the transition was initially viewed with fear, the experience demonstrated that **technology-enabled learning is viable, flexible, and scalable**.

At the same time, COVID-19 exposed critical gaps:

- Difficulty in **real-time measurement of student engagement and learning**
- Reduced opportunities for **mentoring, peer learning, and experiential exposure**
- Increased emotional, financial, and academic vulnerability among students

These insights lead to a strategic realization:

“The future would not lie in choosing between online or offline education, but in consciously designing a hybrid, student-centric learning ecosystem.”

Thus, COVID-19 becomes a **catalyst for long-term academic and structural reform**, not a temporary disruption.

3. Five-Year Strategic Plan (AY 2020–21 to AY 2025–26)

Introduction

The process of strategic reorganisation was initiated from **April 2021 onwards** to critically review and realign the **Vision and Mission** of Delhi School of Business in accordance with the **SMART framework** and the guiding principles of the **National Education Policy (NEP) 2020**.

As part of this process, **faculty opinion on the existing Vision, Mission, and operational strategy was systematically sought**, recognising faculty as key academic and strategic stakeholders. Based on these inputs, faculty deliberations on identifying **key institutional outputs**, emerging academic challenges, and future capability requirements were focussed.

Following these deliberations, the **Vision and Mission were revisited and refined**, ensuring clarity, realism, and alignment with the institution's long-term aspirations. A significant strategic shift then followed through the **redefinition of Program Educational Objectives (PEOs) and Program Outcomes (POs)**, ensuring that they are fully aligned with the revised Vision and Mission and embedded within an Outcome-Based Education (OBE) framework.

This strategic reorganisation serves as the foundation for all subsequent academic, infrastructural, and growth-related decisions over the next five years.

Strategic Focus Areas and Planned Interventions

1. Student-Centric Strategy

Student development needs to be positioned as a **central pillar of the strategic plan**, extending beyond classroom teaching to holistic capability building.

- **Individual Development Plans (IDPs)** should be introduced to identify student-specific skill gaps, career aspirations, and developmental needs, enabling targeted training interventions.
- **Friday Webinar Series** should be institutionalised to expose students to industry professionals, contemporary business issues, and emerging career pathways.
- **Research workshops** should be conducted to strengthen analytical thinking, research orientation, and inquiry-based learning among students.
- **Faculty Development Programmes (FDPs)** should be strengthened not only to enhance faculty capability but also to indirectly improve student learning quality through better pedagogy and mentoring.

These initiatives should collectively aim at producing **more confident, employable, and self-aware graduates**.

2. Infrastructure and Digital Readiness

Infrastructure planning needs to be reoriented towards **resilience, integration, and future readiness**, especially in the post-COVID academic environment.

- The campus needs to be developed as **hybrid and COVID-ready**, enabling seamless transition between physical and online teaching–learning modes.
- **Proctored examination systems** should be adopted to ensure assessment integrity and credibility in online and hybrid environments.
- **DSB can be shifted to a dedicated building**, housing academic, administrative, and student support functions together to improve coordination and institutional identity. This needs to be discussed and strategized further.
- Infrastructure support should be strengthened to enable **data analytics and technology-oriented course offerings**, including labs, software tools, and digital learning resources.

These initiatives should support both **academic quality and operational efficiency**.

3. Outcome-Based Education (OBE), Measurement, and Curriculum Redesign

A core academic priority over the next five years needs to be the **institutionalisation of Outcome-Based Education**, particularly for the **PGDM (General) programme**.

- Mechanisms for **OBE measurement and evaluation** should be systematically developed and standardised.
- The curriculum needs to be redesigned to align with **revised Vision, Mission, PEOs, and POs**, ensuring coherence between learning objectives, pedagogy, and assessment.
- Continuous review processes should be introduced to assess outcome attainment and drive **evidence-based curriculum improvement**.

The focus should be on **content delivery, measurable learning outcomes and graduate attributes**.

4. Revenue Generation and Program Expansion

To ensure long-term sustainability, growth needs to be **planned, phased, and academically justified**.

- PGDM intake should be increased from **120 to 180 seats**, supported by corresponding enhancements in faculty strength, infrastructure, and academic systems.

- The institution should actively scout for **technology-based and future-oriented programmes**, particularly where **hybrid delivery models** are feasible.
- Academic planning should recognise that **technology-enabled operations in FMCG and Finance sectors need to be strengthened**, and this insight should inform curriculum redesign, electives, and potential new programme offerings.

Revenue generation should be viewed not merely as expansion, but as a means to **support quality enhancement and institutional capability building**.

5. Strategic Diagnosis Using SWOT

Strengths

- Strong institutional values rooted in integrity and ethical education
- Committed faculty and stable academic foundation
- Multidisciplinary campus environment
- Ability to adapt quickly during crisis

Weaknesses

- Limited national visibility and weak brand recall beyond NCR
- Low alumni engagement and structured industry connect
- Underdeveloped processes for OBE, experiential learning, and research
- Insufficient diversity (regional, academic, socio-economic)
- Fragmented infrastructure and systems

Opportunities

- NEP 2020 enabling curriculum flexibility and interdisciplinary learning
- Growing acceptance of hybrid and technology-enabled education
- Rising demand for applied, skill-oriented management graduates
- Potential to differentiate through values-based and holistic education

Threats

- Proliferation of business schools with aggressive marketing
- Short-term, placement-only narratives dominating student choices
- Risk of being perceived as “one among many” without a clear identity

This SWOT analysis makes it clear that **incremental improvements would not be sufficient**. What DSB requires is a **strategic repositioning with deliberate choices**.

6. Key Strategic Choices for the Next Five Years (2020–21 to 2025–26)

The strategic direction for the next five years needs to be guided by deliberate institutional choices rather than incremental or ad hoc improvements. These choices should be rooted in the institution's values, its academic philosophy, and the long-term objective of building a distinctive, quality-focused management institution. The emphasis should be on depth, relevance, and institutional maturity, rather than short-term expansion or visibility.

I. Academic Strategy

The academic structure needs to be progressively reoriented from a predominantly theory-heavy curriculum towards a more applied and experiential learning framework, particularly during the specialization semesters. While strong conceptual grounding should continue to be emphasized in the early stages of the programme, the later stages should be designed to focus on application, integration, and real-world problem solving.

Cross-functional and interdisciplinary learning should be consciously introduced to enable students to approach business problems from multiple perspectives, including functional, ethical, social, and technological dimensions. This integration should reflect the complexity of contemporary managerial environments.

Further, the curriculum also needs to be redesigned to reduce cognitive and academic stress while improving learning depth. Greater emphasis should be placed on course sequencing, integration across subjects, and meaningful assessments, ensuring that learning quality is enhanced without unnecessary overload.

II. Teaching–Learning Model

The teaching–learning process should move towards a planned and structured hybrid model, combining the flexibility of online learning with the depth and engagement of physical classroom interaction. Online learning should not be treated as a temporary substitute, but as an integral component of the academic design.

Special academic provisions need to be created for outstation students, enabling them to participate in essential on-campus engagements with appropriate logistical support. This approach should facilitate spatial, regional, and socio-economic diversity, thereby enriching classroom interactions and peer learning.

Pedagogically, the institution needs to move away from traditional, instructor-centric delivery towards a facilitative and discussion-driven learning process. Faculty roles should evolve from

content transmitters to learning facilitators and mentors, encouraging inquiry, dialogue, reflection, and collaborative learning.

III. Student Development and Diversity

Student development needs to be positioned as a central institutional priority, extending well beyond academic instruction. Individual Development Plans (IDPs) should be introduced to help students identify their strengths, development areas, and career aspirations, enabling personalized mentoring and targeted interventions.

The institution should place sustained emphasis on building soft skills, including communication, teamwork, networking ability, emotional resilience, and professional confidence. These competencies should be systematically integrated into academic activities, co-curricular engagements, and mentoring processes.

Diversity needs to be actively pursued as a strategic and educational strength, rather than a compliance-driven objective. The institution should aim to enhance diversity across gender, academic backgrounds, regions, and socio-economic profiles, recognizing that diverse classrooms contribute to richer learning experiences and better managerial preparedness.

IV. Faculty and Capability Building

Faculty capability development needs to be treated as a continuous and strategic investment. Faculty should be regularly supported to upgrade skills related to hybrid pedagogy, applied teaching methods, contemporary business domains, and Outcome-Based Education frameworks.

Faculty engagement should extend beyond classroom teaching to include mentoring, curriculum development, research, and industry interaction. Such engagement should strengthen both teaching effectiveness and institutional knowledge creation.

Faculty Development Programmes (FDPs) should be carefully aligned with emerging academic areas and institutional priorities, ensuring that faculty development contributes directly to the long-term strategic objectives of the institution.

V. Industry, Alumni, and Brand Building

Industry and alumni engagement need to be viewed as a long-term strategic resource, rather than a transactional activity. Alumni should be systematically engaged in mentoring, academic interactions, placements, and institutional outreach, strengthening the academic–practice interface.

Industry engagement should be structured through live projects, applied assignments, expert sessions, and certification-linked learning, ensuring that industry participation has a direct and measurable impact on student learning and employability.

Brand building should focus on substance and outcomes rather than promotional visibility. The institution's reputation should be built through consistent academic quality, ethical grounding, student transformation, and credible outcomes, allowing the brand to evolve organically and sustainably.

VI. Institutional Sustainability

Institutional growth needs to be phased, measured, and quality driven. The planned increase in PGDM intake from 120 to 180 seats should be supported by corresponding enhancements in faculty strength, infrastructure, and academic systems.

New programmes and specializations should be explored selectively and cautiously, based on future relevance, institutional capability, and alignment with the core vision, rather than short-term market trends.

Simultaneously, strong emphasis needs to be placed on process building, governance strengthening, and systematic integration of stakeholder feedback. Robust systems and transparent decision-making structures should ensure that growth remains sustainable, accountable, and aligned with institutional values.

Collectively, these strategic choices underline the institution's belief that quality must precede scale, values must guide growth, and student transformation should remain the central measure of success. The next five years should therefore be used to build strong foundations, mature systems, and a distinct institutional identity, enabling DSB to progress steadily towards long-term excellence.

Strategy plan with key actions proposed and expected outcomes (AY 2021-25)

Strategic Area	Strategic Intent	Key Actions Proposed	Expected Outcomes (5-Year Horizon)
Academic Strategy	Curriculum needs to be reoriented from theory-heavy to applied and experiential learning.	<ul style="list-style-type: none"> • Redesign curriculum with applied courses and experiential components • Introduce live projects, case-based learning, and simulations • Introduce industry-based courses 	<ul style="list-style-type: none"> • Improved learning depth and relevance • Graduates with stronger application and problem-solving skills • Enhanced employability and workplace readiness
Teaching–Learning Model	Teaching–learning process should shift to a planned hybrid model combining online flexibility with physical engagement	<ul style="list-style-type: none"> • Institutionalize hybrid teaching framework • Introduce proctored online assessments • Facilitate essential on-campus sessions for engagement and mentoring 	<ul style="list-style-type: none"> • Flexible yet rigorous learning environment • Improved student engagement and participation • Increased regional and spatial diversity
Pedagogical Transformation	Pedagogy needs to move from instructor-led to facilitative, discussion-driven learning	<ul style="list-style-type: none"> • Faculty training in facilitative pedagogy and hybrid teaching • Use of discussions, group activities, role plays, and peer learning 	<ul style="list-style-type: none"> • Enhanced critical thinking and collaboration • Improved student confidence and classroom participation
Student Development	Student development needs to be central to institutional strategy beyond academics	<ul style="list-style-type: none"> • Introduce Individual Development Plans (IDPs) • Strengthen mentoring and academic advising • Integrate soft skills and career readiness modules 	<ul style="list-style-type: none"> • Holistic student development • Improved self-awareness, resilience, and professional confidence
Faculty Capability Building	Faculty capability development needs to be continuous and aligned with institutional goals	<ul style="list-style-type: none"> • Regular FDPs in hybrid pedagogy, applied domains, and OBE • Encourage mentoring, research, and curriculum innovation 	<ul style="list-style-type: none"> • Improved teaching quality • Stronger academic systems and research orientation
Industry Engagement	Industry engagement should be structured and learning-driven	<ul style="list-style-type: none"> • Introduce live projects and industry-mentored assignments • Conduct expert sessions and applied workshops • Align industry engagement with course outcomes 	<ul style="list-style-type: none"> • Stronger industry–academia connect • Enhanced employability and practical exposure

Alumni Engagement	Alumni engagement needs to be leveraged as a strategic institutional asset	<ul style="list-style-type: none"> • Create structured alumni mentoring and interaction platforms • Engage alumni in placements and curriculum feedback 	<ul style="list-style-type: none"> • Stronger institutional brand • Improved visibility & networking
Brand Positioning	Brand identity should be built through outcomes, values, and student transformation	<ul style="list-style-type: none"> • Communicate values-driven education and outcomes • Strengthen visibility beyond NCR 	<ul style="list-style-type: none"> • Improved institutional recognition • Higher-quality student intake
Institutional Sustainability	Growth needs to be phased, quality-driven, and sustainable	<ul style="list-style-type: none"> • Increase PGDM intake from 120 to 180 in a phased manner • Strengthen faculty, infrastructure, and systems • Introduce stakeholder feedback mechanisms 	<ul style="list-style-type: none"> • Financial stability • Scalable and mature institutional systems
Program Expansion	New programs and specializations should be aligned with future relevance	<ul style="list-style-type: none"> • Explore new electives and programs selectively • Assess institutional readiness before launch • Align programs with industry and societal needs 	<ul style="list-style-type: none"> • Sustainable academic diversification • Long-term relevance of academic offerings