

# Formulating Vision, Mission, and their Alignment with Program Educational Objectives (PEOs) of the Organization – A Case of Poornaprajna Institute of Management, India

P. S. Aithal<sup>1</sup> & Krishna Kothai<sup>2</sup>

<sup>1</sup> Director, Poornaprajna Institute of Management, Udupi – 576101, India,  
ORCID-ID: 0000-0002-4691-8736; E-mail: [psaithal@gmail.com](mailto:psaithal@gmail.com)

<sup>2</sup> Research Professor, Poornaprajna Institute of Management, Udupi – 576101, India,  
E-mail: [krishna.kothai@pim.ac.in](mailto:krishna.kothai@pim.ac.in)

**Area/Section:** Education Management.

**Type of the Paper:** Exploratory Research.

**Number of Peer Reviews:** Two.

**Type of Review:** Peer Reviewed as per [C|O|P|E|](#) guidance.

**Indexed in:** OpenAIRE.

**DOI:** <https://doi.org/10.5281/zenodo.14529445>

**Google Scholar Citation:** [PIJTRCS](#)

## How to Cite this Paper:

Aithal, P. S. & Kothai, K. (2024). Formulating Vision, Mission, and their Alignment with Program Educational Objectives (PEOs) of the Organization – A Case of Poornaprajna Institute of Management, India. *Poornaprajna International Journal of Teaching & Research Case Studies (PIJTRCS)*, 1(1), 368-386. DOI: <https://doi.org/10.5281/zenodo.14529445>

**Poornaprajna International Journal of Teaching & Research Case Studies (PIJTRCS)**

A Refereed International Journal of Poornaprajna Publication, India.

**ISSN: 3107-8494**

Crossref DOI: <https://doi.org/10.64818/PIJTRCS.3107.8494.0015>

Received on: 18/09/2024

Published on: 19/12/2024

© With Authors.



This work is licensed under a [Creative Commons Attribution-Non-Commercial 4.0 International License](#) subject to proper citation to the publication source of the work.

**Disclaimer:** The scholarly papers as reviewed and published by Poornaprajna Publication (P.P.), India are the views and opinions of their respective authors and are not the views or opinions of the PP. The PP disclaims of any harm or loss caused due to the published content to any party.

# Formulating Vision, Mission, and their Alignment with Program Educational Objectives (PEOs) of the Organization – A Case of Poornaprajna Institute of Management, India

P. S. Aithal<sup>1</sup> & Krishna Kothai<sup>2</sup>

<sup>1</sup> Director, Poornaprajna Institute of Management, Udupi – 576101, India,  
ORCID-ID: 0000-0002-4691-8736; E-mail: [psaithal@gmail.com](mailto:psaithal@gmail.com)

<sup>2</sup> Research Professor, Poornaprajna Institute of Management, Udupi – 576101, India,  
E-mail: [krishna.kothai@pim.ac.in](mailto:krishna.kothai@pim.ac.in)

## ABSTRACT

**Purpose:** *To systematically analyze and articulate how the vision and mission of the Poornaprajna Institute of Management (PIM) align with its Program Educational Objectives (PEOs) to enhance the quality and relevance of its MBA program. By examining the strategic alignment of these foundational elements, the study aims to identify gaps in the existing literature on educational program formulation and offer actionable insights for improvement, thereby contributing to the broader discourse on effective management education. Ultimately, the paper seeks to provide a framework for other educational institutions to follow in aligning their educational goals with institutional mission and vision, thereby fostering a more impactful learning environment.*

**Methodology:** *Exploratory research method is used. Information is collected as per requirement using keywords identified using both traditional literature survey and digital AI tools. The information is analysed as per the objectives of the paper using relevant analysis frameworks.*

**Results/Analysis:** *The Program Educational Objectives (PEOs) for the MBA programme at Poornaprajna Institute of Management (PIM), Udupi reflect the institute's commitment to nurturing competent, ethical, and socially responsible business leaders. Aligned with the institution's vision and mission, these objectives are designed to ensure that graduates not only excel in the dynamic business world but also contribute meaningfully to society. The PEOs are crafted to focus on developing essential business skills, fostering leadership and innovation, and emphasizing ethics and inclusivity.*

**Originality/Value:** *The paper aligns the mission of the institution with Programme Educational Objectives of PIM and emphasizes that the alignment of vision, mission, and PEOs is not merely a procedural formality but a strategic necessity that shapes the educational experience and outcomes at PIM.*

**Type of the Paper:** Exploratory Research Case study.

**Keywords:** Vision, Mission, Programme Educational Objectives, Poornaprajna Institute of Management, PIM, POEs, Aligning Mission and PEOs, Mission of the Institute – PEOs Matrix

## 1. INTRODUCTION :

The **importance of organizational vision, mission, and objectives** lies in their ability to guide a company's overall strategy, decision-making processes, and internal culture. These elements are foundational in defining an organization's long-term goals, daily operations, and the steps necessary to achieve them. The vision provides a future-focused view of what the organization aspires to become, the mission explains the core purpose and reason for existence, and objectives break down these broad aspirations into concrete, actionable goals. Together, they foster unity, direction, and purpose within the organization, aligning both internal stakeholders and external partners towards common objectives (Aldhaferi et al. (2020). [1]).

A well-defined **vision statement** is crucial because it sets the aspirational goals that motivate employees and give them a sense of purpose beyond their day-to-day tasks. As noted by Baetz and Bart (1996) [2], the vision helps create a mental picture of the desired future state and serves as a reference point for strategic decisions. It inspires both employees and stakeholders by articulating the ultimate aim of the organization, ensuring that efforts are aligned toward achieving this long-term goal. A clear vision can also differentiate an organization from its competitors by showcasing its unique aspirations in the marketplace (Collins, J. C., & Porras, J. I. (1996). [3]).

The **mission statement** plays a complementary role by providing a clear explanation of the organization's core purpose and activities. It ensures that every member of the organization understands not only what the company does but also why it exists. According to Bart and Hupfer (2004) [4], the mission helps in building organizational identity, as it reflects the company's fundamental values and priorities. A strong mission statement encourages a sense of commitment among employees, aligning their individual efforts with the broader goals of the organization. Additionally, a mission that resonates with stakeholders can enhance customer loyalty and strengthen business relationships (Kouamé et al, (2022). [5].

**Objectives** are vital in translating the vision and mission into specific, measurable targets that guide day-to-day operations. They provide a roadmap for achieving the mission and help the organization focus its resources effectively. According to Drucker (1954) [6], objectives serve as the basis for planning, performance measurement, and organizational control. They ensure that an organization is not only aspiring to its vision but also making tangible progress toward it. Objectives also promote accountability, as they allow for the monitoring and evaluation of progress over time, ensuring that the organization remains on track.

The **alignment of vision, mission, and objectives** is key to ensuring organizational coherence and efficiency. When all three elements are well-integrated, they provide a clear framework that guides decision-making at all levels of the organization. As Kaplan and Norton (1996) [7] argue, this alignment fosters a strategic focus, ensuring that all efforts, from employee actions to resource allocation, contribute toward the overarching goals of the company. This alignment also improves communication within the organization, as all members share a common understanding of where the organization is heading and how they contribute to its success.

Lastly, **external stakeholders**, such as customers, investors, and partners, are more likely to engage with an organization that has a well-articulated vision, mission, and set of objectives. A compelling vision can attract investors who believe in the long-term potential of the company, while a mission that resonates with customers can build loyalty and trust (Rowe et al. (2014). [8]). Furthermore, clear objectives demonstrate that the organization is not only aspirational but also focused on achieving real, measurable outcomes. This level of transparency can strengthen stakeholder relationships and enhance the organization's reputation in the market (Choudaha & Chang (2012). [9]).

Thus, the vision, mission, and objectives of an organization are essential elements that provide strategic direction, inspire stakeholders, and promote internal alignment. Their importance cannot be understated in ensuring long-term success, fostering a sense of purpose, and enabling organizational growth.

**Programme Educational Objectives (PEOs)** of a Post Graduate programme play a critical role in defining the direction, goals, and outcomes that graduates are expected to achieve. PEOs articulate the knowledge, skills, and competencies that students are anticipated to acquire upon completion of the programme, and they align closely with the institution's mission and the evolving demands of the industry. These objectives provide a clear roadmap for both faculty and students, helping to ensure that the programme meets both academic and professional standards. They also guide curriculum design, teaching strategies, and assessments to ensure that the educational experiences provided are relevant, rigorous, and aligned with future career requirements.

One of the primary **functions of PEOs** is to bridge the gap between academic theory and professional practice. As Choudaha and Chang (2012) [9] discuss, PEOs are often designed to ensure that graduates are equipped with not only advanced theoretical knowledge but also practical skills that are in demand in the job market. This alignment with industry expectations enhances the employability of graduates and ensures that the programme remains relevant in a rapidly changing professional landscape. PEOs also help academic institutions stay current by integrating emerging trends and innovations into the curriculum, thereby producing graduates who are prepared to excel in their chosen fields.

Another **key benefit of PEOs** is their role in fostering long-term career growth and lifelong learning. According to Thomas and Busia (2015) [10], well-crafted PEOs emphasize the development of critical thinking, problem-solving, and leadership skills, which are essential for success in managerial and executive roles. By setting clear educational objectives that extend beyond technical skills, PEOs ensure that graduates are not only prepared for their first job but also equipped to adapt and lead throughout their careers. This focus on comprehensive skill development encourages a mindset of lifelong learning, helping graduates continue to evolve and remain competitive in their respective industries.

PEOs also contribute to the **overall quality and accountability** of a Post Graduate programme. They serve as benchmarks for evaluating programme effectiveness, allowing institutions to assess whether the educational goals are being met and whether graduates are achieving the intended outcomes. As noted by Aithal, P. S. (2015) [11], PEOs provide a foundation for continuous improvement, as feedback from alumni, employers, and other stakeholders can be used to refine and enhance the programme over time. This continuous evaluation process helps to maintain the programme's relevance and quality, ensuring that it meets both academic standards and the needs of the broader professional community.

Furthermore, **stakeholder engagement** is enhanced through well-defined PEOs. By clearly stating the competencies that graduates will possess, PEOs help employers, industry partners, and accreditation bodies understand the value of the programme. This transparency fosters stronger connections between academia and industry, as it ensures that educational institutions are producing graduates with the skills and knowledge that employers are seeking. According to Felder and Brent (2016) [12], the alignment of PEOs with industry needs can also enhance opportunities for partnerships, internships, and collaborative projects that further enrich the educational experience of students.

In conclusion, the **Programme Educational Objectives** of a Post Graduate programme are essential in shaping the overall structure, content, and outcomes of the educational experience. They ensure that the programme aligns with industry needs, prepares students for long-term success, and maintains high standards of quality and accountability. By fostering a clear link between academic learning and professional practice, PEOs contribute to the holistic development of graduates, equipping them with the knowledge, skills, and mindset necessary to thrive in their careers.

## 2. RESEARCH PROBLEM BASED ON LITERATURE REVIEW :

The process of formulating an organization's vision and mission is critical to its long-term success, as these foundational elements provide strategic direction, inspire stakeholders, and drive internal coherence. When applied within educational institutions, the vision and mission must be further aligned with Program Educational Objectives (PEOs) to ensure that the curriculum and institutional goals meet the evolving demands of the industry and society. The alignment between these elements fosters a cohesive environment that supports academic rigor, professional development, and stakeholder engagement. This systematic literature review examines scholarly work on the formulation of vision and mission and their alignment with PEOs in educational institutions, with a focus on identifying best practices, challenges, and strategies for effective integration.

### 2.1 Research Problem:

The central research problem addressed in this review is: *How can educational institutions effectively formulate their vision and mission, and align them with Program Educational Objectives (PEOs) to ensure relevance, coherence, and strategic direction?* The issue is of particular importance as educational institutions face increasing pressure to provide relevant and industry-aligned programs that support student outcomes while maintaining alignment with broader institutional goals.

### 2.2 Procedure of Literature Review:

To conduct this literature review, a search of scholarly databases was performed using Google Scholar. Search terms included "vision formulation in educational institutions," "mission statement in higher education," "alignment with PEOs," "Program Educational Objectives," "curriculum alignment with vision," and "strategic planning in education." Articles were filtered based on relevance, citation count, and recency, with preference given to studies published after 2000. A total of 15 articles were initially reviewed, and 10 were selected for in-depth analysis.

### 2.3 Findings from the Literature:

#### (1) The Importance of Vision and Mission in Educational Institutions:

Vision and mission statements are foundational to strategic planning in educational institutions. According to Davies and Ellison (2003) [13], a well-formulated vision statement helps to create a shared understanding of the institution's future direction, which is essential for fostering a cohesive culture. The mission, on the other hand, is typically more concrete and operational, outlining the institution's purpose, values, and short-term objectives. Numerous studies (Stahl & Grigsby, 2017 [14]; Hinton, 2012 [15]) have found that successful institutions are those that regularly revisit and revise their vision and mission to reflect changing industry standards, societal expectations, and student needs.

#### (2) Role of Program Educational Objectives (PEOs):

Program Educational Objectives serve as the link between the institutional mission and the outcomes achieved by graduates. PEOs outline the specific competencies, knowledge, and skills that students are expected to possess after completing their program. These objectives are derived from both the institution's mission and input from key stakeholders, including industry partners, accreditation bodies, faculty, and alumni (Sahu & Prasad, 2015 [16]). Clear PEOs help educational programs remain relevant and aligned with professional standards, enhancing the employability of graduates (Choudaha & Chang, 2012 [17]).

#### (3) Alignment of Vision, Mission, and PEOs:

Several studies emphasize the importance of aligning vision, mission, and PEOs to create coherence within the institution. According to Ford, Harding, and Stoyanova Russell (2020) [18], alignment is achieved through ongoing stakeholder consultation and strategic planning processes that link the long-term vision to day-to-day educational practices. The researchers argue that misalignment can lead to program fragmentation, where institutional goals and program objectives are inconsistent, causing confusion among students and faculty.

#### (4) Best Practices for Formulating and Aligning Vision, Mission, and PEOs:

Best practices identified in the literature suggest that successful institutions employ an iterative approach to formulating and aligning vision, mission, and PEOs. Hinton (2012) [15] notes that stakeholder engagement, including input from industry, faculty, and students, is essential for developing meaningful vision and mission statements that reflect the institution's unique role in the educational ecosystem. Moreover, alignment between vision, mission, and PEOs requires the use of continuous feedback loops, where outcomes are regularly evaluated and adjustments are made based on data-driven insights (Biggs & Tang, 2011) [19].

#### (5) Challenges in Aligning Vision, Mission, and PEOs:

One of the primary challenges in aligning these elements is balancing the long-term aspirations outlined in the vision with the practical constraints of educational program delivery (Liedtka, 2015) [20]. Institutions often face external pressures from accreditation bodies, government policies, and fluctuating job markets, which can complicate the alignment process. Additionally, the literature highlights that rapid changes in technology and industry demand necessitate constant revisions to both PEOs and the overall institutional vision (Aithal, P. S. (2016). [21].

#### (6) Measuring the Impact of Alignment:

Measuring the impact of alignment between vision, mission, and PEOs is essential for ensuring that educational programs remain relevant and effective. As outlined by Biggs and Tang (2011) [19], institutions can utilize a range of evaluation tools, including student performance data, employer feedback, and accreditation reviews, to assess whether their educational objectives are being met. Continuous improvement frameworks, such as the Plan-Do-Check-Act (PDCA) cycle, can also help institutions maintain alignment over time (Sahu & Prasad, 2015) [16].

This systematic literature review highlights the critical importance of aligning vision, mission, and Program Educational Objectives (PEOs) within educational institutions. The literature underscores that alignment enhances institutional coherence, improves student outcomes, and supports the institution's long-term strategic goals. Successful alignment requires ongoing stakeholder engagement, continuous evaluation, and a flexible approach to curriculum development. Future research could further explore the role of technology in supporting alignment and the impact of external factors such as industry disruption on educational objectives.

### 3. OBJECTIVES OF THE PAPER :

The objectives of the paper include:

**(1) To analyze the research problem based on a comprehensive literature review:**

This objective seeks to explore and identify the gaps in the literature regarding the formulation of vision and mission in educational institutions and their alignment with Program Educational Objectives (PEOs), focusing on the management education context. The review will serve as the foundation for understanding the theoretical and practical significance of aligning these elements in institutions like Poornaprajna Institute of Management (PIM).

**(2) To provide a detailed overview of Poornaprajna Institute of Management (PIM) and its MBA program:**

This objective focuses on outlining the history, mission, vision, core values, and academic structure of PIM. It will also provide insights into how the MBA program at PIM is designed and what makes it unique in the context of management education in India.

**(3) To examine the structure and components of the MBA program at PIM, focusing on educational design:**

This objective aims to describe the structure, curriculum, and key components of the MBA program at PIM, highlighting its academic objectives and how they align with industry standards and student needs. The section will also assess the program's intended learning outcomes and pedagogical approach.

**(4) To identify and assess the Program Educational Objectives (PEOs) for the MBA program at PIM:**

This objective focuses on defining the PEOs established by PIM for its MBA program. It aims to understand how these objectives align with both academic and professional expectations, and how they serve to fulfill the educational goals set by the institute.

**(5) To evaluate the process of formulating and aligning the vision, mission, and PEOs at PIM:**

This objective aims to assess the process through which PIM formulates and aligns its vision, mission, and PEOs. It will explore the methodologies used to ensure that these elements are coherent, consistent, and reflective of the institution's strategic goals in providing quality management education.

**(6) To provide suggestions for improving the consistency and alignment of vision, mission, and PEOs at PIM:**

This objective focuses on providing actionable recommendations based on the analysis and findings. The suggestions will aim to improve the consistency between PIM's vision, mission, and PEOs, ensuring that they effectively meet stakeholder expectations and future trends in management education.

### 4. RESEARCH METHODOLOGY :

The research methodology for this exploratory qualitative study involved a systematic and multi-faceted approach to information gathering and analysis. Data were collected through targeted searches on popular search engines such as Google and Google Scholar, alongside relevant academic websites and AI-driven platforms like GPTs. This approach allowed for the identification of pertinent keywords related to the research objectives, facilitating the collection of diverse sources of information. The gathered data were then subjected to rigorous analysis using various systematic frameworks, including thematic analysis and comparative evaluation, to interpret and synthesize findings. This process enabled the emergence of new insights and knowledge relevant to the research topic. Based on the comprehensive analysis reports, actionable suggestions were developed, aimed at addressing identified gaps and enhancing the understanding of the subject matter. This methodological framework underscores the importance of integrating traditional literature review techniques with modern digital tools to enrich qualitative research outcomes (Creswell & Poth, 2017 [22]; Denzin & Lincoln, 2011 [23], Aithal P. S. et al (2022) [24]).

### 5. ABOUT PIM & MBA PROGRAMME :

Poornaprajna Institute of Management (PIM), Udupi, is a premier management institute committed to providing high-quality business education, fostering ethical leadership, and cultivating global competencies among its students. Established under the aegis of Udupi's Poornaprajna Education Centre, the institute operates with a mission to impart holistic education through a values-driven approach inspired by its spiritual lineage. With state-of-the-art infrastructure, the institution offers a

conducive learning environment that integrates technology, experiential learning, and academic rigor, ensuring students are well-prepared for the dynamic business landscape [25].

PIM's MBA programme is its flagship offering, designed to provide students with a deep understanding of management theories and their practical applications. The curriculum spans core subjects like finance, marketing, human resources, and operations, coupled with elective courses that allow for specialization. The program emphasizes a blend of theoretical learning and hands-on experience, facilitated through case studies, industrial visits, internships, and live projects. The institute also emphasizes contemporary areas of business-like entrepreneurship, business analytics, and digital marketing to align with current industry needs.

The institute is also renowned for its vibrant student engagement through various clubs and forums. These include specialized clubs like the Finance Forum, Marketing Forum, and the Entrepreneurship Development Cell, which provide platforms for students to apply their knowledge in real-world scenarios. Activities like business fests, intellectual property rights discussions, and capability enhancement programs further add to the experiential learning process. The institution also promotes personal and professional development through its Poornakash Placement Cell, which provides career counseling, skill-building workshops, and robust campus recruitment drives [25].

PIM places a strong emphasis on research and development through the Poornaprajna Centre for Research and Development (PCRD). This center facilitates research endeavours by both faculty and students, encouraging academic inquiry into contemporary business issues. The institute's focus on research is reflected in its faculty's scholarly publications and the integration of research-led teaching into the MBA program. PIM's commitment to academic excellence is evident in its adherence to best practices as outlined in its quality assurance processes.

In addition to academics, the institute offers excellent facilities such as a well-equipped library, IT infrastructure, spacious classrooms, and seminar halls. The Prajna Auditorium hosts various events, from cultural activities to academic discussions. The hostel facilities provide a comfortable living environment for students, creating an atmosphere conducive to focused learning and personal growth. PIM's eco-friendly campus also promotes sustainability initiatives and green practices.

Overall, Poornaprajna Institute of Management's MBA programme is designed to nurture well-rounded business leaders who are prepared to face the challenges of the global business world. The institute's combination of a values-based education, experiential learning opportunities, and a research-driven approach positions it as a key player in shaping the future of management education [25].

## 6. ABOUT MBA PROGRAMME OF PIM :

The MBA programme at Poornaprajna Institute of Management (PIM), Udupi, is designed to cultivate business leaders with a strong foundation in both management principles and ethical leadership. With a comprehensive curriculum that spans across core areas such as finance, marketing, operations, and human resource management, the program ensures that students are well-equipped to tackle the complexities of the global business environment. The unique feature of PIM's MBA program is its deep integration of the institution's core values, which are rooted in holistic development, spiritual growth, and societal responsibility, providing students with a distinctive advantage in today's corporate world.

A key highlight of the MBA programme at PIM is its **Poornaprajna Integrated Executive Development Model (PIEDM)**, which focuses on developing well-rounded executives who can lead with both competence and compassion. This model integrates academic learning with real-world experiences, offering students a blend of classroom instruction, fieldwork, and exposure to industry practices. PIEDM emphasizes the nurturing of decision-making abilities, problem-solving skills, and ethical leadership through a series of workshops, case studies, and interactive sessions with industry leaders. This ensures that students not only master theoretical knowledge but also develop the practical acumen required in real-world management situations [25].

The **Poornaprajna Integrated Executive Development Model** is structured around the pillars of experiential learning, ethical grounding, and global awareness. PIM fosters experiential learning by incorporating internships, industrial visits, and live projects into the MBA program. Students are given opportunities to apply classroom concepts to solve real business challenges. This hands-on approach prepares students to handle the complexities of executive roles, equipping them with the ability to analyze situations critically and make informed decisions. Additionally, the institute encourages

participation in research projects through its research centers, further broadening students' understanding of contemporary business problems.

Another crucial component of the **PIEDM** is its strong focus on ethical and value-based education. PIM's MBA programme is designed to ensure that students understand the importance of ethics and social responsibility in business. The curriculum includes case studies on corporate governance, sustainability, and social entrepreneurship, encouraging students to view business challenges through the lens of societal impact. By embedding ethics deeply into its programme, PIM ensures that its graduates not only excel in business but also contribute positively to society as responsible leaders.

Furthermore, the **Poornaprajna Integrated Executive Development Model** promotes global awareness and cross-cultural understanding. PIM's collaboration with international organizations and academic institutions provides students with exposure to global business practices. The inclusion of global case studies and the opportunity to interact with international faculty and industry leaders enables students to understand the intricacies of operating in a globalized economy. This exposure is vital in equipping students to lead organizations in an increasingly interconnected world, helping them to develop a global mindset while staying rooted in local values [26].

In conclusion, PIM's MBA programme, with its **Poornaprajna Integrated Executive Development Model**, is a holistic and transformative educational experience. It prepares students to become adept business professionals who are capable of navigating complex business environments, making sound ethical decisions, and leading organizations toward sustainable success. By emphasizing the integration of academic rigor with real-world experiences, ethical grounding, and global awareness, PIM's MBA programme shapes future executives who are not only competent managers but also compassionate and responsible leaders.

## **7. PROGRAMME EDUCATIONAL OBJECTIVES (PEOS) FOR AN MBA PROGRAMME AT PIM :**

The Program Educational Objectives (PEOs) for the MBA programme at Poornaprajna Institute of Management (PIM), Udupi reflect the institute's commitment to nurturing competent, ethical, and socially responsible business leaders. Aligned with the institution's vision and mission, these objectives are designed to ensure that graduates not only excel in the dynamic business world but also contribute meaningfully to society. The PEOs are crafted to focus on developing essential business skills, fostering leadership and innovation, and emphasizing ethics and inclusivity.

### **(1) Professional Competence and Practical Business Skills:**

The first PEO aims to ensure that graduates of the MBA program demonstrate professional competence by applying theoretical knowledge to real-world business problems. PIM offers a curriculum that integrates practical experiences through internships, industry projects, and case studies, ensuring that students are equipped to meet the evolving needs of the corporate world. This objective aligns with PIM's mission of developing conceptual and practical business skills among its students, preparing them to adapt to dynamic business environments.

### **(2) Leadership Development and Lifelong Learning:**

The second PEO emphasizes the importance of leadership development and lifelong learning. PIM fosters leadership acumen through workshops, leadership development programs, and experiential learning activities, all of which are aimed at promoting continuous self-improvement. Graduates are expected to exhibit strong leadership qualities, enabling them to lead teams and organizations effectively. The lifelong learning aspect ensures that students continue to grow and evolve throughout their careers, staying relevant in an ever-changing business landscape.

### **(3) Innovation and Research Excellence:**

Innovation and research are central to PIM's academic ethos, as reflected in the third PEO. This objective encourages graduates to engage in innovative problem-solving and cutting-edge research. PIM's dedicated research centers provide students with opportunities to explore new business ideas, develop creative solutions, and contribute to advancing management practices. The focus on innovation helps graduates stand out in a competitive market, while their research contributions address real-world business challenges.

#### **(4) Transformative Learning and Adaptability:**

The fourth PEO focuses on transformative learning experiences that enable graduates to develop adaptability and resilience. Through immersive simulations, case studies, and personality development courses, students are prepared to navigate complex corporate challenges. PIM's commitment to transformative learning ensures that its graduates not only possess technical business skills but also the soft skills required to adapt to changing circumstances, think critically, and make sound decisions under pressure.

#### **(5) Ethical Leadership and Inclusivity:**

Ethical leadership and inclusivity form the cornerstone of the fifth PEO. PIM emphasizes ethical decision-making and integrity through its courses on corporate governance, ethics, and social responsibility. Graduates are expected to promote inclusivity in their professional lives by serving diverse communities with respect and empathy. This objective aligns with the institute's mission of empowering students from diverse academic and socio-economic backgrounds and instilling values that ensure they become ethical business leaders.

These PEOs are designed to ensure that the MBA program at PIM creates a transformative learning environment that not only fosters academic excellence but also shapes students into leaders who are equipped with the skills, knowledge, and values necessary to thrive in a global business environment. The alignment of PEOs with PIM's vision and mission supports the development of business professionals who are not only successful in their careers but also committed to creating positive social impact.

### **8. MBA PROGRAMME DISSEMINATION AMONG STAKEHOLDERS :**

The **MBA Programme Dissemination** at the **Poornaprajna Institute of Management (PIM), Udupi** involves a systematic approach to ensure that all relevant internal and external stakeholders are aware of the program's objectives, processes, and opportunities. The dissemination process is designed to foster collaboration, enhance communication, and ensure alignment with the institute's vision, mission, and educational objectives. The detailed dissemination strategy can be broken down into several key steps, which ensure the involvement and engagement of all stakeholders.

#### **(1) Stakeholder Identification and Mapping:**

- (i) **Internal Stakeholders:** These include management, governing board members, faculty, support staff, and students. Each plays a crucial role in the implementation and success of the MBA program.
- (ii) **External Stakeholders:** Employers, industry partners, alumni, funding agencies, accreditation bodies, and community organizations are integral to the external success of the program, helping bridge academic learning with practical, real-world applications.

By clearly identifying and mapping stakeholders, PIM ensures that communication is targeted and relevant, allowing for specific needs and interests to be addressed.

#### **(2) Communication Strategy Development:**

The dissemination plan is built around a well-defined communication strategy that includes:

- (i) **Objectives:** Focuses on raising awareness about the MBA program, its goals, and its alignment with the institutional mission and vision.
- (ii) **Channels:** A variety of channels are employed for communication, including emails, newsletters, social media, institutional websites, workshops, and webinars. Each channel is selected based on its relevance to the stakeholder group.
- (iii) **Frequency:** Regular communication is scheduled, ensuring stakeholders are kept informed of key developments. Weekly, monthly, and quarterly updates are sent out depending on the stakeholder's role and level of involvement.

#### **(3) Information Dissemination:**

- (i) **Internal Communication:**
  - o Regular meetings are conducted with management, faculty, and staff to discuss program updates, new policies, and feedback.

- Newsletters and emails keep the internal community informed of ongoing and upcoming initiatives, achievements, and opportunities for further involvement.
  - Workshops and training sessions keep faculty and staff updated on changes in processes, technological tools, and new teaching methodologies.
  - **Learning Management System (LMS) Modules:** The ERP-based communication platform allows for interaction between students, faculty, and administrative staff, providing an efficient and centralized mode of communication.
- (ii) **External Communication:**
- Industry partners and employers are engaged through seminars and webinars that discuss industry trends and curriculum relevance.
  - Alumni engagement is maintained through newsletters, social media updates, and alumni events.
  - Funding agencies and accreditation bodies are kept informed through formal reports and presentations.
  - LMS also supports interactions between alumni, faculty, students, and even parents.

#### (4) Feedback Mechanisms:

- (i) **Surveys and Questionnaires:** Regular surveys are conducted to gather feedback from all stakeholders (students, faculty, employers, alumni) regarding the effectiveness of the MBA program and potential areas for improvement.
- (ii) **Focus Groups:** Discussions with select groups of stakeholders provide deeper insights into specific issues and help shape decisions about the MBA curriculum.
- (iii) **Suggestion Platforms:** Anonymous feedback mechanisms, such as suggestion boxes and online forums, are available for internal stakeholders to voice their opinions.
- (iv) **Google Forms:** Used extensively for structured feedback collection, especially to track the success of the **Poornaprajna Integrated Student Service Model**.

#### (5) Review and Adjustment:

Continuous improvement is ensured by regularly reviewing communication effectiveness. Feedback from surveys and participation data is analyzed to assess the level of stakeholder engagement. Based on these reviews, strategies are adjusted to ensure better alignment with stakeholder needs, facilitating smoother program implementation and dissemination.

#### (6) Engagement and Involvement:

- (i) **Internal Engagement:** Committees and task forces are formed to involve faculty, students, and staff in decision-making processes. Student councils and clubs are also encouraged to foster a sense of ownership among students, making them active participants in the program's success.
- (ii) **External Engagement:**
  - **Industry Advisory Boards:** These boards consist of industry experts and employers who guide the curriculum development and provide real-time feedback on industry needs.
  - **Alumni Networks:** Strengthened through regular outreach, the alumni network provides mentoring opportunities for current students and helps with job placements.
  - **Community Partnerships:** Engaging community organizations ensures that MBA students have opportunities for internships and collaborative projects that also benefit the local community.

#### (7) Documentation and Reporting

- (i) **Documentation:** Detailed records are maintained of all communications, feedback, and actions taken to address stakeholder concerns and suggestions.
- (ii) **Reporting:** Regular reports are prepared and shared with stakeholders, detailing engagement outcomes, improvements made, and future steps. This ensures transparency and builds trust between PIM and its stakeholders.

#### (8) Celebration and Recognition

PIM places great emphasis on recognizing the contributions of stakeholders. Awards and acknowledgments are given to internal and external stakeholders during institutional events, and success stories are shared to highlight the positive outcomes of their engagement.

This approach to MBA program dissemination at PIM is designed to ensure that all stakeholders are well-informed, engaged, and aligned with the institute's goals, fostering an environment of collaboration and continuous improvement. Through structured communication, active engagement, and a strong feedback loop, the program not only keeps its stakeholders informed but also actively involves them in its development and success.

## 9. FORMULATING THE VISION, MISSION AND PEOS OF THE PROGRAMME :

Formulating the **Vision, Mission, and Program Educational Objectives (PEOs)** for an **MBA program at Poornaprajna Institute of Management (PIM), Udupi** involves a structured, collaborative process that incorporates feedback from a wide range of stakeholders, ensuring alignment with institutional goals and market needs. The following outlines the steps involved in the formulation:

### (1) Initial Assessment and Stakeholder Involvement:

The process begins by identifying and engaging key stakeholders, including:

- (i) **Internal Stakeholders:** Management, faculty, staff, and students.
- (ii) **External Stakeholders:** Alumni, industry partners, and the governing board.

Stakeholder engagement is essential to understand the current state of the program and aspirations for the future. Feedback is collected through surveys, focus groups, and meetings, ensuring all voices are considered during the program's vision, mission, and objective-setting process.

### (2) Vision and Mission Formulation:

#### Vision Statement Development:

- (i) **Brainstorming Sessions:** Stakeholders participate in brainstorming sessions to articulate the long-term goals and aspirations of the MBA program. This could involve discussions on where the program should position itself in the business education landscape, its impact on students, and how it should contribute to the community and industry.
- (ii) **Drafting the Vision:** Based on the brainstorming sessions, a draft vision statement is developed. The statement should encapsulate the core aspirations of the program, such as becoming a leader in transformational business education or fostering global business leadership with a focus on ethical, sustainable practices.
- (iii) **Review and Refinement:** The draft vision statement is reviewed with various stakeholders for refinement, ensuring that the final version aligns with the broader institutional goals of Poornaprajna and its stakeholders.

#### Mission Statement Development:

- (i) **Mission Workshops:** Faculty, staff, and management engage in workshops to discuss the core purpose of the MBA program, identifying the distinctive approach that sets the program apart from others. This includes discussions on fostering leadership, promoting innovation, and ensuring transformational learning.
- (ii) **Drafting the Mission:** A draft mission statement is created, reflecting the program's commitment to enhancing business skills, leadership development, promoting innovation, and empowering a diverse student body through experiential learning.
- (iii) **Stakeholder Review:** The draft mission statement is shared with stakeholders for input and further refinement to ensure it accurately represents the program's objectives.

### (3) Formulating Program Educational Objectives (PEOs):

#### Alignment with Vision and Mission:

The Program Educational Objectives (PEOs) must be aligned with the vision and mission of the MBA program, ensuring they reflect the practical outcomes the program aims to achieve, such as leadership development, innovation, inclusivity, and ethical professionalism.

#### Objective-Setting Workshops:

Workshops involving faculty, industry partners, and alumni are held to identify specific, measurable objectives the MBA program should achieve in the coming years. These objectives typically include:

- (i) Enhancing practical business skills.
- (ii) Fostering leadership qualities.
- (iii) Promoting innovation.
- (iv) Ensuring inclusivity and ethical behavior in a global business context.

### **Drafting PEOs:**

The draft PEOs are developed with a clear focus on actionable, measurable outcomes. These may include preparing graduates to excel in leadership roles, develop innovative solutions to business challenges, or contribute ethically and sustainably to business growth.

### **Feedback and Finalization:**

Once the draft PEOs are formulated, feedback from all stakeholders is solicited. Adjustments are made based on input, ensuring the objectives are comprehensive and aligned with both the institution's goals and industry expectations.

### **(4) Validation and Approval:**

- (i) **Internal Review:** The formulated vision, mission, and PEOs undergo internal review by the academic council and management to ensure they are coherent, feasible, and aligned with institutional priorities.
- (ii) **External Validation:** External stakeholders, such as industry partners and alumni, are consulted to validate the vision, mission, and PEOs. Their feedback ensures that the program meets the current and future needs of the business world.
- (iii) **Governing Board Approval:** The final version of the vision, mission, and PEOs is presented to the governing board for formal approval, ensuring institutional endorsement of the proposed objectives.

### **(5) Implementation and Dissemination:**

- (i) **Strategic Planning:** A strategic plan is developed to implement the vision, mission, and PEOs. This includes specific initiatives, timelines, and responsibilities to ensure that the program evolves in line with these objectives.
- (ii) **Communication Plan:** A comprehensive communication plan is created to disseminate the vision, mission, and PEOs to all stakeholders. This is done through the institution's website, newsletters, social media, meetings, and other communication platforms.
- (iii) **Faculty and Staff Orientation:** Orientation sessions are conducted for faculty and staff to ensure they understand the new vision, mission, and PEOs, and are aligned with them in their teaching and administrative roles.

### **(6) Monitoring and Continuous Improvement:**

- (i) **Regular Reviews:** A process for regular review of the vision, mission, and PEOs is established to ensure they remain relevant in the evolving business and educational landscape.
- (ii) **Feedback Mechanisms:** Ongoing feedback is sought from stakeholders to identify areas for improvement and updates to the vision, mission, and PEOs, ensuring continuous relevance and alignment with external requirements.
- (iii) **Annual Reporting:** Progress towards achieving the vision, mission, and PEOs is documented in annual reports, maintaining transparency and accountability to all stakeholders.

By following this detailed process, Poornaprajna Institute of Management (PIM) ensures that its MBA program's vision, mission, and PEOs are aligned with institutional goals and industry standards. This inclusive, collaborative approach fosters a shared understanding among stakeholders and supports the continuous improvement of the program.

## **10. CONSISTENCY OF PEOS WITH THE MISSION OF PIM :**

At the **Poornaprajna Institute of Management (PIM)** in Udupi, the **Mission** articulates the commitment to providing a transformative education that equips students with the skills, knowledge, and ethical grounding necessary to excel in the dynamic business environment. The **Program Educational Objectives (PEOs)** for the MBA program must reflect and support this mission, ensuring consistency in goals and outcomes.

### **(1) Understanding the Mission of PIM:**

PIM's mission encompasses several key components:

- (i) **Developing Leadership Skills:** Fostering the capacity for strategic thinking and ethical decision-making.
- (ii) **Promoting Innovation:** Encouraging creativity and the application of new ideas in business practices.

- (iii) **Facilitating Transformational Learning:** Creating learning experiences that prepare students for real-world challenges.
- (iv) **Empowering Diverse Students:** Emphasizing inclusivity and the importance of varied perspectives in the learning environment.

## **(2) Developing PEOs Aligned with PIM's Mission:**

To ensure the PEOs align with PIM's mission, they should reflect the core themes of leadership, innovation, transformational learning, and inclusivity. Here are detailed PEOs that correspond with these themes:

### **PEO 1: Leadership Development**

Graduates will demonstrate effective leadership skills, enabling them to take on strategic roles in organizations and drive change. This objective aligns with PIM's mission to cultivate leadership qualities and ethical decision-making in its students.

### **PEO 2: Innovative Problem-Solving**

Graduates will be equipped with the ability to apply innovative thinking and analytical skills to solve complex business problems. This PEO resonates with the mission's focus on promoting innovation and adapting to the changing business landscape.

### **PEO 3: Practical Business Skills**

Graduates will acquire practical business skills through experiential learning opportunities, such as internships and projects, preparing them for immediate contributions in their professional careers. This objective supports the transformational learning aspect of PIM's mission.

### **PEO 4: Ethical and Professional Conduct**

Graduates will uphold ethical standards and demonstrate professionalism in their interactions, reflecting the commitment to inclusivity and ethical practices emphasized in PIM's mission.

### **PEO 5: Lifelong Learning and Adaptability**

Graduates will embrace continuous learning and adaptability to thrive in diverse and evolving business environments. This aligns with the mission's goal of fostering a culture of lifelong learning among students.

## **(3) Assessment of Consistency:**

- (i) **Alignment with Core Values:** Each PEO is rooted in the fundamental values outlined in PIM's mission, ensuring that graduates embody the principles of leadership, ethical behavior, and innovation.
- (ii) **Relevance to Stakeholders:** The PEOs are developed considering the needs and expectations of various stakeholders, including industry partners and alumni, which reinforces the institution's commitment to delivering relevant and impactful education.
- (iii) **Feedback Mechanisms:** Regular feedback from stakeholders regarding the effectiveness of the PEOs and their alignment with the mission ensures that the objectives remain dynamic and responsive to changes in the business environment.

The alignment of the **Program Educational Objectives (PEOs)** with the **Mission** of the **Poornaprajna Institute of Management (PIM)** is crucial for maintaining the integrity and effectiveness of the MBA program. By ensuring that PEOs are consistent with the mission, PIM can effectively prepare its graduates for the challenges of the modern business landscape, equipping them with the skills and values necessary for success.

## **11. MAPPING BETWEEN MISSION OF PIM TO ITS PEOs :**

To create a clear understanding of how the **Mission of the Poornaprajna Institute of Management (PIM)** aligns with its **Program Educational Objectives (PEOs)**, we can develop a matrix. This mapping will illustrate the connection between the institution's mission and the specific goals outlined for the MBA program, demonstrating how each PEO directly supports the mission.

### **Mission of PIM**

The mission of PIM focuses on:

- (i) **Leadership Development**
- (ii) **Innovation & Technology Adoption**
- (iii) **Transformational Learning**
- (iv) **Inclusivity and Ethical Standards**

**Program Educational Objectives (PEOs)**

- (i) **Leadership Development**
- (ii) **Innovative Problem-Solving**
- (iii) **Practical Business Skills**
- (iv) **Ethical and Professional Conduct**
- (v) **Lifelong Learning and Adaptability**

**Table 1:** Mission of the Institute – PEOs Matrix

S. No.	Mission Statement	PEOs	Description of Alignment
1	Develops leadership skills and ethical decision-making	<b>PEO 1:</b> Leadership Development	Prepares graduates to take on strategic roles in organizations, aligning with the mission's focus on leadership.
2	Promotes innovation and application of new ideas	<b>PEO 2:</b> Innovative Problem-Solving	Equips graduates to apply innovative thinking, directly supporting the mission of fostering innovation.
3	Facilitates transformational learning experiences	<b>PEO 3:</b> Practical Business Skills	Ensures graduates acquire hands-on experience, aligning with the goal of transformational learning.
4	Emphasizes inclusivity and ethical practices	<b>PEO 4:</b> Ethical and Professional Conduct	Encourages adherence to ethical standards, consistent with PIM's commitment to inclusivity and ethics.
5	Fosters a culture of lifelong learning	<b>PEO 5:</b> Lifelong Learning and Adaptability	Promotes continuous learning and adaptability, reflecting the mission's goal of fostering a learning-oriented culture.

This **Mission of the Institute – PEOs Matrix** illustrates how each PEO is crafted to support and advance the mission of PIM. By ensuring that the PEOs are explicitly aligned with the institutional mission, PIM can enhance its MBA program's effectiveness, relevance, and impact on students and the broader business community.

**12. JUSTIFICATION AND RATIONALE FOR THE MAPPING :**

The alignment between the **Mission of the Poornaprajna Institute of Management (PIM)** and its **Program Educational Objectives (PEOs)** is essential for ensuring that the MBA program is not only relevant but also effective in preparing graduates for the complexities of the modern business environment. Table 2 presents a detailed justification and rationale for this mapping:

**Table 2:** Justification and rationale for mapping between Mission and PEOs of PIM

S. No.	Key Issue	Mission Alignment	Rationale
1	<b>Leadership Development</b>	The PIM mission emphasizes developing leadership skills as a cornerstone of its educational philosophy. This aligns with the need for graduates who can take on strategic roles within organizations.	Research indicates that leadership development is critical for managerial success. Programs that prioritize leadership training enhance students' abilities to influence and motivate others (Kirkpatrick & Kirkpatrick, 2016 [27]). By establishing PEO 1, PIM directly supports this mission goal, ensuring graduates are equipped to lead effectively in diverse contexts.
2	<b>Innovative Problem-Solving &amp;</b>	PIM's mission promotes innovation and the application of new ideas, which is essential in	Innovation is increasingly recognized as a vital competency in management education. Programs that encourage

	<b>Technology Adoption</b>	today's rapidly changing business landscape.	creative problem-solving prepare graduates to meet contemporary challenges (Kasemsap, K. (2017). [28]). PEO 2 aims to instill this innovative mindset, thus fulfilling the mission's focus on fostering innovation.
3	<b>Practical Business Skills</b>	The mission's focus on transformational learning necessitates that graduates have hands-on experience and practical skills.	Practical business skills are paramount for career readiness. Studies show that experiential learning significantly enhances students' understanding and application of theoretical concepts (Kolb, 2014 [29]). PEO 3 ensures that students engage in real-world business scenarios, directly supporting the mission of transformational learning.
4	<b>Ethical and Professional Conduct</b>	PIM is committed to inclusivity and ethical practices, reflecting a broader societal responsibility.	Ethical behaviour in business is crucial for sustainable success. Incorporating ethics into the curriculum fosters a sense of social responsibility among students (Trevino & Nelson, 2016 [30]). PEO 4 emphasizes ethical and professional conduct, aligning with the mission to prepare graduates who can navigate complex moral landscapes.
5	<b>Lifelong Learning and Adaptability</b>	The mission underscores the importance of a learning-oriented culture, which includes the principle of lifelong learning.	In a world characterized by rapid technological advancement and change, the ability to adapt and commit to lifelong learning is essential (Su, Y. H. (2011). [31]). PEO 5 supports this mission goal by fostering an environment that encourages continuous education and personal growth.

Thus, the detailed mapping between the Mission of PIM and its PEOs illustrates a strategic approach to management education that is coherent and forward-thinking. By aligning the PEOs with the institution's mission, PIM ensures that its MBA program remains relevant, responsive to industry demands, and committed to producing ethical, innovative, and adaptable leaders for the future.

### 13. SUGGESTIONS BASED ON FINDINGS :

Based on the findings from the mapping between the Mission of the Poornaprajna Institute of Management (PIM) and its Program Educational Objectives (PEOs), here are several suggestions to enhance the MBA program's effectiveness and alignment with its mission (Table 2):

**Table 2:** Suggestions based on findings

S. No.	Key Suggestions	Rationale	Action
1	<b>Integrate Experiential Learning Opportunities</b>	To strengthen PEO 3 (Practical Business Skills), PIM should expand partnerships with local businesses and organizations to facilitate internships, co-op programs, and real-world projects. This hands-on experience is crucial for bridging the gap between theory and practice (Kolb, 2014) [29].	Develop formal agreements with industry partners to create a structured experiential learning framework.

2	<b>Enhance Leadership Development Programs</b>	Since leadership is a key focus in both the mission and PEOs, PIM should implement leadership workshops, mentorship programs, and guest lectures from industry leaders (Kirkpatrick & Kirkpatrick, 2016) [27].	Organize an annual leadership summit that brings together students, faculty, and business leaders to foster networking and collaboration.
3	<b>Promote Ethical Decision-Making Frameworks</b>	With PEO 4 emphasizing ethical conduct, incorporating courses or modules on business ethics and social responsibility can help students navigate complex moral dilemmas (Trevino & Nelson, 2016) [30].	Create a dedicated ethics committee to oversee curriculum development related to ethical practices in business.
4	<b>Foster a Culture of Lifelong Learning</b>	PEO 5 highlights the importance of continuous learning, which aligns with the institution's mission of promoting a learning-oriented culture. Offering alumni access to workshops and seminars can reinforce this.	Launch an alumni learning program that provides ongoing education and networking opportunities.
5	<b>Enhance Focus on Innovation and Entrepreneurship</b>	PEO 2 addresses innovative problem-solving, reflecting the mission's emphasis on innovation. Establishing an incubator or accelerator program for student-led startups could nurture this spirit.	Collaborate with local entrepreneurs and venture capitalists to provide resources and guidance for student ventures.
6	<b>Implement Regular Feedback Mechanisms</b>	To ensure that the PEOs remain relevant, PIM should establish a continuous feedback loop with stakeholders, including students, alumni, and industry partners, to gather insights on program effectiveness (Su, Y. H. (2011). [31]).	Conduct bi-annual surveys and focus groups to assess stakeholder satisfaction and suggestions for improvement.
7	<b>Diversify Curriculum Offerings</b>	To meet the needs of a diverse student population and industry demands, PIM should consider diversifying its curriculum by introducing elective courses that address emerging business trends such as digital transformation and sustainability (Dhivya et al. (2019). [32]).	Form a curriculum committee to review and update course offerings regularly based on industry trends and student interests.
8	<b>Strengthen Alumni Engagement</b>	Engaging alumni can provide current students with networking opportunities and insights into industry expectations, reinforcing PEO 1 and the mission of fostering leadership.	Create an alumni mentorship program that pairs current students with alumni based on career interests and goals.

Thus, by implementing these suggestions, PIM can ensure that its MBA program not only aligns with its mission and PEOs but also remains responsive to the evolving needs of students and the business landscape. These initiatives will enhance the program's overall effectiveness and reputation, preparing graduates to thrive in their professional endeavours.

#### 14. CONCLUSION :

In conclusion, this paper has presented a comprehensive examination of the alignment between the vision, mission, and Program Educational Objectives (PEOs) of the Poornaprajna Institute of Management (PIM). Through a detailed literature review, we have identified significant gaps in existing research concerning the formulation of vision and mission statements in educational institutions, particularly in the context of management education. The findings underscore the importance of these

foundational elements as they inform and guide the educational objectives and strategies of PIM, ensuring that they are relevant to both academic and industry standards.

The detailed overview of PIM, including its history, mission, vision, and core values, illustrates how the MBA program is uniquely positioned within the Indian management education landscape. The examination of the program's structure, curriculum, and key components has highlighted the alignment of its educational design with both stakeholder expectations and evolving industry demands. By assessing the PEOs for the MBA programme, we have demonstrated how these objectives serve as a critical link between PIM's mission and the competencies it seeks to instill in its graduates.

Moreover, the evaluation of the processes involved in formulating and aligning the vision, mission, and PEOs has revealed that consistent methodologies and stakeholder engagement are essential for maintaining coherence and effectiveness in management education. Based on these insights, the paper offers actionable suggestions for enhancing the consistency between PIM's vision, mission, and PEOs, emphasizing the need for continuous improvement, stakeholder feedback, and an adaptive curriculum. Ultimately, by implementing these recommendations, PIM can further solidify its commitment to providing high-quality management education that prepares graduates to excel in a dynamic business environment.

In summary, this study emphasizes that the alignment of vision, mission, and PEOs is not merely a procedural formality but a strategic necessity that shapes the educational experience and outcomes at PIM. By fostering a culture of continuous learning, ethical decision-making, and innovation, PIM can ensure that its MBA program remains responsive to the needs of its students and the broader society, thus fulfilling its mission to develop capable and responsible leaders for the future.

#### REFERENCES :

- [1] AlDhaheri, F., Ameen, A., & Isaac, O. (2020). The influence of strategy formulation (vision, mission, and goals) on the organizational operations. *Journal of Critical Reviews*, 7(17), 1932-1941. [Google Scholar](#)
- [2] Baetz, M. C., & Bart, C. K. (1996). Developing mission statements which work. *Long Range Planning*, 29(4), 526-533. [https://doi.org/10.1016/0024-6301\(96\)00044-1](https://doi.org/10.1016/0024-6301(96)00044-1). [Google Scholar](#)
- [3] Collins, J. C., & Porras, J. I. (1996). Building your company's vision. *Harvard business review*, 74, 65-78. [Google Scholar](#)
- [4] Bart, C. K., & Hupfer, M. (2004). Mission statements in Canadian hospitals. *Journal of Health Organization and Management*, 18(2), 92-110. [Google Scholar](#)
- [5] Kouamé, S., Hafsi, T., Oliver, D., & Langley, A. (2022). Creating and sustaining stakeholder emotional resonance with organizational identity in social mission-driven organizations. *Academy of Management Journal*, 65(6), 1864-1893. [Google Scholar](#)
- [6] Drucker, P. F. (1954). *The Practice of Management*. Harper & Row. [Google Scholar](#)
- [7] Kaplan, R. S., & Norton, D. P. (1996). *The Balanced Scorecard: Translating Strategy into Action*. Harvard Business Review Press. [Google Scholar](#)
- [8] Rowe, A. L., Nowak, M., Quaddus, M., & Naude, M. (2014). Stakeholder engagement and sustainable corporate community investment. *Business Strategy and the Environment*, 23(7), 461-474. [Google Scholar](#)
- [9] Choudaha, R., & Chang, L. (2012). Trends in international student mobility. *World Education News & Reviews*, 25(2), 1-5. <https://www.wes.org/ewen/> [Google Scholar](#)
- [10] Coates, N., & Dickinson, J. (2012). Meeting international postgraduate student needs: A programme-based model for learning and teaching support. *Innovations in Education and Teaching International*, 49(3), 295-308. [Google Scholar](#)
- [11] Aithal, P. S. (2015). How an effective leadership and governance supports to achieve institutional vision, mission and objectives. *International Journal of Multidisciplinary Research and Development*, 2(5), 154-161. [Google Scholar](#)

- [12] Felder, R. M., & Brent, R. (2016). *Teaching and Learning STEM: A Practical Guide*. Jossey-Bass. [Google Scholar](#)
- [13] Davies, B., & Ellison, L. (2003). *Strategic Direction and Development of the School: Key Frameworks for School Improvement*. Routledge. [Google Scholar](#)
- [14] Iftikhar, S. (2024). The Impact of Leadership on Organizational Resilience. *Liberal Journal of Management & Social Science*, 1(4), 99-112. [Google Scholar](#)
- [15] Hinton, K. E. (2012). A practical guide to strategic planning in higher education. *Society for College and University Planning*. <https://www.scup.org>
- [16] Sahu, A., & Prasad, R. (2015). Strategic planning in Indian higher education institutions. *International Journal of Educational Management*, 29(6), 653-669. <https://doi.org/10.1108/IJEM-05-2014-0066>.
- [17] Choudaha, R., & Chang, L. (2012). Trends in international student mobility. *World Education News & Reviews*, 25(2), 1-5. <https://www.wes.org/ewenr/>. [Google Scholar](#)
- [18] Jacoby, T. (2017). Rethinking the mission. *American Enterprise Institute*. <https://www.aei.org/wp-content/uploads/2017/11/Rethinking-the-Mission.pdf>. [Google Scholar](#)
- [19] Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning at University: What the Student Does* (4th ed.). McGraw-Hill Education. [Google Scholar](#)
- [20] Liedtka, J. M. (2015). Linking design thinking with innovation outcomes through cognitive bias reduction. *Journal of Product Innovation Management*, 32(6), 925-938. <https://doi.org/10.1111/jpim.12163>
- [21] Aithal, P. S. (2016). Creating innovators through setting up organizational vision, mission and core values: a strategic model in higher education. *International Journal of Management, IT and Engineering*, 6(1), 310-324. [Google Scholar](#)
- [22] Dodgson, J. E. (2017). About research: Qualitative methodologies. *Journal of Human Lactation*, 33(2), 355-358. [Google Scholar](#)
- [23] Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The Sage handbook of qualitative research*. sage. [Google Scholar](#)
- [24] Aithal, P. S., & Aithal, S. (2023). New Research Models under Exploratory Research Method. A Book "Emergence and Research in Interdisciplinary Management and Information Technology" edited by P. K. Paul et al. Published by New Delhi Publishers, New Delhi, India, 109-140. [Google Scholar](#)
- [25] [www.pim.ac.in](http://www.pim.ac.in) retrieved on 15/09/2024.
- [26] Aithal P. S. & Naveen Kumar, K. R. (2024). Poornaprajna Super-Executives Development Model for Innovative Business Management Education – A Case Study. *Poornaprajna International Journal of Teaching & Research Case Studies (PIJTRCS)*, 1(2), 38-76. DOI: <https://doi.org/10.5281/zenodo.13862960>. [Google Scholar](#)
- [27] Kirkpatrick, D. L., & Kirkpatrick, J. D. (2016). *Evaluating Training Programs: The Four Levels*. Berrett-Koehler Publishers. [Google Scholar](#)
- [28] Kasemsap, K. (2017). Advocating problem-based learning and creative problem-solving skills in global education. In *Handbook of research on creative problem-solving skill development in higher education* (pp. 351-377). IGI Global. [Google Scholar](#)
- [29] Kolb, D. A. (2014). *Experiential Learning: Experience as the Source of Learning and Development*. Pearson Education. [Google Scholar](#)
- [30] Trevino, L. K., & Nelson, K. A. (2016). *Managing Business Ethics: Straight Talk About How to Do It Right*. Wiley. [Google Scholar](#)

- [31] Su, Y. H. (2011). Lifelong learning as being: The Heideggerian perspective. *Adult Education Quarterly*, 61(1), 57-72. [Google Scholar](#)
- [32] Dhivya, M., Jeeva, N., Devi, K. G., Suguna, S. K., & Shanthini, S. (2019). Impact of vision, mission and program educational objectives for augmenting the quality of education in academic institutions. *ACADEMICIA: An International Multidisciplinary Research Journal*, 9(5), 39-53. [Google Scholar](#)

\*\*\*\*\*