

CRITERION 10: CONTINUOUS IMPROVEMENT (50)

10.1 Actions taken based on the results of evaluation of each of the POs and PSOs (20)

a. Program Outcomes (POs) are defined as below:

A management postgraduate program shall be able to

PO1: Knowledge & Skill

To equip students with the **knowledge and skills** to identify, formulate, and solve global business problems.

PO2: Critical Thinking:

To foster **analytical and critical thinking** abilities for evidence-based decision making.

PO3: Leadership:

To develop **value-based leadership and cognitive abilities to work effectively in diverse business environments.**

PO4 Business Ethics:

To make **ethical decisions in complex business situations involving diverse stakeholders.**

PO5: Individual and Team work:

To enhance the ability to assess and improve **team building through goal-setting, feedback, and continuous development.**

b. List of Program Specific Outcomes

A management postgraduate program shall be able to

PSO1: To establish a **foundation of value-based learning in leadership and teamwork**, emphasizing **integrity and transparency.**

PSO2: To develop initiative-driven, **innovative and creative thinking** through the integration of **cross-cutting technologies.**

MIBM, as a self-financed standalone institute, is consistently committed to enhancing and upgrading the overall quality of its academic offerings. The institution understands that its survival and success are closely tied to the effectiveness of its placement activities, and to secure strong placements, there is no substitute for a robust knowledge base. To achieve this vision, MIBM ensures a comprehensive assessment process for each course,

with a focus on evaluating all Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs).

Criteria 3 reveals that for AY 2023-24 22 core courses were offered. The result of these 22 core courses confirm that each course outcome has been attained with respect to threshold decided by the respective faculty members. The students specializing in marketing area have opted for 13 electives. These elective courses have been designed and developed in advance topics in marketing on contemporary themes. Result reveals that out of 13 courses only Course code EM310- Retail Management could not attained the course outcome 1 and 2.

Table 10.1A: Action taken details for COs

Academic Year 2023-24

Course	CO	Curriculum Intervention	Pedagogical Initiative	Support System Improvement
Retail Management BM310	CO 1: Identify (BL-1) the fundamental concepts of retail, including types of retail formats, functions, and the relevance of retail in the Indian market.	Studies on regional variations, consumer behavior, and cultural preferences across different demographics were not adequately demonstrated.	Assessment gap is ratified and more group activities were encouraged.	Field Visits and Industry Interaction has been increased Case Studies of Indian Retail Brands are introduced
	CO 2: Understand (BL-2) customer decision-making processes, including factors affecting buying behavior, relationship marketing, and effective customer service in retail.	Curricula gap is identified as to how global and cultural factors influence consumer behavior, particularly in diverse markets like India	Assessment gap is ratified by Introducing case studies on the impact of global trends in consumer behavior.	

The students specializing in finance have opted for 13 electives. These elective courses have been designed and developed in advance topics in various aspects of finance. Result reveals that out of 13 courses only Course

code EF414- Corporate Taxation could not attained the course outcome 1 and 2.

Course	CO	Curriculum Intervention	Pedagogical Initiative	Support System Improvement
Corporate Taxation EF414	CO 1: Examine (BL4) the meaning of corporate tax planning.	Inadequate Coverage of Tax Laws and Regulations	A thorough understanding of current tax laws needs to be addressed.	Field Visits and Industry Interaction has been increased
	CO 2: Analyze (BL4) the impact of fiscal policy on corporate tax planning.	Insufficient focus on real world corporate taxation issues.	Expert talks on the said topic to be introduced	Case Studies of Indian Retail Brands are introduced Focused works on corporate taxation issues to be organized.

All courses offered in HR, BA and SCOM specialization were attained.

Academic Year 2022-23

The students specializing in finance have opted for 16 electives. These elective courses have been designed and developed in contemporary themes. Result reveals that out of 16 courses only Course code EF417- Econometrics for Manager could not attained the course outcome 4.

Course	CO	Curriculum Intervention	Pedagogical Initiative	Support System Improvement
Econometrics for Manager EF417	CO 4: Estimate and interpret linear regression models, distinguishing between economic and statistical importance.	Limited focus on distinguishing between economic and statistical significance in linear regression models.	Integrate case studies and practical examples on interpreting both statistical significance and economic importance of regression results.	Suggested group projects on Econometrics using regression models

The students specializing in Business Analytics have opted for 8 electives. These elective courses have been designed and developed in tune with modern technologies. Result reveals that out of 8 courses only Course code EA908- Business Inelegance could not attained the course outcome 3.

Course	CO	Curriculum Intervention	Pedagogical Initiative	Support System Improvement
Business Inelegance EA908	CO 3: Undertake investigation/research related to the decision support and BI system.	Lack of practical application and understanding of decision support and BI systems.	Incorporate projects using BI tools, case studies on decision-making, and real-time data analysis.	Access to BI software, industry expert guest lectures, and data sets for analysis

Academic Year 2021-22

24 core courses for all specialization areas were offered. Out of these, only one course entitled BM112 Quantitative techniques-II has not attained course objectives.

Curriculum Intervention:

1. Insufficient practical application of statistical inference concepts, including random sampling.
2. Limited practical exposure to hypothesis testing and constructing confidence intervals for population parameters.
3. Insufficient integration of TQM, BPR, and modern technologies

Pedagogical Initiative:

1. Incorporate problems, interactive simulations, and exercises in statistical software.
2. Include more hands-on practice on software-based analysis.
3. Updating curricula, real-world case studies, and hands-on training

Support System Improvement:

1. Access to statistical tools (e.g., SPSS, R), online resources, and faculty mentorship for problem-solving.
2. Added online tutorials, and faculty-led workshops for guided practice.
3. Industry collaboration, workshops, and advanced software tools.

The students specializing in finance have opted for 16 electives. These elective courses have been designed and developed in contemporary themes. Result reveals that out of 16 courses two courses namely Course code EF401- Corporate Finance and Course code EF 413 – Fixed Income Securities.

Course code EF401- Corporate Finance

Curriculum Intervention:

- 1 Limited focus on corporate financial management challenges and integration of risk and cost of capital in investment appraisal.
- 2 Inadequate emphasis on advanced capital budgeting techniques like NPV, IRR, and DCF.

Pedagogical Initiative:

- 1 Incorporating case studies, risk analysis tools, and cost of capital mode.
- 2 Integrating projects, case studies, and software tools for financial analysis.

Support System Improvement:

- 1 Industry collaborations, guest lectures, and access to financial software tools, providing practical understanding into risk management and investment decision-making.
- 2 Workshops, industry partnerships, and access to financial modeling tools, helping students analyze, evaluate, and implement effective capital budgeting techniques in organizations.

Course code EF 413 – Fixed Income Securities**Curriculum Intervention:**

1. Limited coverage of fixed income securities and factors influencing bond prices.
2. Insufficient focus on bond valuation techniques, risk analysis using duration and convexity .

Pedagogical Initiative:

- 1 Incorporating in-depth modules on bond valuation, interest rates, and various macroeconomic factors.
- 2 Integrating hands-on exercises and case studies on bond pricing, duration, and convexity analysis.

Support System Improvement:

1. Financial databases, simulation tools, guest lectures from industry experts, and case studies, helping students understand market dynamics and bond pricing.
2. Guest lectures, and workshops on fixed income risk management .

All courses offered in HR, BA and SCOM specialization were attained.

The in -depth analysis of subjects that have not attained some of the course outcomes, their curriculum interventions and pedagogical initiatives have been carried out. Based on this additional support system has been incorporated for overall improvement in course attainment.

This process is proved beneficial and in subsequent years in AY2022-23 and AY2023-24 course attainment is achieved to satisfactory level.

PO and PSO attainment levels are worked out Vs. targets presented in graphs given below:

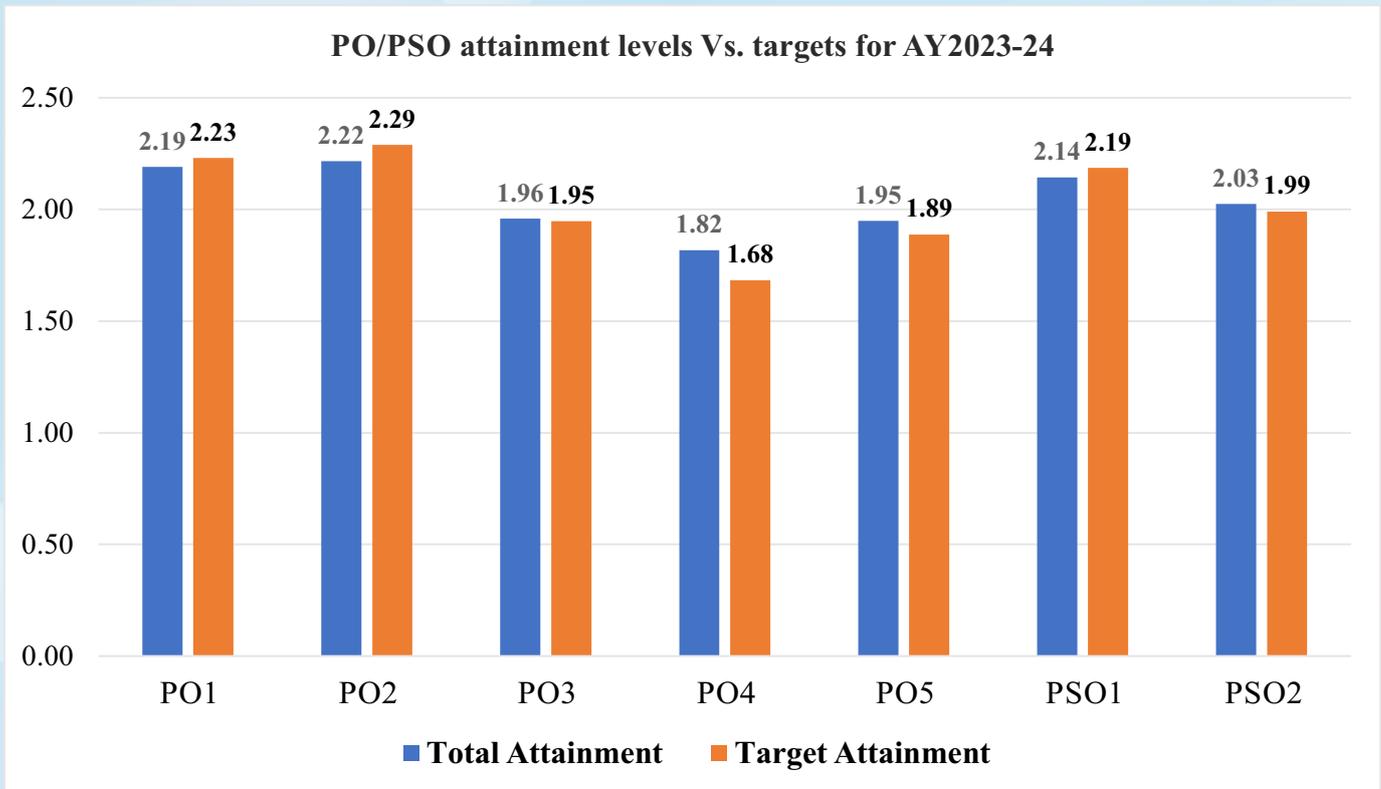


Fig PO/PSO attainment levels Vs. targets for AY2023-24

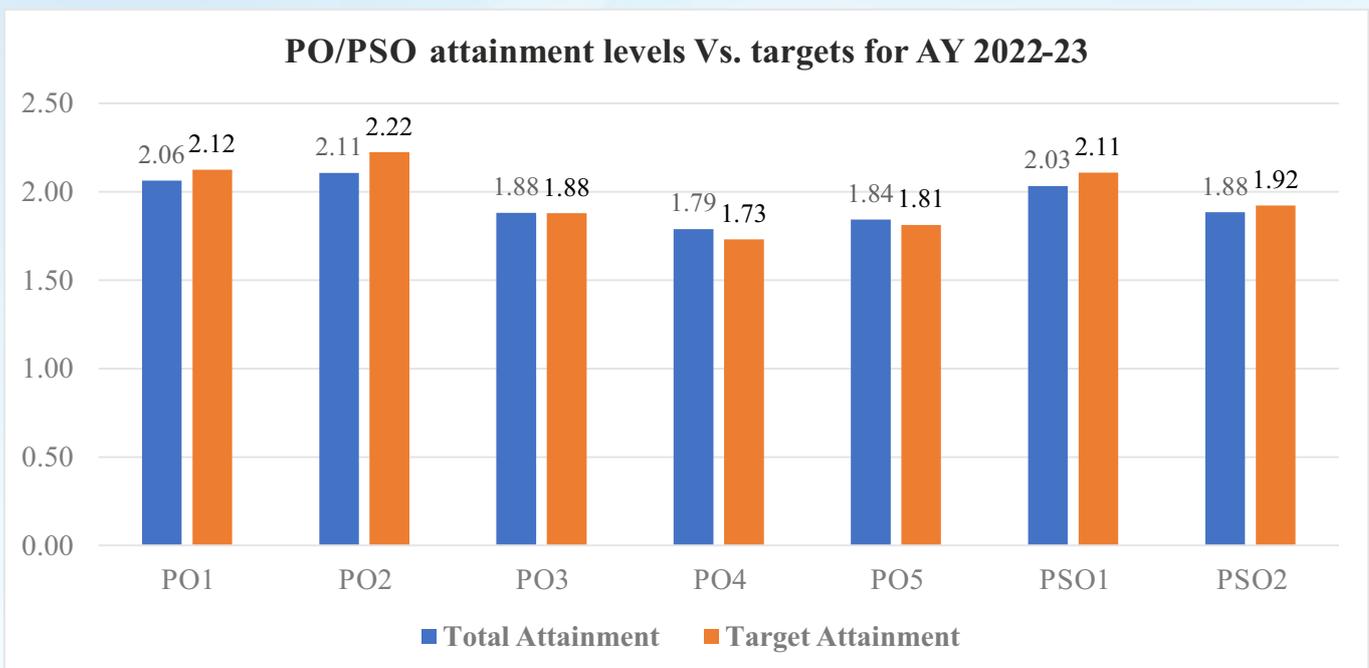


Fig PO/PSO attainment levels Vs. targets for AY2022-23

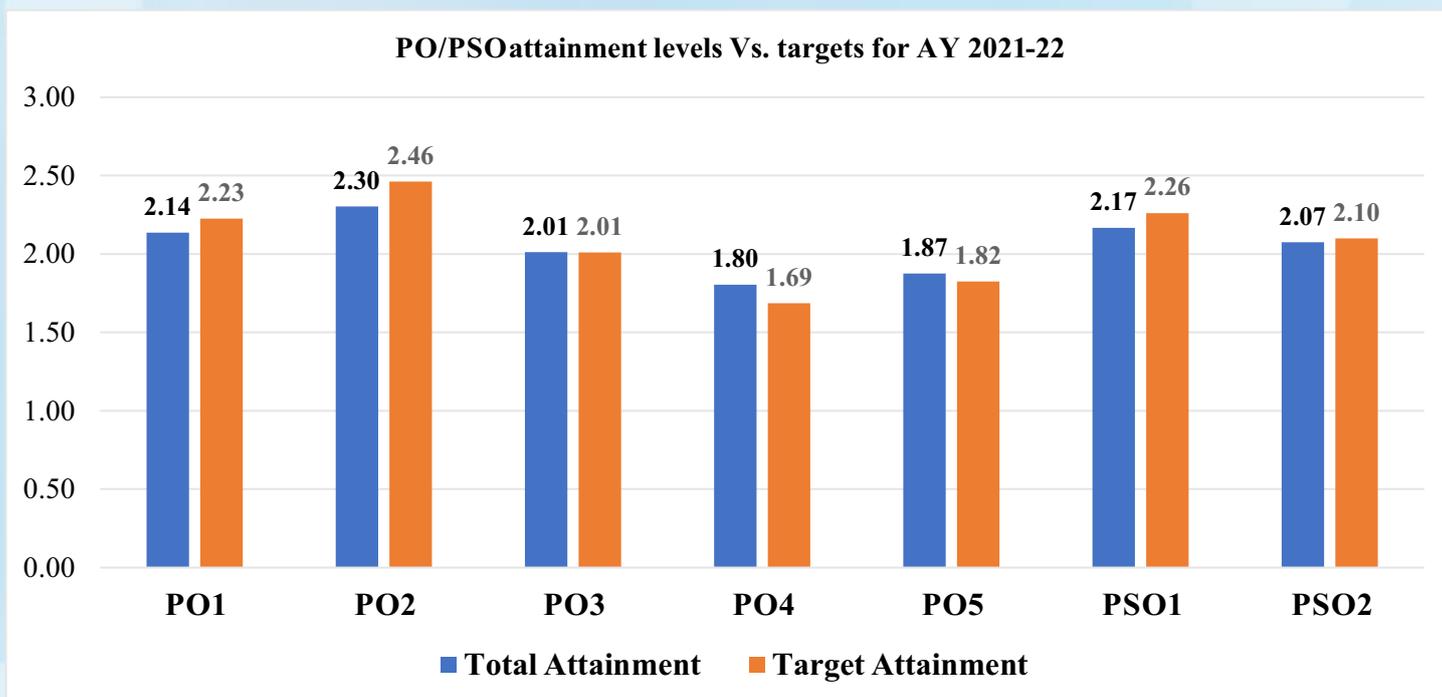


Fig PO/PSO attainment levels Vs. targets for AY2021-22

Table reveals PO/PSO attainment levels and targets set for the said program with gap found for all the previous academic years.

Table: PO and PSO Gaps for previous academic years during assessment period

PO/ PSO	AY 2023-24			AY 2022-23			AY 2021-22		
	Total Attainment	Target Attainment	Gap	Total Attainment	Target Attainment	Gap	Total Attainment	Target Attainment	Gap
PO1	2.19	2.23	2%	2.06	2.12	3%	2.14	2.23	4%
PO2	2.22	2.29	3%	2.11	2.22	5%	2.30	2.46	6%
PO3	1.96	1.95	-1%	1.88	1.88	0%	2.01	2.01	0%
PO4	1.82	1.68	-8%	1.79	1.73	-3%	1.80	1.69	-7%
PO5	1.95	1.89	-3%	1.84	1.81	-2%	1.87	1.82	-3%
PSO1	2.14	2.19	2%	2.03	2.11	4%	2.17	2.26	4%
PSO2	2.03	1.99	-2%	1.88	1.92	2%	2.07	2.10	1%

Similarly, COs of all courses for AY 2023-24 are computed and POs and PSOs attainment with respect to COs were worked out. The analysis revealed that deviation with respect to target attainment is only 2%.

AY 2022-23 and 21- 22 had deviation level of 3% and 4% respectively. This proves a significant improvement in PO1 attainment due to efforts taken by MIBM faculty members as mentioned below:

PO	Curriculum intervention	Pedagogical initiatives,	Support system improvements,
PO1: To equip students with the knowledge and skills to identify, formulate, and solve global business problems.	Focus on global business challenges, Cross-cultural management, and problem-solving skills.	Apply knowledge of management theories and practices to solve business problems	Roll out new specializations to align it to business needs. To provide support system incentives, to work with industry in order to evaluate new specializations. Further, to enhance the usage of learning management system, online, social and experiential learning. Value added certification courses to faculty are encouraged.

PO2 with respect to COs attainment reveals gap of 6% in AY 2021-22, 5% AY2022-23 and 3% in AY 2023-24. Again proving satisfactory progress in achieving attainment of PO2 from previous years.

PO	Curriculum intervention	Pedagogical initiatives,	Support system improvements,
PO2: To foster analytical and critical thinking abilities for evidence-based decision making.	Focus on data analysis, Critical thinking, Evidence-based decision-making.	Incorporating data analytics, Decision-making frameworks, Real-world case studies	Incorporating critical thinking-oriented review questions in each course is adopted. Increasing the component of self-directed learning e.g. seminar, workshops and expert takes mode is included in courses. Additional certification courses were recommended

PO3, PO4 and PO5 attainment with respect to COs for all the academic years viz. 2023-24,2022-23 and 2021-22 is achieved satisfactorily due to effective support system improvement crafted for each PO by respective faculty members. Further, IQAC continuously supported faculty members by providing training for effective utilization of pedagogical techniques in preparation of lesson plans.

PSO1 with respect to COs attainment reveals gap of 4% in AY 212122, 4% AY202223 and 2% in AY 202324. This proves progressive achievement of attainment of PSO1 from previous years.

PSO	Curriculum intervention	Pedagogical initiatives,	Support system improvements,
PSO1: To establish a foundation of value-based learning in leadership and teamwork, emphasizing integrity and transparency.	Emphasis on value-based leadership, teamwork, and ethics	Integrating courses on ethical leadership, Corporate social responsibility, Building team dynamics	Students were given opportunity to participate in various social, cultural and academic activities. Many conferences and workshops are being conducted and students have coordinated them. In many courses, group assignments and projects and interaction with visiting corporate faculty is arranged. Various student cell such as placement, corporate relations, sports etc. have built in student an ability to work in team with ease and without conflict of interests.

PSO2 attainment with respect to COs for the academic years viz. 2021-22, 2022-23 were 1% and 2% respectively. however, in the year 2023 -24 it is achieved. This could be attributed to faculty members adoption of cross cutting technologies used in global business environment.

10.2 Academic Audit and actions taken there of during the period of Assessment (10)

Academic audit is conducted by an internal team of three competent academicians includes IQAC Chairman, and two Professor/Associate Professor from different specializations. This activity is conducted after end of each trimester. Team members review the academic and administrative processes in detail for concluded trimester and for the forthcoming trimester. The report is submitted to the Director for further action . Director after reviewing the report suggest actions to respective responsible faculty members to overcome the observations sited during internal academic audit.

Subsequently, an external committee of three senior professors has been constituted as per the standard procedure at the end of each academic year. Findings of each year report is presented in BOS and action plan is formulated. Finally, this action plan is approved by BOG and incorporated in the subsequent year.

MIBM has also conduct external academic audit annually with the help of corporates and academicians and academic findings are presented to them by Director, herself. This was followed by elaborate discussion and policy decisions. Minutes are prepared for these meetings. Following procedure is adopted:

Pre-semester audit is conducted at the internal level by respective academic coordinator. At the beginning of trimester readiness is verified through following points:

1. Course curriculum and syllabus

2. Time Table

3. Academic Calendar

4. Course File:

Course & Faculty Details

Vision, Mission of Institute

Program Educational Objectives

Program Outcomes (PO)

Program Specific Outcomes (PSO)

Course Objectives & Outcomes (CO)

CO, PO and PSO mapping

Teaching Plan

Roll Call List of Students

Course Material

Internal Quality Assurance Cell (IQAC) as explained in Criteria 2 plays a critical role in audit preparation. Some of the steps taken to improve the quality of the program by IQAC is continuous tracking of CO attainment during the course of the trimester, helping faculty with their course file preparation, framing more detailed objectives and rubrics for different types of assessment and projects.

Being proactive, MIBM also identified courses where target attainment is just achieved but there is a need of improvement and therefore, such courses are also discussed on BoS forum.

Action taken based on academic audit recommendation

ICT based teaching and learning methodology has been implemented.

Change in curriculum or/and pedagogical methods for low attainment subjects

LMS is implemented to give 24X7 accessibility of curriculum, games, workshops etc. to students from anywhere.

Faculties are encouraged to adopt student centric methodologies such as group discussion and case

study

Students are encouraged to participate in live and group project.

Students are encouraged for research publication and subsequently few students have published research papers in UGC Care Journals out of their summer projects.

10.3. Improvement in Placement, Higher Studies and Entrepreneurship (10)

MIBM places significant emphasis on continuous improvement in campus placement, making it a top priority. Several efforts have been made to achieve this goal.

2020-21 Placement Overview: In the academic year 2020-21, MIBM achieved an impressive 83% campus placement rate. The highest CTC (Cost to Company) offered was ₹13 LPA, which was provided by Hewlett-Packard (HP) Enterprise to Ms. Anushka Mishra for the role of Inside Sales Accounts Manager. The median CTC during this year was ₹7.6 LPA.

2021-22 Placement Overview: In the following year, 2021-22, a marginal drop in campus placements was observed, largely due to the economic decline caused by the COVID-19 pandemic. Despite the global challenges, MIBM successfully placed 62% of its students through campus recruitment. The remaining students received strong support from the placement cell, which helped guide them towards alternative career opportunities. The highest CTC in 2021-22 remained ₹13 LPA, offered by Bank of New York (BNY) Mellon to Ms. Neha Nayak for the position of Direct Hire Analyst. The median CTC saw an improvement, rising to ₹7.8 LPA.

2022-23 Placement Overview: In 2022-23, MIBM saw a recovery with 77% of students placed through campus recruitment. The highest CTC for the year was ₹11 LPA, offered by Rosy Blue, an Indo-Belgian company dealing in precious commodities, financial services, and retail. Ms. Priya Maheshwari was hired for the position of Business Analytics. The median CTC reached ₹8 LPA, marking a significant increase compared to the previous two years, demonstrating a positive trend in students' compensation packages.

The sector-wise placement distribution pattern during academic years 2021-22 and 2022-23 shows that MIBM has achieved placements across 8 major sectors, with notable diversity in the industries that hired students.

Banking, Services, Finance, and Insurance (BSFI) sector emerged as the largest contributor, accounting for **31%** of the placements. This highlights the significant role of MIBM in preparing students for roles in this crucial sector. The **IT/ITES** sector followed closely with **18%** of placements, indicating that MIBM has integrated technology-focused teaching and learning, equipping students with the skills needed to thrive in a technology-driven global environment. Another noteworthy achievement is the **Consultancy Firms** sector, where **14%** of students found employment. This is a prestigious accomplishment, as securing roles in consultancy firms is a

mark of excellence and reflects the high-quality education and industry exposure provided by MIBM. These statistics demonstrate MIBM's ability to place students across diverse and high-demand sectors, fostering both specialization and versatility.

Placement of batch 2022-24 highlights a notable expansion in sectors with **9 new sectors** added compared to the previous three years. This shift reflects the evolving trends in industry demands and the diversification of career opportunities for students. Among the newly added sectors, some of the most prominent ones include **FINTECH**, **Hospitality**, and **Precious Commodities**, which have gained increasing importance in recent years.

Key observations from the placement data for the 2022-24 batch suggest that **Asset Management** sector recorded the highest placement percentage at **26%**, signifying a strong focus on financial markets and investment management roles. **Banking, Services, Finance, and Insurance (BSFI)** sector remained a significant player, securing **23%** of the placements, maintaining its prominence as a key sector for MIBM students. The **Hospitality** sector showed a **significant gain of 9%**, highlighting its rising relevance and the growing demand for professionals in the hospitality industry.

This diversification in sectors not only reflects the changing landscape of the job market but also underscores MIBM's adaptability in providing students with a wide range of opportunities across emerging and traditional industries.

10.4. Improvement in the quality of students admitted to the program (10)

MIBM has grown over a decade and is now rated as one of the best business schools of Pune. As per the TIME B SCHOOL RANKING SURVEY 2023 published on 1st April 2023, MIBM has been ranked # 92 among India best B Schools. It now attracts talent and student diversity is commendable. MIBM recruits/admits students from Pan India. At the same time students with diverse educational and socio-economic backgrounds are admitted. Although, this diversity creates challenge to Faculty, MIBM placement depict that Institutes Vision and Mission are at par with any reputed B-school globally and there is a strong correlation between Program Outcomes and carefully designed Course Outcomes.

MIBM always succeeded in enrolling more than 60% students despite being selective and non-compromising in quality of students. There is a continuous upward trend in admissions despite of competition in management education.

10.4A MIBM Admission Process

MIBM PGDM program is ideally suited to graduates who are aiming to develop high profile corporate career on long term and wish to seek promising breaks. MIBM admission process is looking for talented achievers seeking for a rigorous and challenging program. Institute expect applicants to demonstrate intellectual capacity, a track record of success, leadership potential, energy, integrity and a global outlook.

As per AICTE norms eligibility criteria for PGDM (www.aicte.org) is Bachelor's degree in any discipline with minimum 50% marks in graduation and a non-zero test score in any of the eligibility test CAT, XAT, MAT, ATMA, GMAT and .

However, MIBM define its own criteria in order to maintain quality of intake. MIBM selection process is linked with careers and demands of recruiters. To meet the demands of our high profile recruiters, offering high compensation the Institute set up the standards of intake as mentioned below:

A candidate should fulfill at least any one of the conditions below:

- A. CAT/XAT 50 Percentile and above with minimum 50% marks equivalent CGPA in graduation from any recognized university
- B. With academic background of 10th standard- 70%, 12th standard - 60%, Graduation 60% marks or equivalent CGPA in graduation from any recognized university with valid score card in CAT/XAT/MAT/CMAT/ATMA
- C. Need to qualify in MIBM Written Ability Test (WAT).

10.4B Format used for grading a candidate

Ignited Minds Society's MIBM

SKYPE/ Telephonic Interview for MIBM Admission: 202324

STUDENT NAME		10TH MARKS	
MOBILE NO.		12TH MARKS	
SPECIALIZATION		GRADUATION	
PLACE		APPTI. SCORE	
DATE		STATE	
EMAIL		SCHEDULE	

S. NO	Parameter	Scale	Remark
1	<i>COUNSELLING</i>		

6	<u>FDI in multi brand retail is a boon or bane</u>
7	<u>Ethics and morals cannot be taught in classrooms only</u>
8	<u>Net Neutrality: Very Essential to Make India Digital</u>
9	<u>E-commerce: Unrealistic Discounts are Dangerous</u>
10	Aadhar -Utility is more than perceived
11	Smart City Project: India's new urban vision
12	<u>Bank Recapitalization: Will it restore faith in Banking Industry?</u>
13	Beti Bachao Beti Padhao will change the orthodox mindset?
14	Law should be an instrument of Social Change
15	Browsing at Workplace affects productivity
16	Social Activism is necessary for survival of democratic society
17	Moody's Rating Upgrade to boost the economy of India
18	<u>Globalization and Jingoism always coexist</u>
19	<u>India has more skilled Human Resource</u>
20	Impact of Russia ukraine war on Indian & Global Economy
21	<u>Indo-US relations; how much beneficial for India</u>

Latest topics for - MIBM WAT ROUND

Latest WAT Topics for MIBM on Business Economy	Latest WAT Topics for MIBM on Current Affairs	Latest WAT Topics for MIBM on Education & Social Affairs
Tech Layoffs	Chinese App Ban in India	National Education Policy (NEP) 2020
India as the world's 5th largest economy	Moonlighting in India	Modicare: Affordable healthcare

Rise of Gig Economy	Article 370 Abrogation	Free Metro Ride for Women
Union Budget of India: What is “Budget” and Key Features of Budget 2023	Citizenship (Amendment) Act 2019	Shortage of Open Spaces and Playgrounds Lead to Negative Tendencies in Children
GST: Aim to take economy on faster growth path	Net Neutrality: Very Essential to Make India Digital	Swachh Bharat Mission: Success is still at Large
Crises and Emergencies – Trigger for big reforms	Corona Virus (Covid 19) Impact	Women Empowerment & Gender Justice
Farm Bills 2020 will Break the Glass Ceiling	Facebook Reliance Jio Deal	Beti Bachao Beti Padhao
Banks Mergers in India	Indian Digital Rupee:	Social Media- A boon for society and individuals
5G Telecom Services in India	National Logistics Policy	Buy Now Pay Later (BNPL)
Agnipath	Gati Shakti Master Plan	Global Climate Crisis: India Leadership
SUPER APP in India	Tata takes over Air India	Central Vista Redevelopment
E-Learning: A substitute for Classroom Learning	Single Use Plastic Ban	Bullet Train: Does India really need it?

10.4C Weightage in selection process:

Entrance Test - 25%	PI and GD/WAT - 40%
Academics - 25%	Work Experience - 10%

For an outstanding candidate, written test score is not a barrier.

10.4D Criteria for selection

While MIBM admissions are competitive, our selection criteria revolve around the candidate’s ability to:

1. Cope up with demanding environment in MIBM
2. Candidates ability to build career with MNCs and high profile Indian companies
3. Candidates openness and ability to learn new social and cultural habits and value, those professional MNCs especially seek

During 2 years’ program, MIBM, ensure that a student develop learning attitude for a career and imbibe an open minded attitude towards exploring newer experiences and make serious efforts at self-development.

Further, MIBM management and Advisory Bodies firmly believes that the quality improvement is also based on diversity. More diverse is the group, learning from peer and self-development is easy for student. Therefore, reaching out to candidates pan India is attempted.

Outcome of improvement in quality is reflected in diversity of students based on various criteria's such as

Gender Diversity: The track record of female student is on an average 37% during the assessment period. The significant number of female students helps in breaking the ice between male and female students which reflects in their class participation, student cell activities and social/cultural activities. Overall participation of girls in all institutional activities help their holistic development. The placement record reveals that, highest salary is gained by female candidates in all three years.

Demographic Diversity: It helps in bringing out Cosmo Politian culture and significant peer learning. MIBM has students from 14 states and students from each state bring that culture to MIBM enriching placements in MNCs.

Stream-wise Diversity: All those there are no fixed criteria to admit students from different streams, MIBM prefers admitting students from different streams such as commerce, management, engineering, science, agriculture, and arts. Due to diverse background recruitment in all possible sectors happens. This is revealed from placement data showing MIBM presence in 17 sectors.