



SELF - ASSESSMENT REPORT
FOR
NATIONAL BOARD OF ACCREDITATION
(NBA)

Ignited Minds Society's
MULSHI INSTITUTE OF BUSINESS MANAGEMENT
GAT NO. 237-243, SAMBHAVE, MULSHI, PUNE – 412 108



Ignited Minds Society's



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SAR REPORT FOR PGDM PROGRAM

PREFACE

Encouragement of higher education for our youth is critical to the success of our collective future – Charles B. Rangel

Management, Faculty and Staff of Ignited Minds Society's Mulshi Institute of Business Management (MIBM) firmly believes that stakeholders in higher education system includes management, administrators, community, industry, employers, teachers, parents, students and alumni. In fact, the community as a whole is a stakeholder in the education system. Therefore, education is a vital aspect that helps the whole human entity in the socio, economic, cultural, scientific and technological fronts.

Inspired by Dr. APJ Abdul Kalam's book entitled Ignited Minds, a team of academicians drawn from IIT, IIM, Medical and Educational background formed Ignited Minds Society in 2007. Subsequently, MIBM is established in 2010 with approval from AICTE for PGDM program with 120 intakes.

MIBM has come a long way since its humble beginning. In 15th year of MIBM's existence, it has been decided to revise its Vision and Mission to keep up the pace with the World's best B-schools. Further, Program Educational Objectives, Program Outcome and Program Specific Outcomes were also revisited and revised. The faculty members, commensurate with the work culture of MIBM, demonstrate dedication and commitment towards preparing market and industry ready graduates.

As a policy of imparting high-quality education, the PGDM program offered by MIBM under took the project of NBA accreditation. Institute is preparing itself by discussions and consultations to welcome the NBA's expert peer team with the motivation to acquire NBA accreditation for period of six years and subsequent to their valuable observation and recommendations for continuous quality improvement of all operations and activities of the Institute.

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PART A: Institutional Information

1. Name and Address of the Institution:

Mulshi Institute of Business Management (MIBM)

Gat No. 237-243, Sambhave, Mulshi, Pune – 412 108

Contact: 020-25887645/8806661739/9960281813

Website: www.mgi.ac.in

2. Name and Address of the Affiliating University: **Not Applicable**

3. Year of Establishment of the Institution: **2010**

4. Type of the Institution: **AICTE Approved PGDM Institution**

5. Ownership Status: **Self-financing**

6. Vision of the Institution:

To be a pioneer in shaping the future by **transformative education**, empowering students to **become innovative business leaders** who drive meaningful change through business excellence, equity, and inclusion for the **betterment of communities and the global society**.

7. Mission of the Institution:

M1: Business Leadership:

To empower students with transformative **knowledge** and **Education**, fostering professional excellence and entrepreneurial skills through innovative **leadership** in business.

M2: Impact

Our commitment is to **inspire and ignite minds**, changing lives to enhance organizations, **uplift communities** and contribute to a better world.

M3: Community

By **promoting DEI and sustainability**, we strive to cultivate resilient change agents who drive **global growth** through **innovative research, social development and ethical practices**.

8. Details of all the Programs offered by the Institution:

Sr. No	Program Name	Year of start	Intake at the start	Increase in intake, if any	Years of increase	AICTE approval	Accreditation status*
1	PGDM	2010	120	-	-	Yes	Applying First Time

9. Programs to be considered for Accreditation vide this Application:

Sr. no.	Program Name	Current Year Sanctioned Intake	Current Year Admitted nos. 2024-25
1	PGDM	120	96

10. Contact Information of the Head of the Instruction and NBA coordinator, if designated:

i. **Name: Dr. Saroja Asthana**

Designation: Founder Director

Mobile No.: 9049015333

Email ID: saroja.asthana@gmail.com

ii. **NBA Coordinator:**

Name: Dr. Vilas Pharande

Designation: Director

Mobile No.: 8806661739

Email: director@mgi.ac.in

Criteria Summary

Name of Program: Post Graduate Diploma in Management (PGDM)

Criteria no.	Criteria	Mark/Weightage
1	Criteria 1: Vision, Mission and Program Educational Objectives	50
2	Criteria 2: Governance, Leadership and Financial Resources	100
3	Criteria 3: Program Outcomes and Course Outcomes	100
4	Criteria 4: Curriculum and Learning Process	125
5	Criteria 5: Student Quality and Performance	100
6	Criteria 6: Faculty Attributes and Contributions	250
7	Criteria 7: Industry and International Connect	100
8	Criteria 8: Infrastructure	75
9	Criteria 9: Alumni Performance and Connect	50
10	Criteria 10: Continuous Improvement	50
	Total	1000

CRITERION 1: VISION MISSION & PROGRAM EDUCATIONAL OBJECTIVES (50)

1.1 Vision and Mission statements (5)

Vision

To be a pioneer in shaping the future by **transformative education**, empowering students to **become innovative business leaders** who drive meaningful change through business excellence, equity, and inclusion for the **betterment of communities and the global society**.

Mission of Department

M1: Business Leadership:

To empower students with transformative **knowledge** and **Education**, fostering professional excellence and entrepreneurial skills through innovative **leadership** in business.

M2: Impact

Our commitment is to **inspire and ignite minds**, changing lives to enhance organizations, **uplift communities** and contribute to a better world.

M3: Community

By **promoting DEI and sustainability**, we strive to cultivate resilient change agents who drive **global growth** through **innovative research, social development and ethical practices**.

1.2 PEO Statements (5)

PEO1: To cultivate **innovative business leaders** to drive transformation and adapt to market changes.

PEO2: To prepare **business excellence and entrepreneurial leadership** as an integral program strategy.

PEO3: To integrate **Diversity, Equity, and Inclusivity** principles into **future business leaders'** development to meet **global practices**.

1.3 Dissension among Stakeholders (10)

The vision and mission statements were effectively communicated to key stakeholders, including current and former students, faculty, staff, members of the institute's advisory councils, and parents, through a systematic dissemination process. MIBM prioritizes ensuring its vision and mission remain highly visible by engaging stakeholders through various activities. The institute fosters active involvement, values employee engagement, and utilizes diverse channels to reach and connect with its stakeholders.

Our Vision and Mission Statements are shared and displayed across multiple platforms and events to ensure accessibility and awareness among all stakeholders:

- **Published on our official website:** www.mgi.ac.in
- **Presented during key meetings:** Board of Governors and Board of Studies meetings
- **Introduced to students during:**
 - Orientation Programs
 - Trimester Registration Programs
- **Shared with alumni:**
 - At Alumni Meets
 - Through the Alumni Webpage
- **Prominently displayed at various locations:**
 - Library, Computer Center, and other suitable areas
 - Corridors and inside Classrooms
- **Included in publications:**
 - Admission Brochures and Prospectus
 - All other Informational Brochures
- **Implementation and Display on ERP**
 - All students
 - All management and faculty members

This multi-channel approach ensures that the Vision and Mission Statements are consistently communicated and remain an integral part of the institution's identity.

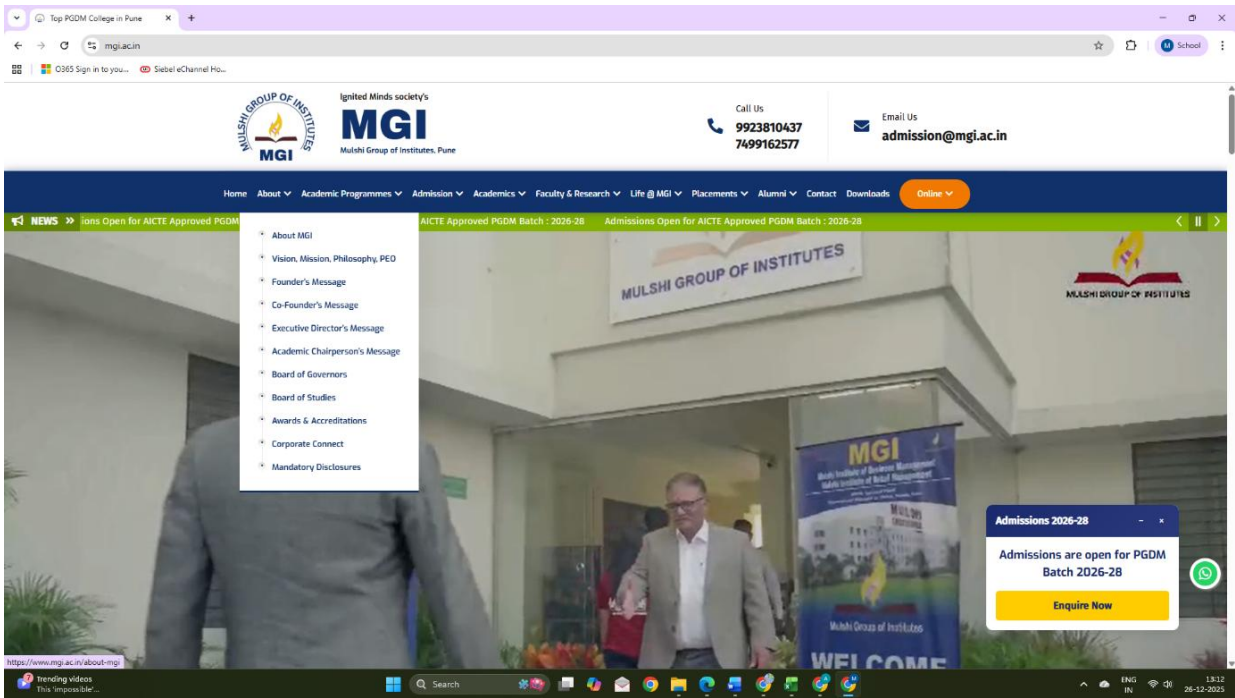


Fig: Institute Website

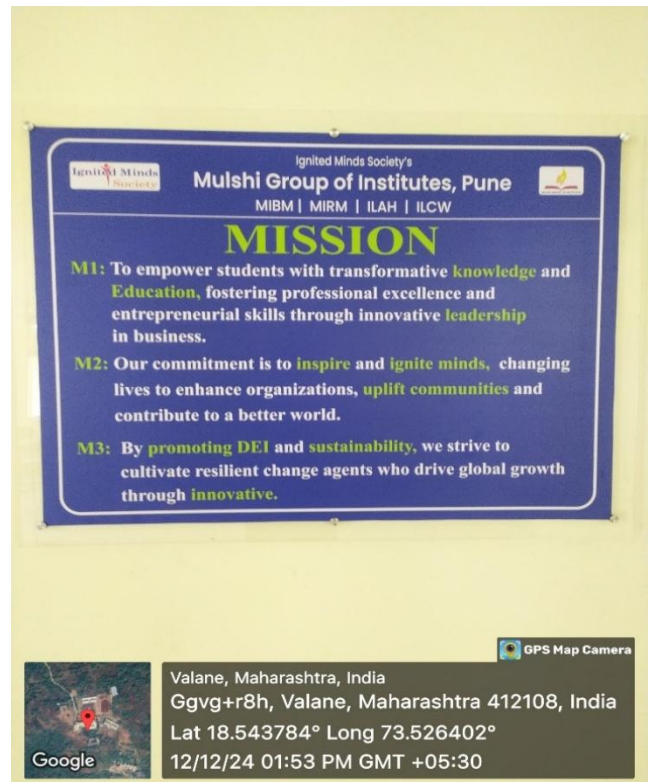


Fig: Library Photo

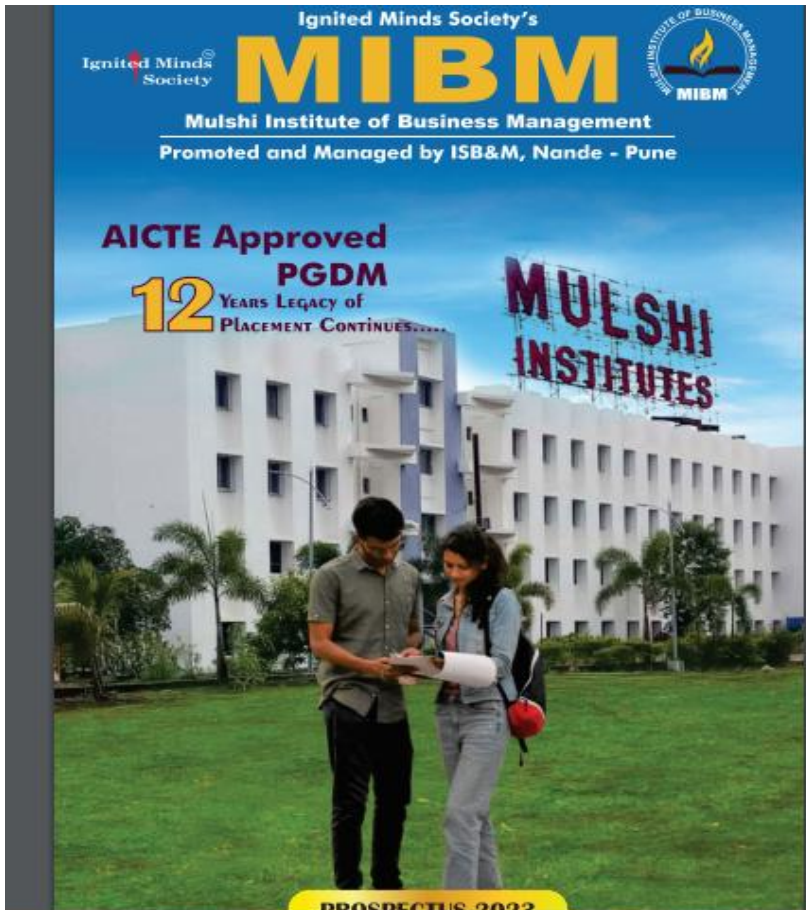


Fig: Prospectus Photo

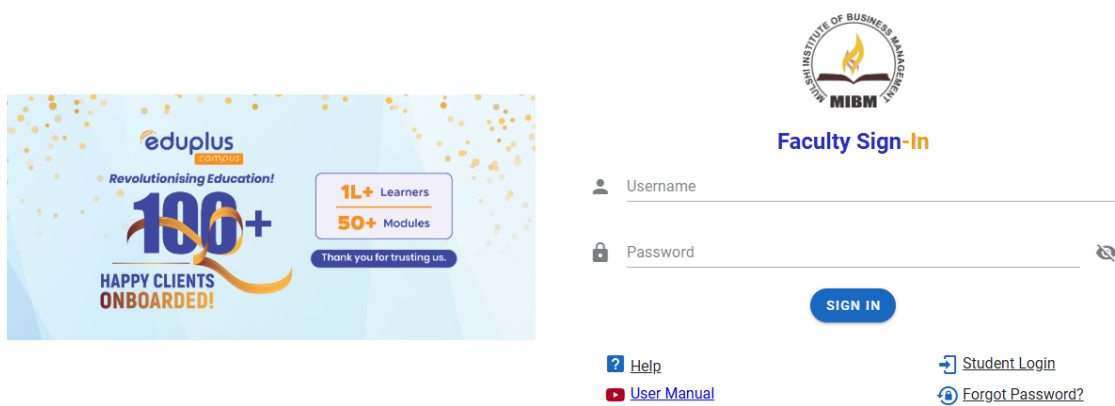


Fig. ERP system used in MIBM

The vision, mission and PEO's are disseminated to the stakeholders of the program as shown in Figure 1.

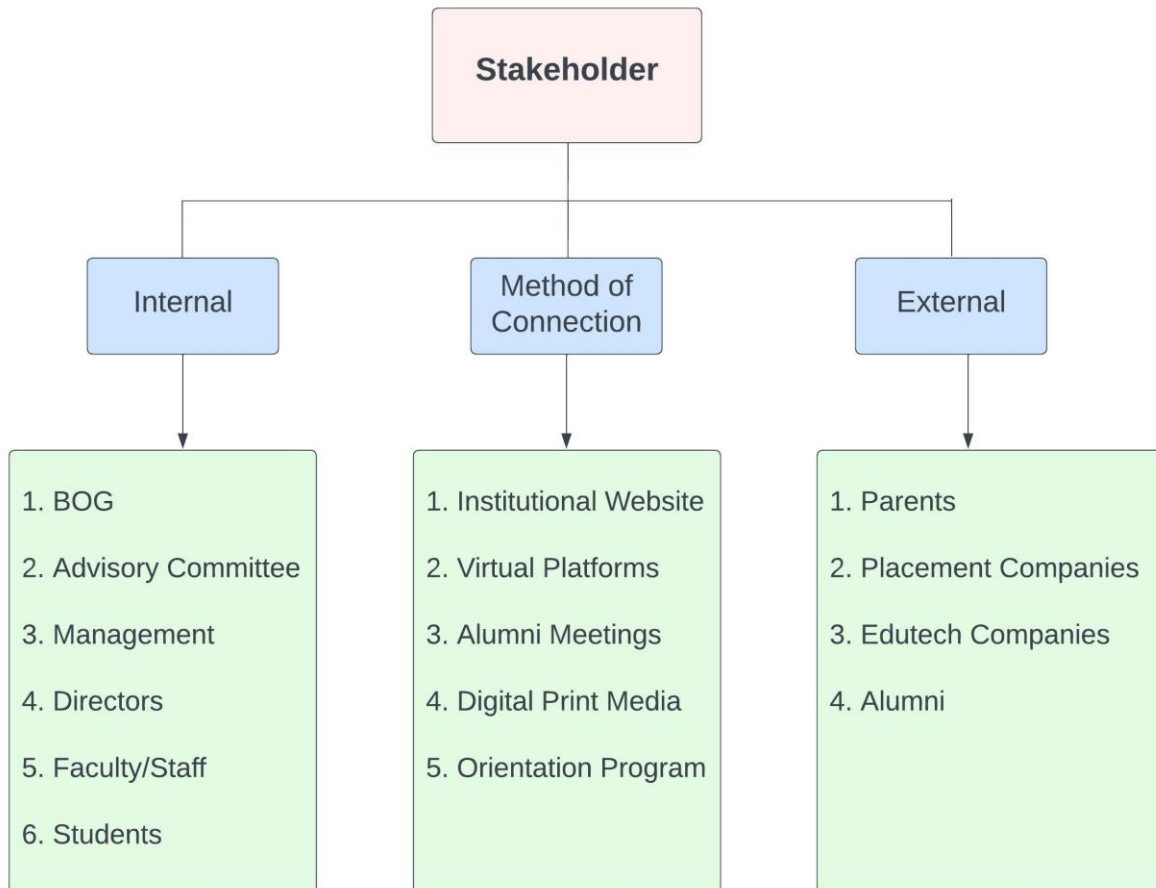


Fig.: Various types of stakeholders and information disseminating channels

Further, the vision, mission and PEO's are disseminated to the stakeholders of the program by displaying them on College Website, Program Prospectus, Departmental Group IDs, Course Files, Departmental Notice Board (NB), Laboratory NB, Library NB, Class Room NB, mentioned in all interactions with Industry, Parents and Professional Bodies such as CII etc.

1.4 Formulation process (15)

A. Description of process involved in defining the Vision and Mission:

The methodology employed in formulation process of the vision and mission has inclusivity of all possible internal and external stockholders.

1. Internal Stakeholders:

- **Key Contributors:** Board of Governors, Board of Studies, Management, Directors, Faculty members, Staff members, and Students.
- **Role:** Internal stakeholders contribute to shaping the institution's strategic direction, aligning with academic and operational priorities.

2. External Stakeholders:

- **Key Contributors:** Employers, Alumni, EdTech Companies, and Parents.
- **Role:** External stakeholders provide industry insights, feedback on employability skills, technological trends, and parental perspectives to align programs with real-world needs.
- **Collaboration and Communication Channels:**
 - **Digital Platforms:** The institute connects stakeholders through its official website, social media platforms like LinkedIn, Facebook, and other digital tools such as e-libraries.
 - **Print Media:** Key information and updates are shared through brochures, newsletters, and other printed materials.
 - **Social Media Campaigns:** Platforms are leveraged for promotional activities and stakeholder engagement to maintain an active dialogue and gather feedback.
- **Continuous Feedback Loop:** Stakeholders' input is regularly reviewed and integrated to refine the Vision and Mission, ensuring they remain dynamic and aligned with institutional goals and global trends.

This structured process fosters collaboration, ensures stakeholder alignment, and strengthens the foundation for academic and professional excellence.

Having completed existence of 15years, MIBM consulted stakeholders on their views on vision and mission. It has been released that, MIBM should consider revision of vision and mission as time is changing and so business environment, more so after covid19. Following process has been adopted:

- Revision of Vision and Mission Statements is suggested by BoG
- Management did exploratory work and agreed with the BoG's suggestion
- Data analysis is done for top 100 B-schools globally
- A White Paper is written giving relevant analysis of top 100 B-schools
- This is shared with BoG, BoS, Alumni, Faculty and Staff and other stakeholders
- Comments were sought from them
- Suitable keywords were finalized
- Vision and Mission Statements were drafted
- Approval is sought from BoG

B. Description of process involved in defining the PEO's of the Program:

In line with vision and mission and guidelines given by AICTE POs are defined. Further PSOs were drafted for achieving excellence. PEO's are defined keeping in view POs, PSOs, Program exit survey and success stories of alumni. MIBM achievers are spread over the World on highest positions in MNCs. Since MIBM has kept a constant connect with such an achiever they have contributed significantly in defining PEOs.

The process is defined as below:

- Vision, Mission and existing PEOs were communicated to all stakeholder's
- Feedback is sought and analyzed
- Brain storming sessions were conducted among internal stakeholders
- Deliberations are drafted and presented to IQAC
- BOS has discussed and redefined PEOs in consultation with IQAC draft
- BOG ratified final version of PEOs in January 2023
- These PEOs are disseminated to all stakeholders

1.5 Consistency of PEOs with the Mission (15)

Matrix of PEOs and elements of Mission statements has been prepared after doing careful analysis of performance indicators and establishing relationship.

Table 1: Mission and PEOs Matrix

Mission Statements	PEO1: To cultivate innovative business leaders to drive transformation and adapt to market changes.	PEO2: To prepare business excellence and entrepreneurial leadership as an integral program strategy.	PEO3: To integrate DEI principles into future business leaders' development to meet global practices.
M1: Business Leadership: To empower students with transformative knowledge and Education, fostering professional excellence and entrepreneurial skills through innovative leadership in business.	3	3	-
M2: Impact: Our commitment is to inspire and ignite minds, changing lives to enhance organizations, uplift communities and contribute to a better world.	2	2	3
M3: Community: By promoting DEI and sustainability, we strive to cultivate resilient change agents who drive global growth through innovative research, social development and ethical practices.	2	2	3

Consistency or justification of co-relation parameters between PEOs and the mission is stated as below:

Table 2: Mapping of Consistency of PEOs with the Mission

Mapping Elements	Justification
<p>PEO1: To cultivate innovative business leaders to drive transformation and adapt to market changes.</p> <p>M1: Business Leadership: To empower students with transformative knowledge and Education, fostering professional excellence and entrepreneurial skills through innovative leadership in business.</p> <p>Correlation: 3</p>	<p>Both PEO1 and M1 emphasize the importance of innovative leadership. PEO1 aims to create leaders who can drive transformation, while M1 focuses on equipping students with the skills to lead innovatively.</p> <p>PEO1 mentions the need to adapt to market changes, and M1's focus on entrepreneurial skills and transformative knowledge helps students become leaders who are adaptable and responsive to those changes.</p> <p>Both statements aim at empowering leaders—PEO1 does so in the context of transforming businesses, while M1 does so by providing education that nurtures both leadership and entrepreneurship.</p> <p>Therefore, Correlation between PEO1 and M1 is high (3)</p>
<p>PEO1: To cultivate innovative business leaders to drive transformation and adapt to market changes.</p> <p>M2: Impact: Our commitment is to inspire and ignite minds, changing lives to enhance organizations, uplift communities and contribute to a better world.</p> <p>Correlation: 2</p>	<p>Both statements viz. PEO1 and M2, emphasize adaptability, leadership, and a commitment to positive change, connecting individual growth to societal impact.</p> <p>This alignment reinforces the institution's mission to create transformative leaders who make meaningful contributions on both organizational and global scales.</p> <p>Therefore, Correlation between PEO1 and M2 is medium (2)</p>
<p>PEO1: To cultivate innovative business leaders to drive transformation and adapt to market changes.</p> <p>M3: Community: By promoting DEI and sustainability, we strive to cultivate resilient change agents who drive global growth through innovative research, social development and ethical practices.</p> <p>Correlation: 2</p>	<p>M3 complements PEO1 by extending the vision of leadership to include global growth, sustainability, and ethical decision-making alongside the core competencies of innovation and adaptability.</p> <p>Both statements highlight the development of leaders who are capable of not only driving business success but also contributing positively to society.</p> <p>Therefore, Correlation between PEO1 and M3 is medium (2)</p>

Mapping Elements	Justification
<p>PEO2: To prepare business excellence and entrepreneurial leadership as an integral program strategy.</p> <p>M1: Business Leadership: To empower students with transformative knowledge and Education, fostering professional excellence and entrepreneurial skills through innovative leadership in business.</p> <p>Correlation: 3</p>	<p>M1 supports PEO2 by detailing how the program will empower students through education to achieve both business excellence and entrepreneurial leadership.</p> <p>The emphasis on transformative knowledge, professional excellence, and innovative leadership in M1 is directly aligned with the goals laid out in PEO2, creating a clear and cohesive strategy for developing well-rounded, capable leaders.</p> <p>Therefore, Correlation between PEO2 and M1 is high (3)</p>
<p>PEO2: To prepare business excellence and entrepreneurial leadership as an integral program strategy.</p> <p>M2: Impact: Our commitment is to inspire and ignite minds, changing lives to enhance organizations, uplift communities and contribute to a better world.</p> <p>Correlation: 2</p>	<p>M2 complements PEO2 by broadening the scope of leadership and business excellence to include the positive impact that students, as future leaders, can have on organizations and communities.</p> <p>The emphasis in M2 on changing lives and enhancing communities reinforces the idea that business excellence and entrepreneurial leadership, as developed in PEO2, should have a lasting, socially responsible effect beyond organizational success.</p> <p>Therefore, Correlation between PEO2 and M2 is medium (2)</p>
<p>PEO2: To prepare business excellence and entrepreneurial leadership as an integral program strategy.</p> <p>M3: Community: By promoting DEI and sustainability, we strive to cultivate resilient change agents who drive global growth through innovative research, social development and ethical practices.</p> <p>Correlation: 2</p>	<p>M3 complements PEO2 by emphasizing that the entrepreneurial leadership and business excellence cultivated in PEO2 should be grounded in ethical practices, sustainability, and social responsibility.</p> <p>While PEO2 prepares students for success in business and leadership, M3 reinforces the importance of making a positive impact on society, focusing on global growth, DEI, and sustainability.</p> <p>This alignment ensures that the leadership developed in PEO2 is responsible and capable of effecting change that benefits both organizations and the broader world.</p> <p>Therefore, Correlation between PEO2 and M3 is medium (2)</p>
<p>PEO3: To integrate DEI principles into future business leaders' development to meet global practices.</p> <p>M1: Business Leadership: To empower students with transformative knowledge and Education, fostering professional excellence and entrepreneurial skills through innovative leadership in business.</p> <p>Correlation: -</p>	<p>PEO3 supports M1 by ensuring that the leadership development provided to students includes a strong foundation in DEI, which is critical for their success in global business leadership. However, they are not directly correlated and hence the correlation is not significant.</p>

Mapping Elements	Justification
<p>PEO3: To integrate DEI principles into future business leaders' development to meet global practices.</p> <p>M2: Impact: Our commitment is to inspire and ignite minds, changing lives to enhance organizations, uplift communities and contribute to a better world.</p> <p>Correlation: 3</p>	<p>PEO3 directly contributes to M2 by ensuring that future business leaders are equipped with the skills and mindset needed to create inclusive, socially responsible organizations and positively impact communities. This alignment ensures that the mission of developing leaders who inspire change and contribute to a better world is achieved.</p> <p>Therefore, Correlation between PEO3 and M2 is high (3)</p>
<p>PEO3: To integrate DEI principles into future business leaders' development to meet global practices.</p> <p>M3: Community: By promoting DEI and sustainability, we strive to cultivate resilient change agents who drive global growth through innovative research, social development and ethical practices.</p> <p>Correlation: 3</p>	<p>PEO3 supports M3 by ensuring that the business leaders of the future are well-equipped to promote DEI and sustainability in their leadership practices, driving ethical and inclusive growth that contributes to global development and positive social impact.</p> <p>Correlation exists based on Ethical and Inclusive Leadership, Global Growth and Innovation, Resilient Change Agents for Social Development and Sustainability and Long-Term Impact.</p> <p>Therefore, Correlation between PEO3 and M3 is high (3)</p>