SELF ASSESSMENT REPORT (SAR) FORMAT
POSTGRADUATE MANAGEMENT PROGRAMS (PGDM/MBA)

NBCC Place, 4th Floor East Tower, Bhisham Pitamah Marg,
Pragati Vihar New Delhi 110003
P: +91(11)24360620-22, 24360654
Fax: +91(11) 24360682
E-mail: membersecretary@nbaind.org
Website: www.nbaind.org
(February, 2023)

Pre-visit Qualifiers

1. At least **3** batches of Management programs should have graduated.

2. At least 20% of the faculty associated with the management program should have Ph.D. Degree averaged over two academic years i.e. Current Academic Year (CAY) and Current Academic Year Minus One (CAYM1).

3. Admissions in the program should be more than or equal to 60% of the sanctioned intake, either for CAY or averaged for three academic years i.e. Current Academic Year (CAY), Current Academic Year Minus One (CAYM1) and Current Academic Year Minus Two (CAYM2).

4. The institution should have at least two Professor(s) or one Professor and one Associate Professor with Ph.D. qualification (on regular basis) for each Management Program being offered by the department/ institution for two academic years i.e. Current Academic Year (CAY) and Current Academic Year Minus One (CAYM1).

5. Placement ratio (Placement + higher studies + Entrepreneurship) should be greater than 60% averaged over three academic years i.e. Current Academic Year minus one (CAYm1), Current Academic Year Minus Two (CAYM2) and Current Academic Year Minus Three (CAYM3).

6. The Faculty Student Ratio in the programs under consideration should be less than or equal to 1:25, averaged over three academic years i.e. Current Academic Year (CAY), Current Academic Year Minus One (CAYM1) and Current Academic Year Minus Two (CAYM2).

Note: Academic year is defined as July to June.

SAR Contents

PART A: Institutional Information

1. **Name and Address of the Institution:**

2. **Name and Address of the Affiliating University (if applicable):**

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

4. **Type of the Institution (Tick the applicable choice):**

Institute of National Importance	☐
University	☐
Deemed University	☐
Autonomous	☐
Affiliated Institution	☐
AICTE Approved PGDM Institutions	☐
Any other (Please specify*)	☐

*Provide Details: _____

Note: In case of Autonomous and Deemed University, mention the year of grant of status by the authority

5. **Ownership Status (Tick the applicable choice):**

Central Government	☐
State Government	☐
Government Aided	☐
Self-financing	☐
Trust	☐
Society	☐
Section 8 Company	☐
Any Other (Please specify*)	☐

*Provide Details: _____

6. **Vision of the Institution:**

7. **Mission of the Institution:**

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

Table No: A8.1.

S. N.	Program Name	Year of Start	Intake at the start of the program	Increase in intake, if any (from the start)	Year of increase	AICTE Approval	Accreditation Status*

*** Write applicable one:**

- Applying first time
- Granted provisional accreditation for two/three years for the period (specify period)
- Granted accreditation for 5/6 years for the period (specify period)
- Not accredited (specify visit dates, year)
- Withdrawn (specify visit dates, year)
- Not eligible for accreditation
- Eligible but not applied

Note: Add rows as needed

9. Programs to be Considered for Accreditation vide this Application

Table No: A9.1.

S. N.	Program Name	Current Year Sanctioned Intake	Current year admitted nos.
1			
…			

10. Contact Information of the Head of the Institution and NBA Coordinator, if designated:

i. Name:

Designation:

Mobile No:

Email id:

ii. NBA coordinator, if designated

Name:

Designation:

Mobile No:

Email id:

Criteria Summary

Name of the Program _____

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

CRITERION 1	Vision, Mission & Program Educational Objectives	50

1.1. Vision and Mission Statements (5)

(Vision statement typically indicates aspirations and Mission statement states the broad approach to achieve aspirations)

1.2. PEOs Statements (5)

(State the Program Educational Objectives (3 to 5) of the program seeking accreditation)

1.3. Dissemination among Stakeholders (10)

(Describe the process which ensures awareness among internal and external stakeholders with effective process implementation

Internal stakeholders may include Management, Governing Board Members, faculty, support staff, students etc. and external stakeholders may include employers, industry, alumni, funding agencies, etc.)

1.4. Formulation Process (15)

(Articulate the process for formulating the Vision, Mission and PEOs of the program)

1.5. Consistency of PEOs with the Mission (15)

(Generate a "Mission of the Institute – PEOs matrix" with justification and rationale of the mapping)

Table No: 1.5.1.

PEO Statements	M1	M2	....	Mn
PEO1:				
PEO2:				
…				
PEON:				

Note: M1, M2, ..., Mn are distinct elements of Mission statement. Enter correlation levels 1, 2 or 3 as defined below:

1: Slight (Low)
2: Moderate (Medium)
3: Substantial (High)
It there is no correlation, put "-"

CRITERION 2	Governance, Leadership & Financial Resources	100

2.1 Governance and Leadership (60)

2.1.1. Governance Structure and Policies (30)

2.1.1.1. Governing Structure (10)

(List the governing, senate, and all other academic and administrative bodies; their memberships, functions, and responsibilities; frequency of the meetings; and attendance therein, details of monitoringof performance done by the BoG. A few sample minutes of the meetings and action-taken reports shouldbe annexed)

2.1.1.2. Service Rules (10)

(Service rules should be published; employees should be made aware and its compliance)

2.1.1.3. Policies (5)

(There should be well defined and implemented policies of governance with stakeholders participating inthe development of these policies. Also state the extent of awareness among the faculty and students)

2.1.1.4. Strategic Plan (5)

(Availability and implementation)

2.1.2. Faculty Empowerment (15)

2.1.2.1. Faculty Development Policies (5)

(The institution should have a well-defined faculty development policy to ensure that faculty continuesto meet high standards)

2.1.2.2. Decentralization, Delegation of Power and Collective Decision Making (10)

(List the names of the faculty members who have been delegated powers for taking administrativedecisions. Mention details in respect of decentralization in working)

Institution should explicitly mention financial and administrative powers delegated to the Principal, Heads of Departments and relevant in-charges. Demonstrate the utilization of financial powers for eachyear of the assessment years)

Procedure for decision making on issues such as strategic development and resourcing with respectto educational provision and management of educational resources)

2.1.3. Effective Governance Indicators (15)

2.1.3.1. Grievance Redressal Mechanism (2)

(Specify the mechanism and composition of grievance redressal cell including Anti Ragging Committee& Sexual Harassment Committee.)

2.1.3.2. Transparency (5)

(Information on policies, rules, processes and dissemination of this information to stakeholders is to bemade available on the web site)

2.1.3.3. Leader and Faculty Selection Process (5)

(Effective implementation)
A well delineated selection process should be there for leader and faculty selection process.

Instituteshould provide sufficient proofs of such process being in existence)

2.1.3.4. Stability of the Academic Leaders (3)

2.2. Financial Resources (40)

2.2.1. Budget Allocation, Utilization, and Public Accounting at Institute Level (40)

(Summary of current financial year's budget and actual expenditure incurred (for the institution exclusively) in the three previous financial years.)
CFY= Current Financial Year
CFY*m*1=Current Financial Year Minus 1
CFY*m*2=Current Financial Year Minus 2
CFY*m*3=Current Financial Year Minus 3

Table No. 2.2.1. Total Income at Institute level

Financial Year	Fee Received	Grant received fromGovt.	Other Sources (specify)	Total Amount
CFY				
CFYm1				
CFYm2				
CFYm3				

Table No. 2.2.1 b. Summary of budgeted and the actual expenditure (for the stand-aloneManagement Institute/ Management department of an institute) (in actual Rupees)

Items	Budgeted in CFY	Budgeted in CFY*m*1	Budgeted in CFY*m*2	Budgeted in CFY*m*3	Actual Expenses in CFY*m*1	Actual Expenses in CFY*m*2	Actual Expenses in CFY*m*3
Capital Expenditure							
Infrastructure Built-Up							
Library[1]							
IT Infrastructure							
Others							
Operational Expenditure							
Salary (Teaching, Non-teaching and other Staff							
Capacity Development							
Others							
Total							

1. Paper books and electronic (e-journals, e-books, e-subscription, publications etc.)

2.2.1.1. Adequacy of Budget Allocation (15)

(The institution needs to justify that the budget allocated during assessment years was adequate)

2.2.1.2. Utilization of Allocated Funds (15)

(The institution needs to state how the budget was utilized during assessment years)

2.2.1.3. Availability of the Audited Statements on the Institute's Website (10)

(The institution needs to make audited statements available on its website)

CRITERION 3	Program Outcomes & Course Outcomes	100

3.1. Establish the Linkage between the Course Outcomes, the Program Outcomes (POs) and Program Specific Outcomes (20)
a. List the Program Outcome (PO)
b. List the Program Specific Outcomes (PSOs), if any

3.1.1. Course Outcomes (COs) (5)

Please pick one course for each semester and list their course outcome
Note: Number of Outcomes for a course is expected to be around 6.

Course Name: Ciii Year of Study: YYYY – YY; for ex. C202 Year of study 2021-22

Table No. 3.1.1.1.

Semester 1: Course Name: _____		
	C101.1	<Statement>
	C101.2	<Statement>
	C101.3	<Statement>
	…	<Statement>
	C101.N	<Statement>

C101 is the first course in first year and '1' to '6' are the outcomes of this course.

Similar table is to be prepared for one course in each semester

Note: Semester may be read as Trimester/Semester/Yearly as applicable

3.1.2. CO-PO Matrices of Courses Selected in 3.1.1 (One Matrix to be Mentioned for Each Semester/Trimester) (5)

Table No. 3.1.2.1.

Course outcomes	PO1	PO2	PO3	PO4	PO5
C202.1					
C202.2					
C202.3					
…					
C202.N					
C202					

Note: Enter correlation levels 1, 2 or 3 as defined below:
1: Slight (Low)
2: Moderate (Medium)
3: Substantial (High)
If there is no correlation, put "-"
Similar table is to be prepared for PSOs

3.1.3. Course-PO Mapping Matrix of all Courses in the Program (10)

Table No. 3.1.3.1.

Course	PO1	PO2	PO3	PO4	PO5
C101					
C202					
C303					
….					
….					
CN…					

Note 1: Enter correlation levels 1, 2 or 3 as defined below:

1: Slight (Low)
2: Moderate (Medium)
3: Substantial (High)
If there is no correlation, put "-"

It may be noted that contents of Table 3.1.3 must be consistent with information available in Table 3.1.2 for all the courses.

Similar table is to be prepared for PSOs

3.2. Course Outcomes (40)

3.2.1. Describe the Assessment Tools and Processes Used to Gather the Data upon which the Evaluation of Course Outcome is based (10)

(Describe different assessment tools (semester end examinations, mid-semester tests, laboratory examinations, case studies, mini projects, minor projects, major projects, seminars, presentations, observation record, analysis of plans, reports, projects, outcome of role play and discussion and study report, student portfolios etc.) to measure the student learning and hence attainment of course outcomes. *(Student portfolio is a collection of artifacts that demonstrates kills, personal characteristics and accomplishments created by the student during study period.)*

The process adopted to map the assessment questions, parameters of assessment rubrics etc. to the course outcomes to be explained with examples. The process of data collection from different assessment tools and the analysis of collected data to arrive at CO attainment levels need to be explained with examples)

3.2.2. Record the Attainment of Course Outcomes of all Courses with Respect to Set Attainment Levels (30)

Program shall have set Course Outcome attainment levels for all courses.

(The attainment levels shall be set considering average performance levels in the university examination or any higher value set as target for the assessment years. Attainment level is to be measured in terms of student performance in internal assessments with respect to the Course Outcomes of a course in addition to the performance in the University examination)

Measuring Course Outcomes attained through University Examinations
Target may be stated in terms of percentage of students getting more than the university average marks or more as selected by the Program in the final examination. For cases where the University does

not provide useful indicators like average or median marks etc., the program may choose an attainment level on its own with justification.

Note: In case of non-affiliating institutions (Autonomous/deemed universities etc.), the attainment targets may be set considering average performance levels in the preceding years with due justifications.

Example related to attainment levels Vs. targets: (The examples indicated are for reference only. Program may appropriately define levels)

Attainment Level 1: **60%** students scoring more than University average percentage marks or set attainmentlevel in the final examination.

Attainment Level 2: **70%** students scoring more than University average percentage marks or set attainmentlevel in the final examination.

Attainment Level 3: **80%** students scoring more than University average percentage marks or set attainmentlevel in the final examination.

- Attainment is measured in terms of actual percentage of students getting set percentage of marks.
- If targets are achieved then all the course outcomes are attained for that year. Program is expected to set higher targets for the following years as a part of continuous improvement.
- If targets are not achieved the program should put in place an action plan to attain the target in subsequent years.

Measuring CO attainment through Internal Assessments: (The examples indicated are for reference only. Program may appropriately define levels)

Target may be stated in terms of percentage of students getting more than class average marksor set by the program in each of the associated COs in the assessment instruments (midterm tests, assignments, mini projects, reports and presentations etc. as mapped with the COs)

Example:
Mid-term test 1 addresses C202.1 and C202.2. Out of the maximum 20 marks for this test 12 marks areassociated with C202.1 and 8 marks are associated with C202.2.

Examples related to attainment levels Vs. targets:

Attainment Level 1: **60%** students scoring more than 60% marks out of the relevant maximum marks.

Attainment Level 2: **70%** students scoring more than 60% marks out of the relevant maximum marks.

Attainment Level 3: **80%** students scoring more than 60% marks out of the relevant maximum marks.

- Attainment is measured in terms of actual percentage of students getting set percentage of marks.
- If targets are achieved then the C202.1 and C202.2 are attained for that year. Program is expected to set higher targets for the following years as a part of continuous improvement.
- If targets are not achieved the program should put in place an action plan to attain the target in subsequent years.

Similar targets and achievement are to be stated for the other midterm tests/internal assessment instruments

Course Outcome Attainment:

For example:
Attainment through University Examination: Substantial i.e. 3
Attainment through Internal Assessment: Moderate i.e. 2

Assuming 80% weightage to University examination and 20% weightage to Internal assessment, the attainment calculations will be (80% of University level) + (20% of Internal level), i.e., 80% of 3 + 20% of 2 = 2.4 + 0.4 = 2.8

Note: Weightage of 80% to University exams is only an example. Programs may decide weightages appropriately for University exams and internal assessment with due justification.

3.3. Attainment of Program Outcomes and Program Specific Outcomes (40)

3.3.1. Describe the Assessment Tools and Processes Used to Gather the Data to Evaluate and Program Outcomes and Program Specific Outcomes (10)

(Describe the assessment tools and processes used to gather the data upon which the evaluation of each of the Program Outcomes is based indicating the frequency with which these processes are carried out. Describe the assessment processes that demonstrate the degree to which the Program Outcomes are attained and document the attainment levels)

3.3.2. POs and PSO Attainment Levels (30)

Table No. 3.3.2.1. POs Attainment

Course	PO1	PO2	....
C101			
C102			
…			
C201			
Direct Attainment			
Indirect Attainment			
Final Attainment			

C101, C102 are indicative courses in the first semester. Similarly, C201 is second semester course. First numeric digit indicates semester of study and remaining two digits indicate course nos.

Direct attainment level of a PO is determined by taking average across all courses addressing that PO. Fractional numbers may be used for example 1.55.

Indirect attainment level of PO is determined based on the student exit surveys, employer surveys, co-curricular activities, extracurricular activities etc.

Example:

1. It is assumed that a particular PO has been mapped to four courses C2O1, C3O2, C3O3 and C4O1.
2. PO attainment level will be based on attainment levels of direct assessment and indirect assessment.
3. For affiliated, non-autonomous colleges, it is assumed that while deciding on overall attainment level 80% weightage may be given to direct assessment and 20% weightage to indirect assessment through surveys from students(largely), employers (to some extent). Program may have different weightages with appropriate justification.
4. Assuming following actual attainment levels:

Direct Assessment
C201 – High (3)
C302 – Medium (2)
C303 – Low (1)
C401 – High (3)
Attainment level will be summation of levels divided by no. of courses 3+2+1+3/4= 9/4=2.25

Indirect Assessment
Surveys, Analysis, customized to an average value as per levels 1, 2 & 3.
Assumed level - 2

5. PO Attainment level will be 80% of direct assessment + 20% of indirect assessment i.e. 1.8 +0.4 = 2.2.

* ***Similar table is to be prepared for PSOs***

- **Autonomous Institution Programs**
- **Non-Autonomous Institution Programs**

For Autonomous Institution Programs

(If the program falls under an Institute of National Importance, University, Deemed University, autonomous Institution (other than the affiliated Institution category), then the below-mentioned sub-criteria (4.1(50 Marks) & 4.2 (75 Marks) are applicable.)

4.1. Curriculum (50)

4.1.1. State the Process for Designing the Program Curriculum (10)

(Describe the process that periodically documents and demonstrates how the program curriculum is evolved or give the process of gap analysis, whichever is applicable, considering POs)

4.1.2. State the Components of the Curriculum (15)

(Program curriculum grouping based on course components)

Table No. 4.1.2.1.

Course Component	Curriculum Content (% of total number of credits of the program)	Total number of contact hours	Total number ofcredits
Program Core			
Program Electives			
Open Electives			
Summer Project			
Internships/Seminars			
Final Dissertation			
Any other (Specify)			
Total number of Credits			

4.1.3. Transaction of the Curriculum (10)

Table No. 4.1.3.1.

Course Code	Course Title	Total Number of contact hours				No. of Credits
		Lecture (L)	Tutorial (T)	Practical# (P)	Total Hours	
Total						

Seminars, project works may be considered as practical

4.1.4. Overall Quality and Level of Program Curriculum (15)

4.2. Learning Processes (75)

4.2.1. Describe Processes Followed to Improve Quality of Teaching & Learning (20)

(Processes may include adherence to academic calendar and improving instruction methods using pedagogical initiatives such as real-world examples, collaborative learning, ICT supported learning, LMS, multimedia, analysis of data etc. encouraging bright students, assisting weak students etc. Theimplementation details need to be documented)

4.2.2. Quality of Continuous Assessment and Evaluation Processes (40)

4.2.3. Quality of Student Reports/Dissertation (15)

(Identification of projects and allocation methodology to Faculty Members, types and relevance of the reports and their contribution towards attainment of Pos, process for monitoring and evaluation, process to assess individual and team performance and quality of dissertation.)

For Non- Autonomous Institution Programs

(If the program falls under a non-autonomous institution (affiliated institution) other than those categorized as Institute of National Importance, University, Deemed University, or autonomous Institution, then the below-mentioned sub-criteria (4.1 (25 marks) & 4.2 (100 marks) are applicable.)

4.1. Curriculum (25)

4.1.1. State the Process Used to Identify Extent of Compliance of the University Curriculum for Attaining the Program Outcomes (10)

4.1.1. Appropriateness of the Gaps Identified and Actions Taken to Bridge the Gap (15)

Note: In case program is able to demonstrate the compliance of university curriculum in attaining the program outcomes, then the total 25 marks will be for point (4.1.1) above.

4.2. Learning Processes (100)

4.2.1. Describe Processes Followed to Improve Quality of Teaching & Learning (40)

(Processes may include adherence to academic calendar and improving instruction methods using pedagogical initiatives such as real-world examples, collaborative learning, ICT supported learning, LMS, multimedia, analysis of data etc. encouraging bright students, assisting weak students etc. Theimplementation details need to be documented)

4.2.2. Quality of Continuous Assessment and Evaluation Processes (40)

4.2.3. Quality of Student Reports/Dissertation (20)

(Identification of projects and allocation methodology to Faculty Members, types and relevance ofthe reports and their contribution towards attainment of POs, process for monitoring and evaluation, process to assess individual and team performance and quality of dissertation.)

CRITERION 5	Student Quality and Performance	100

Table No. 5.A. Student intake.

Item	CAY	CAYm1	CAYm2	CAYm3	CAYm4
Approved Intake					
Number of students admitted (N)					

Table No. 5.B. Success rate.

Year of entry	Number of students admitted (N)	Number of students who have completed	
		I Year	II Year
CAY			
CAYm1			
CAYm2 (LYG)			
CAYm3 (LYGm1)			
CAYm4 (LYGm2)			

CAY=Current Academic Year
CAYm1=Current Academic Year minus 1
CAYm2=Current Academic Year minus 2 = Last Year Graduate (LYG)
CAYm3=Current Academic Year minus 3 = Last Year Graduate Minus 1 (LYGm1)
CAYm4=Current Academic Year minus 4 = Last Year Graduate Minus 2 (LYGm2)

5.1. Enrollment Ratio (Admissions) (20)

Enrolment Ratio (**ER**)= Number of students admitted/ Sanctioned intake

Item (Students enrolled at the First Year Level on average basis during the last three years starting from current academic year)	Marks
>=90% students enrolled	20
>=80% students enrolled	16
>=70% students enrolled	12
>=60% students enrolled	8

5.2. Success Rate (Students Clearing in Minimum Time) (10)

Success Index (**SI**). = Number of students completed program in minimum duration / Number of students admitted

Average SI = Mean of Success Index (SI) for past three batches

Success rate = 10 * Average SI.

Table No. 5.2.1.

Item	Last Year of Graduate, LYG	Last Year of Graduateminus 1, LYG*m*1	Last Year of Graduate minus 2, LYGm2
Number of students admitted (N)			
Number of students who have graduated within the stipulated period of a program			
Success Index (SI)			
Average SI			

5.3. Final Year Academic Performance (Percentage Marks Scored) (10)

Academic Performance = Average Academic Performance Index (API)

API = ((Mean of final Year Grade Point Average of all successful Students on a 10-point scale) or (Mean of the percentage of marks of all successful students in final year/10)) * (number of successful students/number of students appeared in the examination)

Successful students are those who have passed in all final year courses.

Table No. 5.3.1.

Academic Performance	CAYm1	CAYm2	CAYm3
(Mean of final year grade point average of all successful students on a 10-point scale) or (mean of the percentage of marks of all successful students in final year/10) (X)			
Total no. of successful students (Y)			
Total no. of students appeared in the examination (Z)			
API = X* (Y/Z)	AP 1	AP 2	AP 3
Average API = (AP1 + AP2 + AP3)/3			

5.4. Placement, Higher Studies and Entrepreneurship (40)

5.4.1. Placement (30)

Assessment Points = 30 * Average placement;

N is the total no. of students admitted in first year.

Table No. 5.4.1.1.

Item	CAYm1	CAY*m2*	CAY*m3*
Total Number of students admitted in first Year of the program (N)			
No. of students placed in companies or Government Sector (X)			
No. of students pursuing Ph.D. / Higher Studies (Y)			

No. of students turned entrepreneur (In the areas related to management discipline) (Z)			
X + Y + (1.2* Z) =			
Placement Index: X + Y + (1.2*Z) N	P1	P2	P3
Average placement= (P1 + P2 + P3)/3			
Assessment Points = 30 * Average placement			

5.4.2. Quality of Placement (10)

Table No. 5.4.2.1.

Item	CAYm1	CAY*m2*	CAY*m3*
	Management Stream (M1)	**Management Stream (M2)**	**Management Stream (M3)**
No. of students placed:			
Median Salary for Placement			
Highest Salary			

Provide the placement data in the below mentioned format with the name of the program and the assessment year:

Table No. 5.4.a

Programs Name and Assessment Year				
S.N.	**Name of thestudent placed**	**Enrollment No.**	**Name of the Employer**	**Appointment letter Reference no. withdate**

5.5. Student Diversity (5)

(Diversity may include Experience, Gender diversity, Qualification, Geographic diversity (within state,outside state, outside country), ESCS)

Table No. 5.5.1.

Year	Sanctioned Intake		No. of students admitted							Total
			Within State	Outside State	Other Country	Management Stream	Other Streams	Fresher	Experienced*	
CAY		**M**								
		F								
CAYm1		**M**								
		F								
CAYm2		**M**								
		F								

*minimum two years

5.6. Professional Activities (15)

5.6.1. Students' Participation in Professional Societies/Chapters and Organizing Management Events (10)

(Provide relevant details)

5.6.2. Students' Publications (05)

(List the publications along with the names of the authors and publishers, etc.)

CRITERION 6	Faculty Attributes and Contributions	250

Table No. 6.a.

Name of the Faculty Member	Qualification			Association with the Institution	Designation	Date on which Designated as Professor/ Associate Professor	Date of Joining the Institution	Department	Specialization	Academic Research			Currently Associated (Y/N) Date of Leaving (In case Currently Associated is (" No")	Nature of Association (Regular/Contract)
	Degree (highest degree)	University	Year of attaining higher qualification							Research Paper Publications	Ph.D. Guidance	Faculty Receiving Ph.D. during the Assessment Years		

Note: *Please provide details for the faculty of the department, cumulative information for all the shifts for all academic years starting from current year in above format*

6.1. Student-Faculty Ratio (SFR) (10)

No. of PG Programs in the Management Department/ Stand-alone Management institutes (m): _____

- No. of Students in PG 1st Year= **p1**
- No. of Students in PG 2nd Year= **p2**

No. of Students = Sanctioned Intake

(The above data to be provided considering all the Management programs of the department)

S=Number of Students in the Department = PG1 + PG2+…… +PGm

F = Total Number of Faculty Members in the Department

Student Faculty Ratio (SFR) = S/F

Table No. 6.1.1.

Year	CAY	CAYm1	CAYm2
p1.1			
p1.2			
PG1	**p1.1+p1.2**	**p1.1+p1.2**	**p1.1+p1.2**
…..			
pm.1			
pm.2			
PGm	**pm.1+pm.2**	**pm.1+pm.2**	**pm.1+pm.2**
Total No. of Students in the Department **(S)**	**PG1 + …PGm=S1**	**PG1+… + PGm=S2**	**PG1+… + PGm=S3**
No. of Faculty in the Department **(F)**	**F1**	**F2**	**F3**
Student Faculty Ratio **(SFR)**	**SFR1=S/F**	**SFR2=S/F**	**SFR3=S/F**
Average SFR	**SFR=(SFR1+SFR2+SFR3)/3**		

Note:

1. All the faculty whether regular or contractual (except part-time or hourly based), will be considered. The contractual faculty appointed with any terminology whatsoever, who have taught for 2 consecutive semesters with or without break between the 2 semesters in corresponding academic year on full-time basis shall be considered for the purpose of calculation in the faculty student ratio. However, following will be ensured in case of contractual faculty:
   a. Shall have the AICTE prescribed qualifications and experience.
   b. Shall be appointed on full time basis and worked for consecutive two semesters with or without break between the 2 semesters during the particular academic year under consideration.
   c. Should have gone through an appropriate process of selection and the records of the same shall be made available to the visiting team during NBA visit

2. Depending upon the No. of programs in the above table has to be updated accordingly.
3. Marks to be given proportionally from a maximum of 10 to a minimum of 5 for average SFR between 15:1 to 25:1, and zero for average SFR higher than 25:1. Marks distribution is given as below:

< = 15 - 10 Marks
< = 17 - 09 Marks
< = 19 - 08 Marks
< = 21 - 07 Marks
< = 23 - 06 Marks
< = 25 - 05 Marks
> 25.0 - 0 Marks

6.1.1. Provide the Information about the Regular and Contractual Faculty as Per the Format Mentioned Below:

Table No. 6.1.1.1

Academic Year	Total number of regular faculty in the department	Total number of contractual faculty in the department
CAY		
CAYm1		
CAYm2		

6.2. Faculty Cadre (20)

The reference faculty cadre proportion is 1(F1):2(F2):6(F3)

F1: Number of Professors required = 1/9 * Number of Faculty required to comply with 20:1 Student-Faculty ratio based on no. of students (S) as per 6.1

F2: Number of Associate Professors required = 2/9 * Number of Faculty required to comply with 20:1 Student-Faculty ratio based on no. of students (S) as per 6.1

F3: Number of Assistant Professors required = 6/9 * Number of Faculty required to comply with 20:1 Student-Faculty ratio based on no. of students (S) as per 6.1.

Table No. 6.2.1.

Year	Professors		Associate Professors		Assistant Professors	
	Required F1	Available	Required F2	Available	Required F3	Available
CAY						
CAY*m*1						
CAY*m*2						
Average Numbers	RF1=	AF1=	RF2=	AF2=	RF3=	AF3=

Cadre Ration Marks = $\left(\left(\frac{AF1}{RF1}\right) + \left(\frac{AF2}{RF2} \times 0.6\right) + \left(\frac{AF3}{RF3} \times 0.4\right)\right) * 10$

- If AF1 = AF2= 0 then zero marks
- Maximum marks to be limited if it exceeds 20

6.3. Faculty Qualification (20)

FQ =2.0 * [(10X +4Y)/F)] where

- X is no. of faculty with Ph.D.,
- Y is no. of faculty with MBA,
- F is no. of faculty required to comply 1:20 Faculty Student ratio (no. of faculty and no.of students required are to be calculated as per 6.1).

Table No. 6.3.1.

Year	X	Y	F	FQ=2.0 x [(10X +4Y)/F)]
CAY				
CAYm1				
CAYm2				
Average Assessment				

6.4. Faculty Retention (20)

No. of faculty members in CAYm1= , CAY=

Item (% of faculty retained during the period of assessment keeping CAYm2 as base year)	Marks
>=90% of faculty	20
>=75% of faculty	15
>=60% of faculty	10
>=50% of faculty	8
<50% of faculty	0

Example: For faculty retention

Item	CAY	CAYm1
No of Faculty Retained	28	29
Total No. of Required Faculty in CAYm2	33	
% of Faculty Retained	85	88
Faculty Retained	86.5%(88+85)/2	

6.5. Faculty Initiatives on Teaching and Learning (15)

(Innovations by the Faculty in teaching and learning shall be summarized as per the following description. Contributions to teaching and learning are activities that contribute to the improvement of student learning. These activities may include innovations not limited to, use of ICT, instruction delivery, instructional methods, assessment, evaluation and inclusive class rooms that lead to effective, efficient and engaging instruction. Any contributions to teaching and learning should satisfy the following criteria:

- ❖ The work must be made available on Institute website
- ❖ The work must be available for peer review and critique
- ❖ The work must be reproducible and developed further by other scholars

The department/institution may set up appropriate processes for making the contributions available to the public, getting them reviewed and for rewarding. These may typically include statement of clear goals, adequate preparation, use of appropriate methods, significance of results, effective presentation and reflective critique.)

6.6. Management Development Programme (05)

(No. of MDP programs organized and duration of each program and no. of candidates attended.)

6.7. Faculty Performance, Appraisal and Development System (15)

(Mention details such as program title, description, duration, resource person, type of training, training methodology, participants, etc.). Mention details separately for the programs organized and the programs participated outside the institution)

6.8. Visiting / Adjunct Faculty (10)

(Adjunct faculty also includes Industry experts. Provide details of participation and contributions in teaching and learning and /or research by visiting/adjunct/Emeritus faculty etc. for all the assessment years:)

- Minimum 50 hours per year interaction with adjunct faculty from industry/retired professors/other institutionsetc.

6.9. Academic Research (70)

- Faculty Paper Publication (50)

  (List of Publications in referred journals, reputed conferences, books, book chapters, case studies in public domain etc.)

- List of Ph.D. /Fellowship titles (FPM) awarded during the assessment period while working in the institute (20)

  All relevant details shall be mentioned.

6.10. Sponsored Research (20)

(Funded research from outside; considering faculty members contributing to the program:Provide a list with Project Title, Funding Agency, Amount and Duration. Funding Amount (Cumulative during CAYm1, CAYm2 and CAYm3:))

Amount >= 30 Lacs – 20 Marks
Amount >= 20 Lacs and < 30 lacs – 15 Marks
Amount >= 10 Lacs and < 20 lacs – 10 Marks
Amount >= 05 Lacs and < 10 lacs – 05 Marks
Amount >= 03 Lacs and < 05 lacs – 02 Marks
Amount < 3 Lacs – 0 Mark

6.11. Consultancy/Testing/Training (25)

(Provide a list with Project Title, consulting, Funding Agency, Amount and Duration. Funding amount (Cumulative during CAYm1, CAYm2 and CAYm3)):

Amount >= 25 lacs – 25 Marks,
Amount >= 20 and < 25 lacs – 20 Marks
Amount >= 15 and < 20 Lacs – 15 Marks,
Amount >= 10 and < 15 Lacs – 10 Marks,

Amount >= 05 Lacs and < 10 lacs – 5 Marks
Amount >= 03 Lacs and < 05 lacs – 2 Marks
Amount < 3 Lacs – 0 Mark

6.12. Faculty as Consultant of the Industries (10)

(Qualitative assessment on the basis of type of consultancy, number of faculty members involved, type of industries and completion of consultancy assignments)

6.13. Preparation of Teaching Cases (10)

(The development and use of cases in teaching and thus promoting learners critical thinking skills)

CRITERION 7	Industry & International Connect	100

7.1. Industry Connect (60)

7.1.1. Initiatives Related to Industry Interaction including Industry Internship /Summer Training/Study Tours/ Guest Lectures (15)

7.1.2. Participation of Industry Professionals in Curriculum Development, Projects, Assignments as Examiners, in Summer Projects (15)

7.1.3. Initiatives Related to Industry including Executive Education, Industry Sponsored Labs, and Industry Sponsorship of Student Activities (15)

7.1.4. Involvement of Industry Professional as Members of Various Academic Bodies/Boards (15)

7.2. International Connect (40)

(International Students, Student Immersion Programs, Faculty Exchange Programs and Collaborative Research Projects. These would also include online initiatives to engage with international academic communities)

CRITERION 8	Infrastructure	75

8.1. Classrooms & Learning Facilities (25)

(Availability of adequate, well-equipped classrooms to meet the curriculum requirements, availability of learning facilities, utilization and initiatives to ensure students learning)

8.2. Library (20)

- Quality of learning resources (hard/soft)
- Relevance of available learning resources including e-resources
- Accessibility to students

8.3. IT Infrastructure and Learning Management System (30)

(Availability of composite hardware, software, network resources and services required for the existence, operation and management of an institutions IT environment.)

CRITERION 9	Alumni Performance and Connect	50

9.1. Alumni Association (10)

(Duly formed and registered.)

9.2. Involvement of Alumni (25)

(Alumni meet, visit to institution and interaction with students, involvement in curriculum development, project guidance, assistance in entrepreneurship, mentoring of students, assistance in placement, resources raised, etc.)

9.3. Methodology to Connect with Alumni and its Implementation (15)

(Alumni portal, database, alumni meet, frequency of meets, alumni chapters, newsletter.)

CRITERION 10	Continuous Improvement	50

10.1. Actions Taken based on the Results of Evaluation of Each of the POs and PSOs (20)

(Identify the areas of weaknesses in the program based on the analysis of evaluation of POs attainment levels. Measures identified and implemented to improve POs attainment levels for the assessment years including curriculum intervention, pedagogical initiatives, support system improvements, etc.)

Actions taken to be mentioned here

10.2. Academic Audit and Actions Taken thereof during the Period of Assessment (10)

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

Assessment is based on improvement in:

- Placement: number, quality placement, core industry, pay packages etc.
- Higher studies: admissions for pursuing Ph.D. in premier institutions
- Entrepreneurs

10.4. Improvement in the Quality of Students Admitted to the Program (10)

Declaration

The head of the institution needs to make a declaration as per the format given below:

I undertake that, the institution is well aware about the provisions in the NBA's accreditation manual concerned for this application, rules, regulations, notifications and NBA expert visit guidelines in force as on date and the institute shall fully abide by them.

It is submitted that information provided in this Self-Assessment Report is factually correct. I understand and agree that an appropriate disciplinary action against the Institute will be initiated by the NBA in case any false statement/information is observed during pre-visit, visit, post visit and subsequent to grant of accreditation.

Date: **Signature & Name**

Place: **Head of the Institution with seal**

Annexure – I
Program Outcomes

1. Apply knowledge of management theories and practices to solve business problems.

2. Foster Analytical and critical thinking abilities for data-based decision making.

3. Ability to develop Value based Leadership ability.

4. Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of business.

5. Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.

Note: Program may add up to three additional POs.