



## Report on

### “Comprehensive Documentation Strategies for NBA”

The Internal Quality Assurance Cell (IQAC) of Aditya College of Engineering, Madanapalle, has organized a Faculty Development Program (FDP) on “**Comprehensive Documentation Strategies for NBA**” from **14.11.2025 to 22.11.2025** in **Seminar Hall, Room No. 114**.

#### 1. Introduction:

The Faculty Development Programme (FDP) titled “**Comprehensive Documentation Strategies for NBA**” was organized to enhance the competencies of faculty members in curriculum delivery, assessment design, documentation, and accreditation processes. The sessions were delivered by experienced internal resource persons with expertise in OBE, NBA criteria, teaching-learning methodologies, and assessment frameworks.

This FDP aimed to strengthen faculty understanding of CO-PO alignment, Bloom’s taxonomy, documentation standards, and the attainment process, thereby improving academic quality and institutional readiness for accreditation.

#### 2. Objectives of the FDP:

The primary objectives of the programme were:

- To orient faculty towards **NBA Accreditation** requirements and documentation processes.
- To enhance understanding of **Outcome-Based Education (OBE)** and constructive alignment.
- To strengthen competencies in **CO, PO, and PSO statement writing** and mapping.
- To improve the design of **question papers**, laboratory manuals, and assessment tools based on Bloom’s Taxonomy.
- To familiarize faculty with methodologies for **CO-PO attainment calculation**.
- To integrate **Project-Based Learning (PBL)** and **internship mapping** with Program Outcomes.

#### 3. FDP Sessions Overview:

The programme consisted of eight sessions delivered by internal resource persons, as detailed below:

##### **Session 1: An Overview of the National Board of Accreditation (NBA) and Criteria I**

- **Date & Time:** 14.11.2025, 4.00–5.00 PM
- **Resource Person:** *Dr. P. Rayudu, Principal*
- **Focus Area:** NBA Overview

##### **Session Highlights:**

The session provided a comprehensive introduction to NBA accreditation, highlighting the importance of aligning Vision, Mission, and Programme Educational Objectives (PEOs) with student-centric performance metrics outlined under Criterion I. Faculty members gained better clarity on documentation expectations, institutional governance practices, and systematic planning processes essential for meeting NBA quality standards.



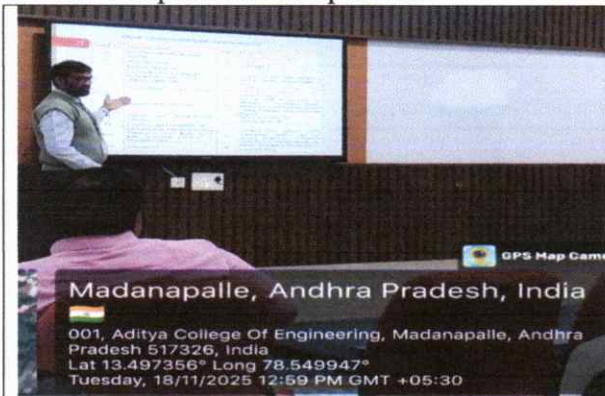


## Session 2: Documentation Framework for NBA Accreditation

- **Date & Time:** 18.11.2025, 12.05–01.05 PM
- **Resource Person:** *Dr. S. Muni Rathnam, Dean – I.Q.A.C.*
- **Focus Area:** NBA Framework

### Session Highlights:

The session covered key aspects of NBA accreditation including the major differences between NAAC and NBA with respect to focus and documentation requirements, an overview of criteria and weightage for the award of accreditation, and the use of a criterion-wise matrix for mapping existing departmental files to ensure evidence completeness. It also outlined the list of documents that the expert team verifies during their visit, provided standard templates for Principal and HoD presentations, and highlighted common challenges faced during the NBA documentation and OBE implementation process.

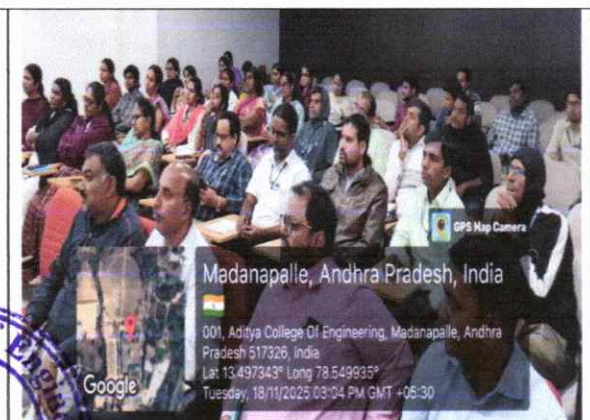


## Session 3: Constructive Alignment – Aligning COs, TLMs, and Assessment

- **Date & Time:** 18.11.2025, 04.00–05.00 PM
- **Resource Person:** *Dr. M. Roshini, HoD – CSE (AI)*
- **Focus Area:** OBE, NBA Criteria 2

### Session Highlights:

The concept of constructive alignment was discussed in depth, emphasizing the alignment of Course Outcomes (COs) with appropriate teaching–learning methods and assessment strategies. The session guided faculty on defining clear, measurable, and achievable learning outcomes that reflect the expected competencies of students. Practical approaches were highlighted to ensure that instructional activities and evaluation tools are directly mapped to CO attainment, thereby supporting effective implementation of Outcome-Based Education (OBE) and continuous improvement in academic quality.



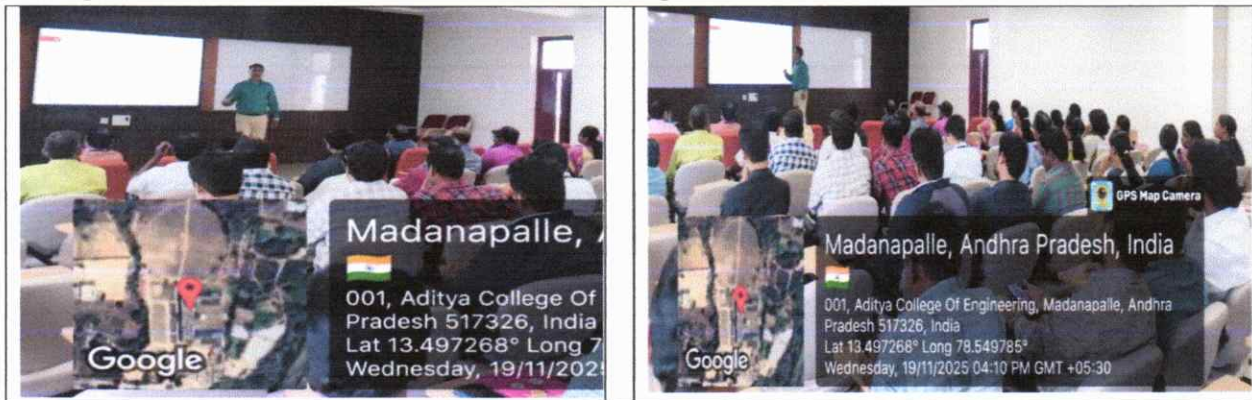


## Session 4: Best Practices for Laboratory Manuals and Documentation

- **Date & Time:** 19.11.2025, 4.00–5.00 PM
- **Resource Person:** *Dr. S. Vinay Kumar, HoD – CE*
- **Focus Area:** NBA Criteria 2

### Session Highlights:

The session focused on the preparation of outcome-based laboratory manuals, ensuring that each experiment is clearly mapped to relevant Course Outcomes (COs) and assessed through suitable performance indicators. Emphasis was placed on maintaining high-quality lab documentation, including experiment records, rubrics, attainment data, and continuous improvement actions, to meet NBA compliance requirements and demonstrate effective implementation of Outcome-Based Education in practical courses.



## Session 5: Mastering Bloom's Taxonomy – Mapping Cognitive Levels to Question Paper Design

- **Date & Time:** 20.11.2025, 12.05–01.05 PM
- **Resource Person:** *Dr. K. Lakshmaiah, HoD – CSE*
- **Focus Area:** OBE, NBA Criteria 3

### Session Highlights:

The session trained faculty to design question papers aligned with Bloom's cognitive levels, ensuring that assessments effectively measure varying depths of understanding and skills. It emphasized the importance of validity, reliability, and transparency in evaluation by balancing questions across cognitive domains, linking them to Course Outcomes (COs), and using clear blueprints and question banks. This approach supports fair assessment practices and strengthens the attainment process in line with NBA requirements.





## Session 6: Effective CO-PO Mapping and Statement Writing

- **Date & Time:** 20.11.2025, 04.00–05.00 PM
- **Resource Person:** *Dr. R. Mahammad Shafi, HoD – AI & DS*
- **Focus Area:** OBE, NBA Criteria 3

### Session Highlights:

Guidelines were provided on writing clear and well-structured Course Outcomes (COs) and aligning them effectively with Program Outcomes (POs) and Program Specific Outcomes (PSOs). The session explained methodologies for both direct and indirect mapping, supported with practical examples to help faculty quantify attainment levels and ensure accurate representation of student performance in line with NBA expectations.

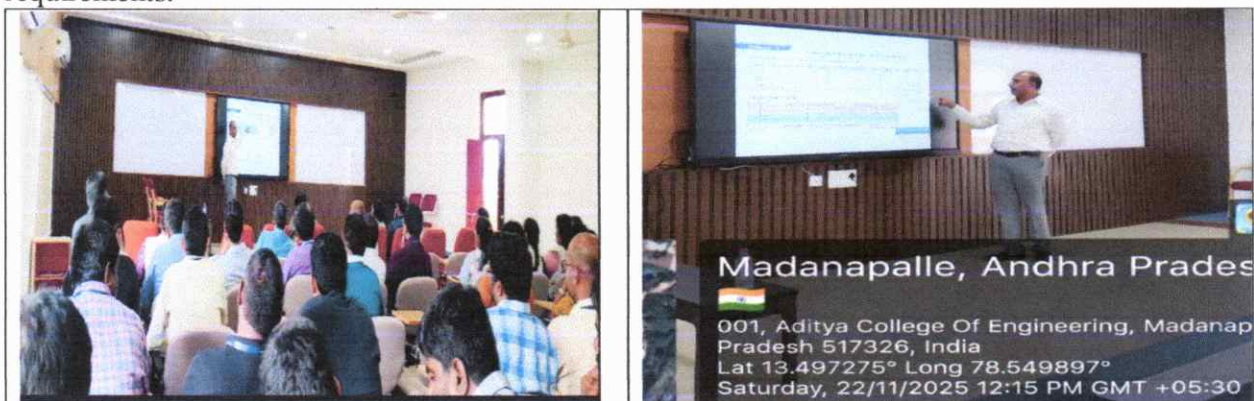


## Session 7: CO-PO Attainment Calculation – Direct and Indirect Assessment Methods

- **Date & Time:** 22.11.2025, 12.05–01.05 PM
- **Resource Person:** *Dr. M. Ram Prasad Reddy, HoD – EEE*
- **Focus Area:** NBA Criteria 3

### Session Highlights:

This session focused on the calculation of attainment using standard formulas, normalization procedures for diverse assessment methods, and setting realistic performance targets. It also covered techniques for gap analysis and developing appropriate action plans to support continuous improvement and strengthen the OBE implementation process in compliance with NBA requirements.



## Session 8: Project-Based Learning & Internship Mapping

- **Date & Time:** 22.11.2025, 04.00–05.00 PM
- **Resource Person:** *Dr. K.V. Vara Prasad, HoD – ECE*
- **Focus Area:** NBA Criteria 4





## Session Highlights:

The integration of Project-Based Learning (PBL) and internships with Program Outcomes (POs) and Program Specific Outcomes (PSOs) was discussed, highlighting their significance in developing practical skills and industry readiness among students. Faculty explored effective methods for documenting project outcomes, using structured rubrics for evaluation, and maintaining evidence of industry linkage and experiential learning activities to support NBA accreditation requirements.



## 4. Outcomes of the FDP:

The FDP resulted in the following key outcomes:

- Faculty gained deeper understanding of NBA criteria, documentation, and accreditation workflow.
- Improved competency in designing **OBE-aligned curricula**, question papers, and laboratory manuals.
- Enhanced skills in writing effective **COs, POs, and PSOs**, and mapping them systematically.
- Faculty became proficient in **attainment analysis**, direct and indirect assessment, and continuous improvement processes.
- Strengthened capacity to integrate **PBL and internships** with programme outcomes.
- Improved readiness of all departments for upcoming NBA evaluation cycles.

## 5. Feedback Summary:

A Google feedback form consisting of ten questions was circulated to the participants, and responses were received from 81 faculty members. The overall feedback reflected high satisfaction with the FDP content, its relevance to NBA accreditation, and the effectiveness of delivery. Participants appreciated that internal experts provided contextual clarity supported by real-time institutional examples. The programme notably enhanced their confidence in managing OBE implementation and NBA-related documentation tasks. Additionally, participants suggested organizing follow-up workshops focusing on hands-on practice in attainment calculations and systematic preparation of documentation files.

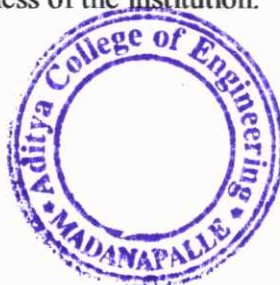
## 6. Conclusion:

The Faculty Development Programme successfully met its objectives by empowering faculty with essential knowledge and skills related to OBE, assessment, and NBA accreditation. The active participation of faculty and the expertise of internal resource persons contributed significantly to the programme's success. This FDP is expected to enhance teaching quality, academic documentation, and the overall accreditation readiness of the institution.

  
Dean - IQAC

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