Report of Three Days Faculty Development Programme for Mentee Institutes on

"NBA ORIENTATION"

(Under AICTE-NBA Margadarshan Scheme)

FDP Duration: 22/01/2025 to 24/1/2025

FDP of Coordinator: Dr. Seema Kedar, Dr. Nisha Wandile.

Participants: Faculties from Mentee Institutions and JSPM Faculties

Speaker Details:

Sr. No.	Speaker Name	Topic Name
1	Prof. Hemant Joshi	NBA Awareness
2	Dr. Rushali Deshmukh	Criteria 1: Vision, Mission, and Program Educational Objectives
3	Dr. G. S. Mate	Criteria 2: Teaching Learning Processes: 2.2.1 Quality of Teaching 2.2.2 Quality of Internal Assessment 2.2.3 Quality of Projects
4	Dr. Avinash Badadhe	Criteria 2: Teaching Learning Processes: 2.2.4 Industry Interaction 2.2.5 Internship/ Training
5	Dr. Kavita Moholkar	Criteria 3: Course Outcomes and Program Outcomes
6	Dr. Nihar Ranjan	Criteria 4: Student Admission, Result, and Placement Performance
7	Dr. R. Dubal	Criteria 4: Student Activities
8	Dr. Seema Kedar	Criteria 5 Faculty Information and Contributions
9	Dr. Rachayya R. Arakerimath	Criteria 7: Continuous Improvement
10	Dr. S. L. Chavan	Criteria 6 Facilities and Technical support Criteria 9: 9.2 to 9.7
11	Dr. Nisha Wandile	Criteria 9 Student Support Systems: 9.1
12	Dr. Sunita Yadav	Criteria 8: First Year Academics
13	Dr. Sagar Dhage	Criteria 10: Governance
14	Dr. Amey Choudhari	Institutional support, and financial resources
15	Dr. Seema Kedar	NBA Execution Plan

Detailed Report

The overall objective of the Three Days Faculty Development Programme is to motivate mentee institutes to achieve NBA accreditation by fostering awareness about its benefits and aligning efforts with AICTE initiatives. It aims to provide guidance on NBA processes, facilitate access to host institute resources, and promote best practices in Outcome-Based Education (OBE). Additionally, the programme supports mentee institutes in improving academic quality, institutional performance, and NIRF rankings.

Inaugural Ceremony

The day began with a grand inaugural ceremony that set the stage for the NBA Orientation Programme. The ceremony commenced with a traditional **Saraswati Pujan**, symbolizing a deep reverence for learning and wisdom.

This was followed by the felicitation of distinguished dignitaries, including **Dr. Anil Bhosale**, **Dr. Avinash Devasthali** (Deputy Director of JSPM's RSCOE), and **Dr. Avinash Badadhe** (Deputy Director and Dean Academics), acknowledging their significant contributions to education and institutional development. **Dr. Seema Kedar**, Head of the Department of Computer Engineering, delivered the inaugural speech, highlighting the importance of NBA accreditation in enhancing both employment opportunities for students and the institution's reputation. She underscored that accreditation is not merely a one-time achievement but a continuous process aimed at ensuring quality education.

Dr. Seema Kedar also recognized JSPM's RSCOE for securing accreditation four times across five departments and its role in mentoring other institutions under the **Margadarshan Scheme**. These mentee institutions included Indira College, Siddhant College of Engineering, Keystone College of Engineering, D.Y. Patil Lohagaon, and Chhatrapati Shahu College of Engineering, Sambhajinagar. Following this, **Dr. Avinash Badadhe** shared insights from RSCOE's accreditation journey, which began in 2012. He spoke about strategies for implementing NBA activities effectively, adhering to accreditation standards, and achieving the desired educational outcomes. **Dr. Avinash Devasthali** concluded the ceremony by emphasizing the collaborative nature of the offline orientation programme, urging participants to submit their pre-qualifiers by December 2025 and apply for **NIRF** rankings to further elevate their visibility and credibility on a national level. The formal **vote of thanks** at 11:10 a.m. marked the official commencement of the programme.

Session 1: Introduction: Quality and Importance of Education

Time: 11:10 am – 12:00pm

Speaker: Dr. Anil Bhosale, Director JSPM University

The first session of the day was delivered by **Dr. Anil Bhosale**, focusing on the **Quality and Importance of Education**. Dr. Bhosale discussed the intrinsic nature of quality in education, emphasizing that it is not an abstract concept but a tangible outcome of well-defined and meticulously monitored processes. He highlighted the importance of preparing course files for the upcoming semester, ensuring that they align with quality parameters. Dr. Bhosale posed thought-provoking questions to the audience, such as whether their course files were ready and if they had been assessed against the necessary quality standards. He stressed that the documentation process—encompassing detailed notes, labeled diagrams, and structured teaching materials—forms the backbone of quality education. However, he acknowledged the challenges faced by academic institutions in consistently maintaining such high standards. Through his session, Dr. Bhosale encouraged participants to adopt detailed and systematic approaches to their teaching methodologies and assessments, ensuring sustained quality in the education they deliver.

Session 2: NBA Awareness & Outcome-Based Education

Time: 12:00 pm - 1:30 pm

Speaker: Dr. Hemant Joshi, Assistant Director JSPM University

The second session of the day, led by **Dr. Hemant Joshi**, the Director of JSPM, focused on raising **NBA Awareness** and the importance of **Outcome-Based Education (OBE)** in the context of accreditation. Dr. Joshi started by addressing a significant challenge in the Indian engineering education landscape—the oversupply of engineers. He pointed out that India produces approximately **15 lakh engineers annually**, while the actual demand is only about **3 lakh**, leading to high unemployment rates. To tackle this, he stressed the critical role of ensuring credibility and quality in education, making it essential for institutions to obtain recognition from reputable bodies like NBA. Dr. Joshi also highlighted the importance of **networking**, infrastructure development for faculty research, and securing funding from external agencies, all of which contribute to strengthening the academic fabric of institutions. He emphasized the need to cater to the varied needs of students, whether they are slow learners or advanced learners, and the value of publishing impactful research papers. Furthermore, Dr. Joshi advocated for the use of effective assessment tools such as **Bloom's Taxonomy** and **group discussions** to gauge student learning and achievement accurately.

Lunch Break (1:30 pm - 2:15 pm)

Session 3: Criterion 1: Vision, Mission, and Program Educational Objectives (PEOs)

Time: 2:30 pm - 3:20 pm

**Speaker:** Dr. Rushali Deshmukh, Associate Deam Academics

The third session was led by **Dr. Rushali Deshmukh**, Associate Dean Academics, who discussed **Criterion 1: Vision, Mission, and Program Educational Objectives (PEOs)**. Dr. Deshmukh explained that a department's **Vision** and **Mission** statements are pivotal to its overall direction and goals. These statements form the foundation upon which all other academic activities are built. She elaborated on the processes involved in formulating and aligning these statements with the broader institutional goals, ensuring that there is consistency and clarity in their articulation. She also emphasized the importance of publishing and disseminating these statements widely among stakeholders to ensure transparency and accountability. Dr. Deshmukh introduced the concept of mapping **Program Educational Objectives (PEOs)** to mission elements, which serves as a critical tool for evaluating the alignment of a department's activities with its overarching objectives. Her session provided actionable insights for institutions to refine their foundational goals and communicate them effectively to all involved parties, helping them strengthen their accreditation journey.

Session 4: Criterion 2: Teaching-Learning Processes

Time: 3:30 pm - 4:12 pm

Speaker: Dr. G S Mate, Associate Professor, Information Technology Dept.
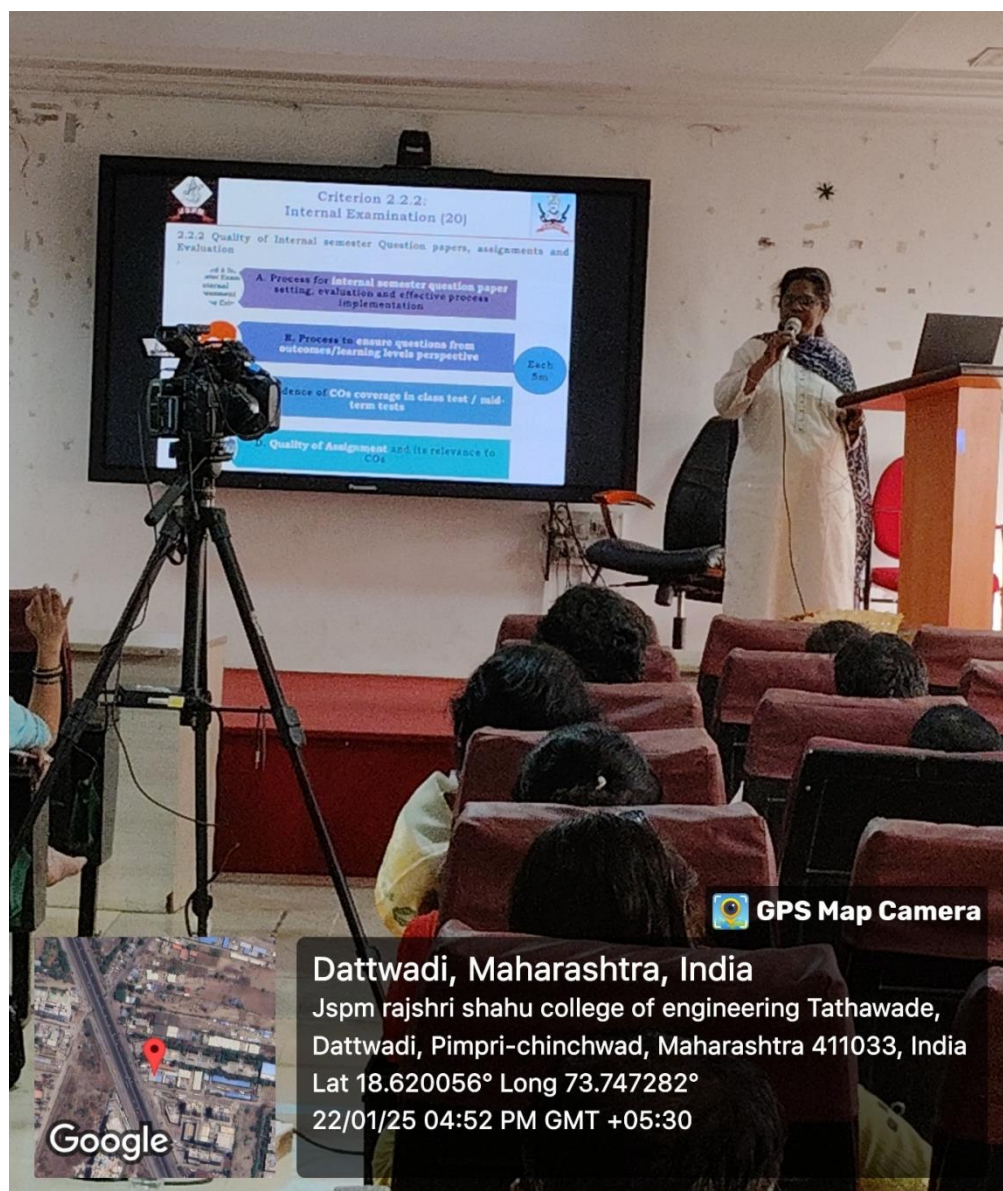
The fourth session, delivered by **Dr. G. S. Mate**, Associate Professor in the Department of Information Technology, was dedicated to **Criterion 2: Teaching-Learning Processes**. Dr. Mate highlighted the importance of adhering to **academic calendars**, ensuring that courses are conducted as planned and that teaching methods remain diverse and engaging. She discussed how various instructional approaches, both inside and outside the classroom, can contribute to the quality of teaching and learning. Dr. Mate also focused on maintaining high standards in laboratory and classroom teaching and emphasized the significance of **internal assessments**. She further elaborated on the process of setting question papers and evaluating assignments, ensuring that these assessments align with **Course Outcomes (COs)** and provide a fair measure of student learning and achievement. This session provided practical advice for faculty members to enhance the teaching-learning process, ensuring that it aligns with accreditation standards and meets the expectations of students and regulatory bodies alike.

Session 5: Teaching-Learning Processes - Industry Interaction & Projects

Time: 4:16 pm - 5:03 pm

Speaker: Dr. Avinash Badadhe, Deputy Director & Dean Academics

The final session of Day 1 was led by **Dr. Avinash Badadhe**, who continued the discussion on **Teaching-Learning Processes** but with a specific focus on **student projects, industry interaction, and internships**. Dr. Badadhe emphasized the importance of aligning student projects with **Program Outcomes (POs)** and **Program-Specific Outcomes (PSOs)**, ensuring that projects are not only academically rigorous but also practically relevant. He discussed the methodology for project identification, implementation, and monitoring, emphasizing the need for these projects to reflect real-world challenges and provide students with hands-on experience. Dr. Badadhe also highlighted the role of **industry-supported labs** and collaboration with industry experts in course design and project implementation. He further stressed the significance of internships, industry exposure, and collaborative efforts with the corporate sector to provide students with a comprehensive learning experience. Additionally, he discussed evaluating the quality of completed projects, publishing research papers, and gathering industry feedback, all of which contribute to the continuous improvement of the teaching-learning process.

Conclusion:

The inaugural day of the NBA Margadarshan Scheme Faculty Development Programme successfully set the tone for the subsequent days, providing a comprehensive understanding of the NBA accreditation process, quality enhancement strategies, and the importance of robust teaching-learning methodologies. The sessions were filled with valuable insights, practical guidance, and a clear roadmap for institutions striving for academic excellence and accreditation success.
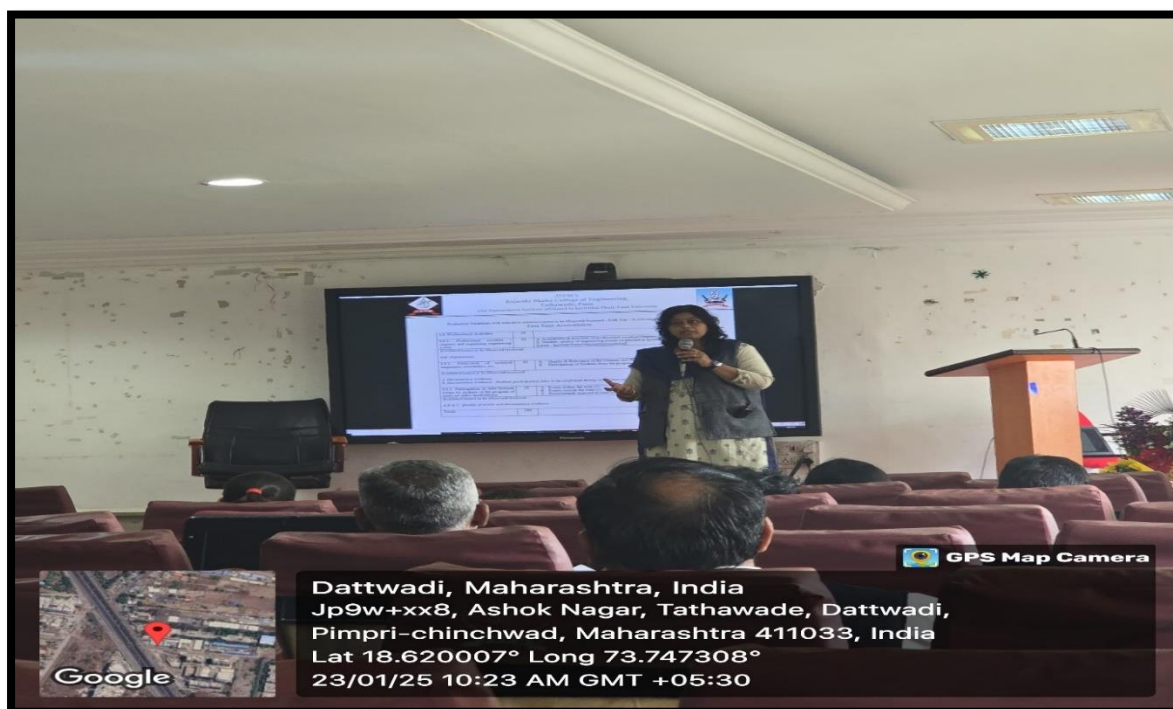
Day 2: Thursday, 23rd January 2025

Session 1: Criteria 4 – Student Admission, Result, and Placement Performance

Time: 10:00 AM to 11:20 AM

**Speaker:** Dr. R. A. Dubal, Dean Student Relation & Activity

The first session of the day began with a detailed discussion on **student admissions and diversity**. Dr. R. A. Dubal highlighted the importance of fostering an inclusive and merit-based admission system. The focus was on ensuring equitable access to education for students from diverse socio-economic backgrounds. Initiatives such as **Unnat Bharat Abhiyan**, a flagship program to connect educational institutions with rural areas, were emphasized for their role in bridging the accessibility gap and driving social responsibility. **Academic excellence and results** were discussed as vital parameters for evaluating institutional performance. Transparent marking schemes and structured feedback mechanisms were identified as tools for maintaining academic rigor. Dr. Dubal underlined the integration of extracurricular activities with co-curricular programs, emphasizing their role in shaping students' overall development. Evaluation guidelines for these metrics were presented: **Enrolment Ratio (20 Marks):** Institutions achieving an enrolment ratio of 90% or more are awarded full marks. **Success Rate (40 Marks):** This parameter measures the percentage of students who successfully complete their course within the stipulated period without backlogs, ensuring institutional efficiency in student progress and retention. Moving forward, **student activities and professional development** were explored. Over 30 active student chapters, including **ISTE**, **IEEE**, and clubs like the **Green Club** and **E-Cell**, were showcased as avenues for student engagement. A

well-planned **activity calendar** ensures systematic execution of events and programs throughout the academic year. Professional activities such as participation in societies, research publications, and technical events contribute significantly, with **20 marks allotted** for this area. **Placement and industry readiness** were key discussion points. Dr. Dubal emphasized the role of a dedicated **Competitive Exam Cell** in preparing students for exams like **GATE** and **GRE** while enhancing their industry-aligned skill sets. Collaborations with alumni networks and industries were highlighted as critical to bridging the gap between academia and industry demands. Lastly, the session touched on **social responsibility and sustainability**. Engagement in initiatives like **Unnat Bharat Abhiyan** and activities aligned with **Sustainable Development Goals (SDGs)** were underscored as crucial for inculcating ethical values and environmental awareness among students.

Session 2: Criteria 3 – Course Outcomes and Program Outcomes

Time: 11:20 AM to 12:30 PM

Speaker: Dr. Kavita Moholkar, Head of CSBS Dept.
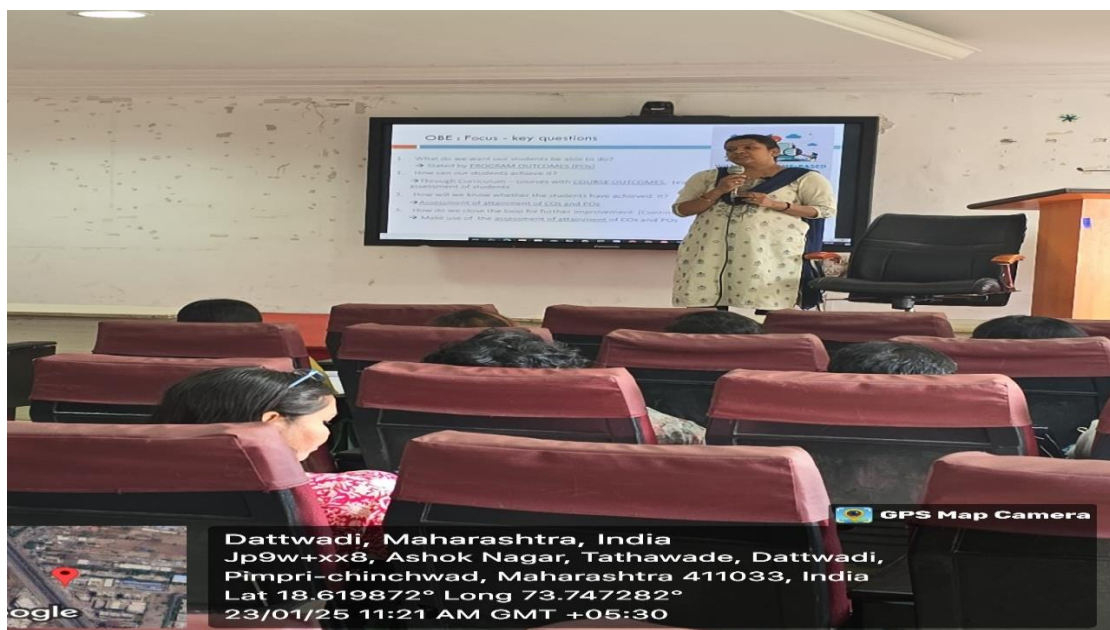
Dr. Kavita Moholkar presented an in-depth discussion on **Course Outcomes (COs)** and **Program Outcomes (POs)**. The session began with the importance of defining **well-structured COs** for individual courses. These COs are mapped to relevant **POs** and **Program Specific Outcomes (PSOs)** through a matrix, ensuring alignment with the program's educational objectives. The attainment of COs, POs, and PSOs, a significant part of institutional evaluation, was thoroughly explained. Dr. Moholkar elaborated on the documentation and assessment methodologies, emphasizing the need for robust data collection and periodic reviews. Institutions are required to maintain evidence of attainment levels, ensuring that teaching methodologies and evaluation processes are both transparent and effective.

Session 3: Criteria 4 – Student Admission, Result, and placement performance

Time: 12:30 PM to 1:30 PM

Speaker: Dr. Nihar Ranjan, Head, Department of Information Technology.

Dr. Nihar Ranjan presented a brief description on Calculation of total number of students, Enrollment ratio, Calculation of success index. He has given idea about how well institutions manage their admission process, student academic results, and the subsequent placement of graduates in the job market. The objective is to ensure that educational programs attract quality students, facilitate their academic success, and prepare them for meaningful employment upon graduation. Next, the institution must demonstrate strong academic outcomes. This includes high pass rates, good subject-wise performance, and overall academic achievement. Data on student performance in terms of pass percentages, top scorers, and overall academic progression should be provided. A strong academic result indicates that the institution is meeting its educational objectives and providing quality education.

Session 4: Criteria 5 – Faculty Information and Contributions

Time: 2:30 PM to 3:30 PM

Speaker: Dr. Seema Kedar, Head of Computer Engg. Dept.

Dr. Seema Kedar provided an extensive overview of the parameters used to evaluate faculty contributions. The session began with the **Student-Faculty Ratio (SFR)**, calculated using the formula $SFR = S/F$, where S represents the number of students and F denotes the number of faculty members. Institutions achieving optimal ratios receive the maximum **20 marks** for this criterion. Next, Dr. Kedar discussed the **faculty cadre proportion**, which evaluates the balance between various faculty roles, such as professors, associate professors, and assistant professors. Institutions with a well-distributed cadre proportion are awarded **25 marks**. **Faculty qualifications** were another crucial parameter, with **25 marks** allocated for the assessment of PhD and M.Tech-qualified faculty members. The retention of faculty was emphasized as a key indicator of institutional stability and continuity, with institutions receiving additional marks for maintaining high retention rates. The session concluded with a discussion on **faculty contributions to teaching and research**. Key activities such as **project-based learning**, **workshops**, **research publications**, and **consultancy projects** were highlighted as significant factors in evaluating faculty performance.

Session 5: Criteria 7 – Continuous Improvement

Time: 3:30 PM to 4:10 PM

Speaker: Dr. R.R. Arakerimath, Professor and Dean Academics

Dr. R.R. Arakerimath focused on the processes involved in achieving **continuous improvement** in academic and institutional performance. Institutions are required to conduct a gap analysis and implement action plans based on the attainment levels of these outcomes. The importance of regular **academic audits** was discussed, with **10 marks** allocated for this parameter. Effective audits ensure that institutions identify areas for improvement and implement corrective measures systematically. Dr. Arakerimath also highlighted the significance of improving **placement rates**, facilitating **higher studies**, and fostering **entrepreneurial ventures**. These factors, collectively carrying 10 marks, reflect an institution's ability to prepare students for successful careers. Finally, the quality of student admissions was evaluated based on entrance ranks and academic performance, with institutions earning 10 marks for attracting high-quality students.

Session 6: Criteria 6 & 9 – Facilities, Technical Support, and Student Support Systems

Time: 4:10 PM to 5:00 PM

Speaker: Dr. S.L. Chavan, Head of Electrical Dept.

Dr. S.L. Chavan provided a comprehensive overview of the facilities, technical support, and student support systems offered by institutions. **Facilities and technical support**, carrying **80 marks**, were discussed in detail. This includes the availability of well-equipped laboratories, adequate technical staff, safety measures, and additional facilities aligned with POs and PSOs. Proper maintenance of these facilities is critical to ensuring their effectiveness. **Student support systems**, evaluated for **50 marks**, were broken down into various components like **Mentoring (5marks):** Personalized guidance provided to students. **Feedback Mechanisms (15 marks):** Systems for collecting, analyzing, and acting on student feedback, **Self-Learning(5marks):**Opportunities for students to access MOOCs, webinars, and other resources, **Career Guidance (10 marks):** Pre-placement training and counseling to enhance employability, **Entrepreneurship Initiatives (5 marks):** Efforts to promote startups and measure their outcomes, **Extracurricular Activities (10 marks):** Participation in sports, NCC, cultural events, and other activities that foster holistic development.

Day 3: Friday, 24th January 2025

Session 1: Criterion 8 – First-Year Academics

Time: 10:20 AM to 11:20 AM
Speakers:

- Dr. Sunita Yadav, Head of Department of Engineering Sciences and Humanities

- Dr. Preeti Tomar, Associate Dean of Academics

The session opened with an in-depth discussion of **Criterion 8**, focusing on the academic structure and performance of first-year programs. Dr. Sunita Yadav emphasized the critical role of the **First-Year Student-Faculty Ratio (FYSFR)** in delivering quality education. Institutions are encouraged to maintain an FYSFR ≤ 20 for optimal assessment, which is evaluated based on regular faculty availability, valid appointment letters, and accurate student records from the current and past two years. Dr. Preeti Tomar then elaborated on the significance of **faculty qualifications** for first-year courses. **Academic performance** was discussed next, with **10 marks** allocated to the evaluation of the mean Grade Point Average (GPA) or percentage of first-year students and the proportion of students eligible to proceed to the second year. Institutions must provide validated data for at least one assessment year to ensure transparency and accuracy in evaluations.

The session also focused on the **attainment of Course Outcomes (COs)**, which carries **10 marks**. Assessment methods include a combination of direct and indirect tools to measure CO attainment, ensuring alignment with benchmarks. Documentation of attainment records for at least three courses is mandatory. Finally, the attainment of **Program Outcomes (POs)** and **Program-Specific Outcomes (PSOs)** was discussed, which accounts for **20 marks**. Dr. Yadav stressed the importance of computing POs and PSOs based on related first-year COs and documenting actions taken to address gaps identified during evaluations.

Session 2: Criterion 9 – Mentoring System and Student Support

Time: 11:00 AM to 12:00 PM
Speaker: Dr. Nisha Wandile, Associate Professor and Counsellor, Dept. of Computer Engineering

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The second session of the day delved into **Criterion 9**, focusing on mentoring systems and student support mechanisms. Dr. Nisha began by highlighting the importance of a **structured mentoring system** to provide individual-level support. Guardian Faculty Members (GFMs), counselors, and mentors work collaboratively to address students' psychological, financial, and academic needs. Regular GFM meetings are conducted to identify and document student concerns, ensuring personalized attention. This criterion is allocated **5 marks**. A notable example shared involved a student who was compelled to study engineering despite aspirations to pursue acting. Through effective mentoring, the student managed to balance academics with their personal goals, successfully completing their degree and subsequently pursuing a career in acting. **Feedback analysis and corrective actions**, evaluated for **10 marks**, were discussed as a key component of student-centric improvement. Institutions are encouraged to design effective feedback collection processes, analyze responses, and implement corrective measures to enhance the overall learning environment.The session also covered the **feedback on institutional facilities**, worth **5 marks**, which involves collecting and analyzing student input on infrastructure and other resources. **Self-learning opportunities** were emphasized as an essential tool for student development, carrying **5 marks**. Resources such as MOOCs, podcasts, webinars, and other self-paced learning materials were highlighted as ways to enhance learning beyond the classroom. Dr. Nisha then discussed **career guidance and placement**, evaluated for **10 marks**. Pre-placement training, counseling for higher studies (e.g., GATE, GRE), and an efficient placement process are critical for preparing students for

their careers. The role of an **Entrepreneurship Cell** was also elaborated upon, with **5 marks** allocated to initiatives fostering entrepreneurial skills and tracking students who benefit from such efforts. The session concluded with a focus on **co-curricular and extracurricular activities**, carrying **10 marks**. Participation in sports, cultural events, National Service Scheme (NSS), National Cadet Corps (NCC), and annual student activities was emphasized as integral to holistic student development.

Session 3: Criterion 10 – Governance, Institutional Support, and Financial Resources
Time: 12:10 PM to 1:00 PM
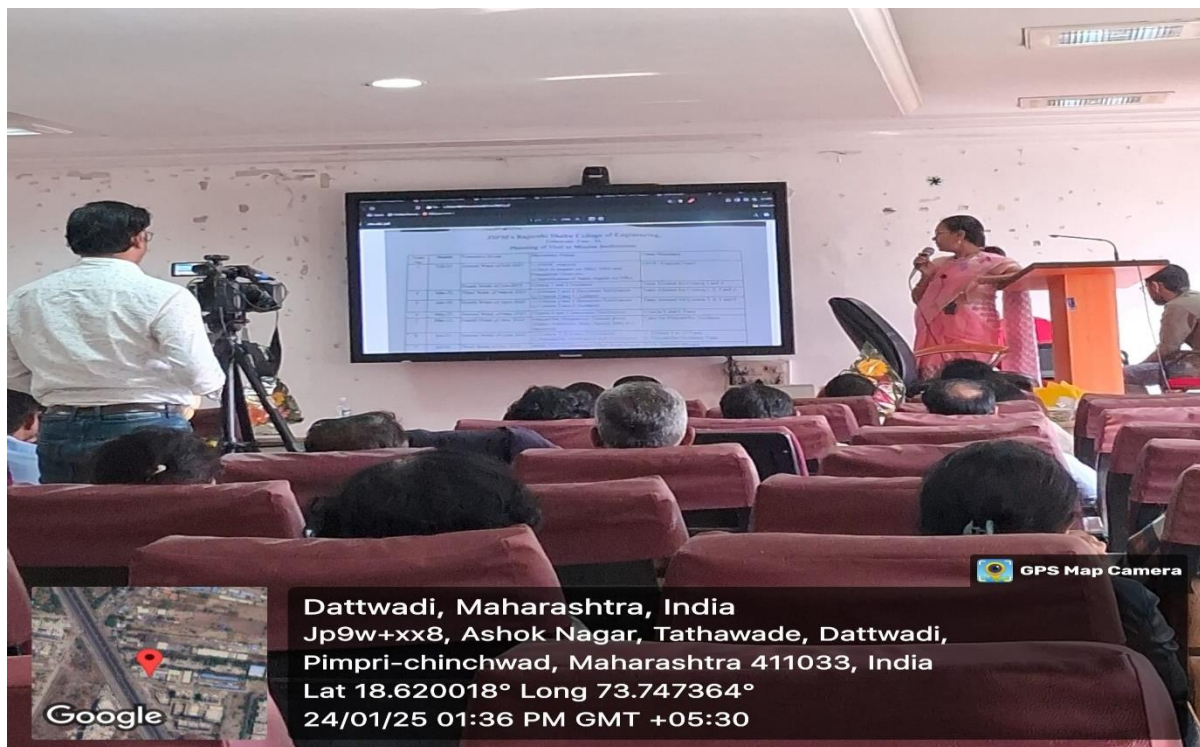**Speaker:** Dr. Amey Choudhari, HOD MBA.
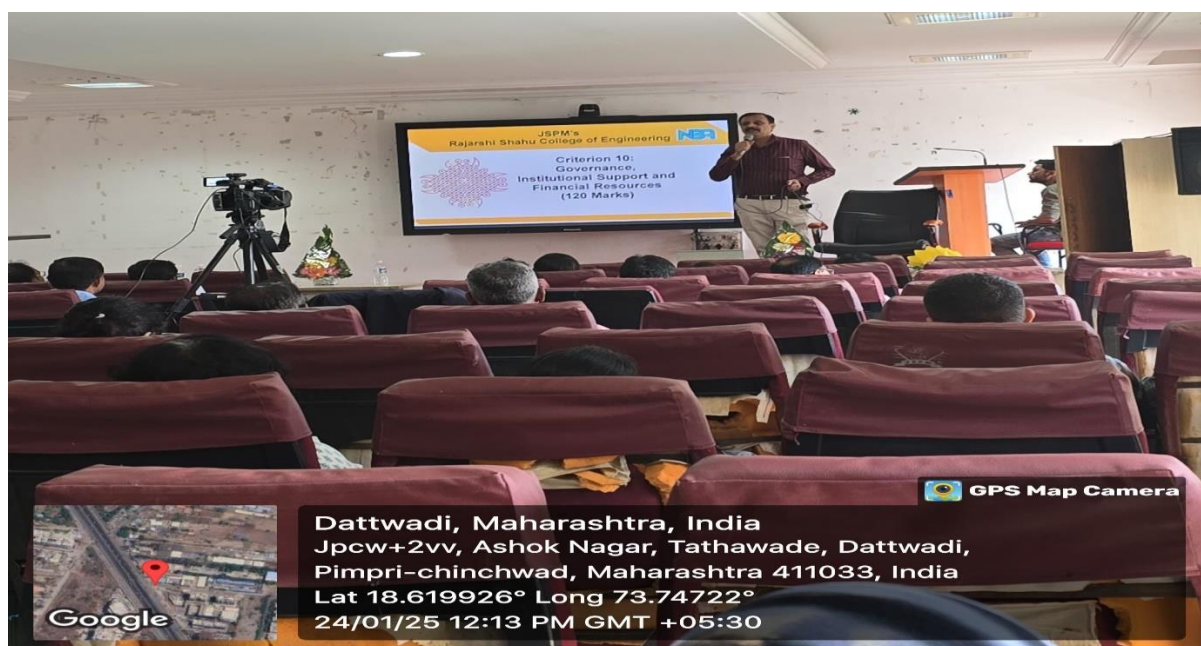
The final session of the day addressed **Criterion 10**, which focuses on governance, institutional support, and financial resources. Ms. Nisha began by discussing the **organization, governance, and transparency** framework, which carries **40 marks**. Institutions are expected to have clear, future-oriented vision and mission statements aligned with their core values. A decentralized working structure and effective grievance redressal mechanisms were identified as essential components for fostering institutional trust and efficiency. Transparency in governance is further ensured through publicly available policies, annual reports, and financial statements. The discussion then shifted to **budget allocation and utilization**, worth **30 marks**. Institutions must demonstrate adequate budgetary support for institutional and program-specific requirements. Effective utilization of funds is critical for maintaining academic and infrastructural quality.The session concluded with a focus on **library and internet facilities**, which are evaluated for **20 marks**. High-quality learning resources, including digital libraries and e-resources, are crucial for academic success. Adequate internet bandwidth, campus-wide Wi-Fi, and secure access to online resources across all departments were identified as key indicators of a robust academic infrastructure.

Concluding Session: Dr. Seema Kedar, Head of Dept. Computer Engg.

Time: 1:35 pm to 3:00 pm

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The Mentee institutes will be guided and analyzed before the Pre- Qualifier submission before 30th June and the mentoring process will be carried out for a span of 12 months.

Valedictory Function

The valedictory function of the three-day Faculty Development Programme on "NBA Orientation" under the AICTE-NBA Margadarshan Scheme was graced by esteemed dignitaries. Dr. Santosh Bhosale, Director, delivered an insightful speech emphasizing the importance of such workshops in enhancing the understanding of NBA processes. Dr. Avinash Devasthali, Deputy Director, highlighted the role of mentorship in achieving accreditation goals, while Dr. Avinash Badadhe, Deputy Director, encouraged participants to implement the learnings effectively.

Feedback from participants was overwhelmingly positive, with many appreciating the structured and interactive sessions. Dr. Phadkule, Dr. Ankita Ghodke, remarked that the programme provided the best inputs throughout all sessions, offering practical insights into NBA accreditation. Faculty members also praised the expertise of the resource persons and the relevance of the topics covered. The event concluded on a high note, with participants expressing gratitude for the actionable knowledge gained.

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