



NIRMA
UNIVERSITY

NU/FC/BG/25415/FDP&Accl.Audit/15- 26
Date: 05.05.2015

NOTIFICATION

- Read: 1. Resolution No. 5 - Finance Committee Meeting – 16.03.2015
2. Resolution No. 11 - Academic Council Meeting 24.04.2015
3. Resolution No. 3(C) - Board of Governors Meeting – 25.04.2015

Sub: Schemes of Faculty Development Programme & Academic Audit alongwith the rates of remuneration for the experts / faculties and other related expenditure.

It is hereby notified for information of all concerned that the Board of Governors in its meeting held on 25.04.2015 under resolution No. 3(C); taking into consideration the recommendations of the Finance Committee, has resolved to approve the Schemes of Faculty Development Programmes and Academic Audit etc. under ADR Cell, and the rates of remuneration for the experts / faculties invited and other related expenditure for the same as per **Appendix - A**.


I/c Executive Registrar

Encl.: Appendix – A (Pages - 1 to 17)

To,

1. All Head of the Institution
2. All Heads of Department (IT / IL / IS)
3. All Area Committee Chairmen (IP/ IM)
4. Dy. Registrar (IT/ IDS/IA/IM / Exam)
5. Administrative Officer – IP/IS
6. Assistant Registrar - IL / Est.
7. Chief Accounts Officer, NU

Copy to: Int. Auditor (A/c Sec.), OS - IT/ IDS/ IP/IS/IA/IM/IL, , P.A. to ER

- c.f.w.c. to:
1. Vice President, NU
 2. Director General, NU
 3. Chief Operating Officer, NU
 4. Director (A&GA), NU



Nirma University



Nirma University

Need for Rigorous Teachers Training Programme

1. The fundamental function of education is to stimulate learning, enhance thinking, develop personalities, provide avenues for self-expression, facilitate towards actualization, and liberate human personalities. This can be done by teachers only. Thus, the emerging role of a teacher vary from that of a traditional reading teacher to a resource teacher, a staff developer and also evaluator. The teacher is now expected not only to inculcate knowledge but also to encourage thinking. The teacher has to become more of an advisor, a partner to talk, and also to help seek out conflicting arguments rather than handout ready-made truth. For this he/she has to devote more time and energy to productive and collective activities. The dimension for development of teacher is to develop professionalism in its performance. The teacher has not only to instruct but also to inspire students to prepare the students for 21st century by using of technology as an integral part of the instructional days.
2. It is equally true that being a University it is expected to have more and more research. Even the national policy prescribed by the University Grants Commission, the teacher has to contribute to the research also in additions to the academic development. It may be true that the main function of the University is to disseminate knowledge but the knowledge can be search or emerged through research and hence unless we create new knowledge continuously the dissemination of knowledge cannot be updated. Therefore, teaching and research are the integral part of each other. One cannot see either of the two in isolation. Experience of research leads to quality teaching and quality teaching imparted to the young in turn enriches the research.

Teachers Training Programme



3. We all know that in the institutions of higher learning particularly in the professional educational institutions and that to also like premier institutions like Nirma University, the bright students are admitted. Their expectations are more and they have exciting eagerness to have more and more knowledge. Sometime such students are more updated in terms of knowledge than teacher because of the exposure of different kind of tools of information technology and therefore to have impressive classroom interaction the teachers are expected to be more updated. On the other hand it is difficult for the institutions in professional learning to get qualified and experienced teacher particularly at the senior level. Even the IITs and NITs are also facing such difficulties. Even at the Assistant Professor level we recruit people who are fresh post-graduates without having any kind of exposure to teaching profession. The institutions under Nirma University are no exception to it. Recently the situation emerges that because of the non-availability of the faculties at the senior level we have to go for adhoc appointments of Assist Professor against the senior position. Inspite of our number of advertisements we do not get experienced people. Many schemes have been floated to encourage senior people both from industry and academia but we have not been able to get sufficient response. Even the HR Consultants are also appointed for the same.
4. Taking the above scenario into consideration, the University Grants Commission has established many Academic Staff Colleges where there are many short-term and long-term programmes of orientation for the teachers. They have refresh programme for the subjects specific but such colleges do not have sufficient programmes for teachers working in technical Institutes.
5. In view of the above situation, there is no another go but to take the raw material i.e. fresh post-graduates from the market, train them in a structured and systematic way at different stages and build up capability of the teachers and also groom them for higher position, in time to come. For that we have



to have rigorous Training Programme for teachers working under the Institutions of the University mainly in following four categories:

Sr. No.	Name of the Programme	Duration	Nature of Participants
1.	Induction Training Programme	4 weeks	Newly recruited faculties before they go for teaching
2.	Orientation Programme	2 weeks	Teachers after two years of appointment
3.	Refresher Course	2 weeks	Every two years
4.	Research Orientation	2 weeks	One time

For category-I as far as possible, the recruitment should be made in such a way that the vacations are available for such Induction Training.

For other categories the same can be arranged as per the convenience of the Institutes.

6. It is equally important to have outcome base effective methodology of such training programme which cannot be merely by classroom lecture or presentation.

Looking to the above preamble, the detailed draft outline of the training programme can be as under:

1. Induction Training Programme

The Training should include the following:

- a) Know your University/Institution

Teachers Training Programme



- b) Conduct of teachers namely, basic conduct, conduct as a professional, conduct as a leader, and general conduct as a teacher i.e. the job profile of faculty
- c) Effective communication skill
- d) Basic teaching methodology including use of ICT
- e) Lesson planning
- f) Brief about academic regulations
- g) Basic skill for drawing question papers
- h) Basic skill for assessing answer books
- i) Basic skill for continuous evaluation
- j) Some administrative regulation
- k) Brief about API and PBAS
- l) Mentoring students

This training can be by way of lecturers, witnessing classroom teaching by seniors, seminars, workshops, case studies, practicals, etc.

2. Orientation Programme

This should include:

- a) Promote critical thinking
- b) Develop skill to mould the students for independent learning
- c) System of curriculum development
- d) IQAC



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- e) Learning to learn
- f) How to bring innovation in teaching to make it more attractive and interactive
- g) Refreshing the professional skill as teacher depending upon the development of different tools of teaching and interpretation of teaching methodology including ICT.
- h) Parameters for Accreditation
- i) History of development of higher education in world and country
- j) Governance of University

3. Refresher Programme

This programme is for refreshing knowledge or updating knowledge in the subjects specific. This can be done through different method like expert lecture, case studies, workshop, industrial visit, etc.

4. Training for Research

It is very much essential that the teachers who are involved in teaching should also conduct research. Different national statutory bodies also insist about conducting research. As we discussed earlier teaching and research are the integral part. Therefore the University has already incorporated certain schemes to motivate the young faculty to go towards research. But in the absence of organized or structured orientation the teachers are confused at different level and because of that though they have potentiality to conduct research, by way of publications, conducting research project etc., they are not in a position to do it in a systematic and effective way. Therefore, the training in different activities of research is also required to be there which can include:

- a) Research Methodology
- b) How to write research projects
- c) How to identify the research topics

Teachers Training Programme



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- d) How to identify the funding agencies both in India and abroad
- e) How to present projects before the concerned committee of the funding agency
- f) How to write papers for publication in the journal
- g) How to identify the journals
- h) How to guide the research student leading to Ph.D., etc.

The above training can be bifurcated into following categories:

- a) Theory
- b) Practical
- c) Conducting workshops
- d) Case studies

5. Evaluation

At the end of each training there should be a systematic method of evaluation and feedback of two things (i) quality of programme by participants along with their suggestions (ii) evolve mechanism about the assessment of faculty as to upto what extent enrichment has been possible in the skill of teacher as an outcome of such training.

All participants of training should be given different kind of grades on the basis of the evaluation and also certificates. There should also be a mechanism of constant evaluation of quantum of impact in their day-to-day performance of teaching.



Academic Audit

1. Preamble:-

Since about more than two months we have been discussing about the academic audit of teaching and research being conducted in different departments and the institutions. The President of the university is also quite concern about the quality of education particularly in class-room and laboratories. Two weeks before he discussed this issue at length and he made certain suggestions. He feels that the classroom teaching should be devised in such a way that the students are attracted to attend the classes and the same should not be a boring one. He was of the opinion that our main work is imparting education and therefore depending upon the development of different kind of educational technology we should also go on develop teaching system. He was also at the same time of the opinion that the research cannot be ignored as it is well integrated with the teaching but the research should be basically focused in generating new knowledge which is useful to the society in different fields and conduct of the research should be translated systematically in our teaching system. He was with a firm opinion that there should be a constant academic audit on classroom teaching and also development of teaching by removing deficiencies in the teachers.

Having the above preamble and as we also have been discussing this issue, an outline of the draft scheme of academic audit has been submitted to the President. The brief of the above scheme is narrated here under:-



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2. Objective:-

- i) To improve the quality of teaching and research;
- ii) Identify the strength and weaknesses of an individual faculty and organization;
- iii) To strengthen the training and orientation programme and monitoring system in the Department/Area and Institute;

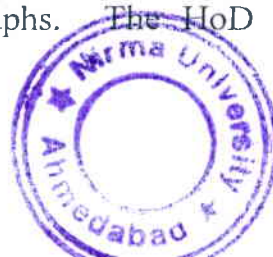
3. How the Audit will take place

It is thought to have Academic Audit at three levels. namely: (1) Audit by the Institution itself at the Institute level where senior professors and HoD will constantly audit the classroom teaching of the faculty. (2) At the institutions level by an independent committee which will have overall audit of each departments/areas in academic, research, extension and other related matters. (3) The University level independent committee will have overall audit of the different academic, research, extension and related aspects of the institutions concerned.

4. Procedure for Audit

4.1. Audit by the Institutions for Classroom Teaching:

This audit will be done by professors or senior people in the department. They will observe classroom teaching atleast once in a week of each faculty and observe the quality of classroom teaching in the areas which are mentioned in the subsequent paragraphs. The HoD will also observe



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classroom teaching once in a month. The professors and senior professors will submit the report fortnightly to HoD/Area Chairperson with a copy to HoI. The HoD/Area Chairperson will prepare the report in the prescribed proforma and submit to HoI about the deficiencies if emerged in a particular cases. The HoD/Area Chairperson and HoI will discuss the deficiencies with the teacher concerned and guide them how to improve the deficiencies. The deficiencies which are emerged will also be communicated to the teacher in writing and a copy should be kept in the CR file. The HoD/Area Chairperson concerned will again monitor the classroom teaching of the teachers where major deficiencies are emerged periodically and will ensure that the improvement takes place. This is going to be a continuous process. This exercise is only to enable the faculty to improve the deficiencies. After six months the HoD will again monitor those teachers where major deficiencies were emerged and submit the report to the HoI whether the deficiencies are removed or not and based on the report HoI can decide whether to give more time or to take some other action. A copy of the department-wise report of teachers with major deficiencies should be sent to ADR Cell at every stage.

The general observation in consolidation which are emerged as common from the above exercise which are required to be answered should also be discussed in IQAC and also in the meeting of the HoD for having common strategy to remove that situation. The copy of the consolidated report prepared should be submitted to ADR Cell and Director General.



The weightage will also be given at the time of above exercise to the feed back receives from students identify the teachers where such feed back is adverse and confirm the same.

4.2. **The Audit at the Institute Level by the Independent Committee:**

This audit will be conducted once in a semester. This audit will be undertaken by the independent committee constituted by the Director of the institute concerned. This committee will consists of one or two HoD other than the department for which the audit has to take place with one or two senior professors of other departments and one representative of the University nominated by Director General. In any case senior professors are not available for a particular department then one expert also can be invited by the Director concerned. This committee will audit the department or the area concerned and check whether the exercise is faithfully observed at the department level as narrated under the paragraph No.4.1. In additions to the above, this committee will randomly audit classroom teaching of the teachers for whom major deficiencies were pointed out based on the report of HoD/Area Chairperson and also based on students' feed back. This committee will also have audit in the areas which are narrated here below, in para 5.

So far as the audit at the institution level is concerned the overall report of the observations made by that committee should be submitted to the Director of the Institution concerned with a copy to Director General and the ADR Cell. The report received from that committee will be discussed in the



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meeting of the HoDs and IQAC Cell and will think about the actions to be taken on the report.

4.3. **The Audit at the University Level**

The University level audit will have once in a year by an independent committee constituted by the Director General where the Director of ADR Cell, one other Director of the institute other than the institute for which the audit has to take place, one representative of the University and one outside expert to be nominated by the Director General.

The committee of the University level will also submit its report to the Director General. The Director General will discuss this report with the HoI concerned and when there are commonalities about the probable improvement the same can be discussed in the Coordination Committee meeting for academic purpose.

As a result of above if some portion is required to be included in training part, the same can be done or workshop or seminars are required then the same will be conducted.

5. **Points of Audit For classroom teaching of an individual fresh faculty within institute by senior people**

1. Communication skill of a teacher
2. Consistency in flow of communication in classroom



3. Clarity of teaching with an aim to see that the students can understand easily
4. The students' eagerness to hear the teacher
5. Whether the flow of communication is only from one side or there is two way traffic through queries being raised by the students
6. Whether the teacher makes the classroom teaching interesting or not
7. Whether the teacher makes classroom interactive or not
8. Whether the teacher is in a position to maintain discipline in the classroom
9. Whether there is effectiveness in the delivery of classroom teaching
10. Whether the teacher gives lesson planning in advance with reference books, library material and website address where the student can get latest knowledge
11. Whether the teacher ensures that the students has come prepared based on the material given along with lesson planning as stated above.
12. Whether the teacher has developed any kind of new technique for teaching delivery
13. Whether the teachers use ICT tools like LCD, videos etc. in addition to graphs, case studies, conduct concerned games etc. in the teaching delivery.
14. Whether teachers motivate students for self learning and encourage skill of creativity.
15. Whether innovation is brought in teaching learning process.



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6. Constant Evaluation:

In addition to above, as we have almost 60% internal evaluation and for that also academic audit is required and therefore the following aspects are also required to be audited.

1. Development of different kind of techniques in the evaluation system
2. Whether seminars, workshops are being effectively engaged in continuous evaluation
3. Whether the students are encouraged to use power point presentation in presenting the projects or the findings of the projects
4. The quality of questions in class test
5. Whether through continuous evaluation it is proved that the purpose narrated in outcome based education is complied with.

7. Points to be audited by the Institute Level Committee:

- (i) Whether the points as narrated in first stage audit within Institute with regard to classroom teaching are faithfully observed or not with random audit of some of the points narrated here.
- (ii) Whether procedure and reports of audit as narrated in the document at first level audit are complied with or not
- (iii) Whether record of API for each faculty with evidences is maintained or not.



- (iv) Whether API of faculty are verified regularly by a committee constituted at Department / Institute level by the University are faithfully and critically done or not
- (v) Whether the implementation of different schemes evolved by the University for maintaining standard are faithfully observed or not.
- (vi) Whether the implementation of the academic calendar is faithfully observed or not.
- (vii) The quality of visiting faculties invited
- (viii) Whether industrial visits take place both by the teachers and the students or not and whether the impact of this visits are emerged in their day-to-day functioning or not
- (ix) The assessment of question papers
- (x) The assessment of quality of answer books
- (xi) Whether the syllabus is changed based on the developed technology in different fields and whether the observations of all stakeholders has become effective in revising the syllabus or not.
- (xii) Whether the activities related to research and consultancy is encouraged or not
- (xiii) Whether the record of attendance is kept in order along with the follow-up on the deficiency in attendance
- (xiv) Whether mentoring of students is properly done as per the system evolved by the university or not.



- (xv) Whether the observations of research policy is done or not.
- (xvi) Whether the implementation and monitoring of strategic planning is done properly or not.
- (xvii) Whether the feedback which we received from the students are properly analyzed and the procedure for follow-up action on that is evolved or not
- (xviii) Constant evaluation is done accurately, properly or not

8. **Research / Extension:**

- (i) No. of minor research project with quality and relevant to the society.
- (ii) No. of major research project with quality and relevant to the society.
- (iii) No. of papers published in refereed, national and international journals
- (iv) Whether research activities are complied with research policy
- (v) Scrutinize the quantity and quality of extension activities conducted as a part of curriculum, voluntary activities and activities by different societies/club
- (vi) Scrutiny on random basis the quality of dissertation projects along with faithful observations of procedure prescribed for assessing dissertation
- (vii) Efforts for encouraging interdisciplinary approach at different levels with different activities



- (viii) Mechanism of bringing impact of industrial visit/expert lecture in our curriculum development.

9. **Academic audit at University level**

The following points will be audited by the university level audit committee:

- (i) Whether the institutional level audit is faithfully observed or not with random audit of the points narrated under Institute level audit.
- (ii) The quality of visiting faculties invited
- (iii) Whether industrial visits take place both by the teachers and the students or not and whether the impact of this visits are emerged in their day-to-day functioning or not
- (iv) The assessment of question papers
- (v) System of encouraging students to participate in different extracurricular activities
- (vi) Maintenance of academic record
- (vii) Monitoring of implementation of MoU
- (viii) Close observation of compliance of outcome base education



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Academic Development & Research Cell, Nirma University

Details related to Financial Implications

1. Faculty Development Programmes

ADR Cell has planned to organize the following categories of Faculty Development Programmes. The financial implications mentioned in the following table will be applicable to all the programmes.

- Faculty orientation programmes
- Research orientation programme
- Refresher programmes
- Induction training programme

Sr. No.	Item	Financial Implications
01	Expenditure for arranging programme committee meeting for external experts	Sitting fees of Rs. 2000/- per expert per meeting.
02	Honorarium to be paid to external speakers	Rs. 1000/- per hour (for Lecture/ lab/ interaction session / case studies / tutorials, etc.)
03	Expenditure for TA/DA/Accommodation for external speakers	As per NU norms
04	Honorarium to be paid to speakers from within NU except HOIs & Deans	As per norms of overload for IT faculty
05	Expenditure for reading material for participants	Limited to Rs. 500/- per participant
06	Expenditure towards stationary items such as writing pad, pen, folder etc. for participants	Limited to Rs. 100/- per participant
07	Expenditure for lunch, high tea, other refreshment etc. for participants	Limited to Rs. 100/- per participant per day
08	Fees to be charged from external participants for two week programme	Rs. 5000/- for participants from academic institution & Rs. 8000/- for participants from industry
09	Fees to be charged from University faculty	Nil
10	Infrastructure charges to be paid for organizing programmes	Nil

2. Academic Audit

Sr. No.	Item	Financial Implications
1.	Honorarium to be paid to invited / nominated external expert for peer faculty classroom observation at department level	Rs. 1000/- per hour, but limited to max. Rs. 2000/- per day
2.	Honorarium to be paid to invited / nominated external expert for Institute level / University level academic audit	Rs. 1000/- per hour, but limited to max. Rs. 5000/- per day
3.	TA, DA and accommodation expenses for external experts	As per NU norms

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