



Faculty Hand Book



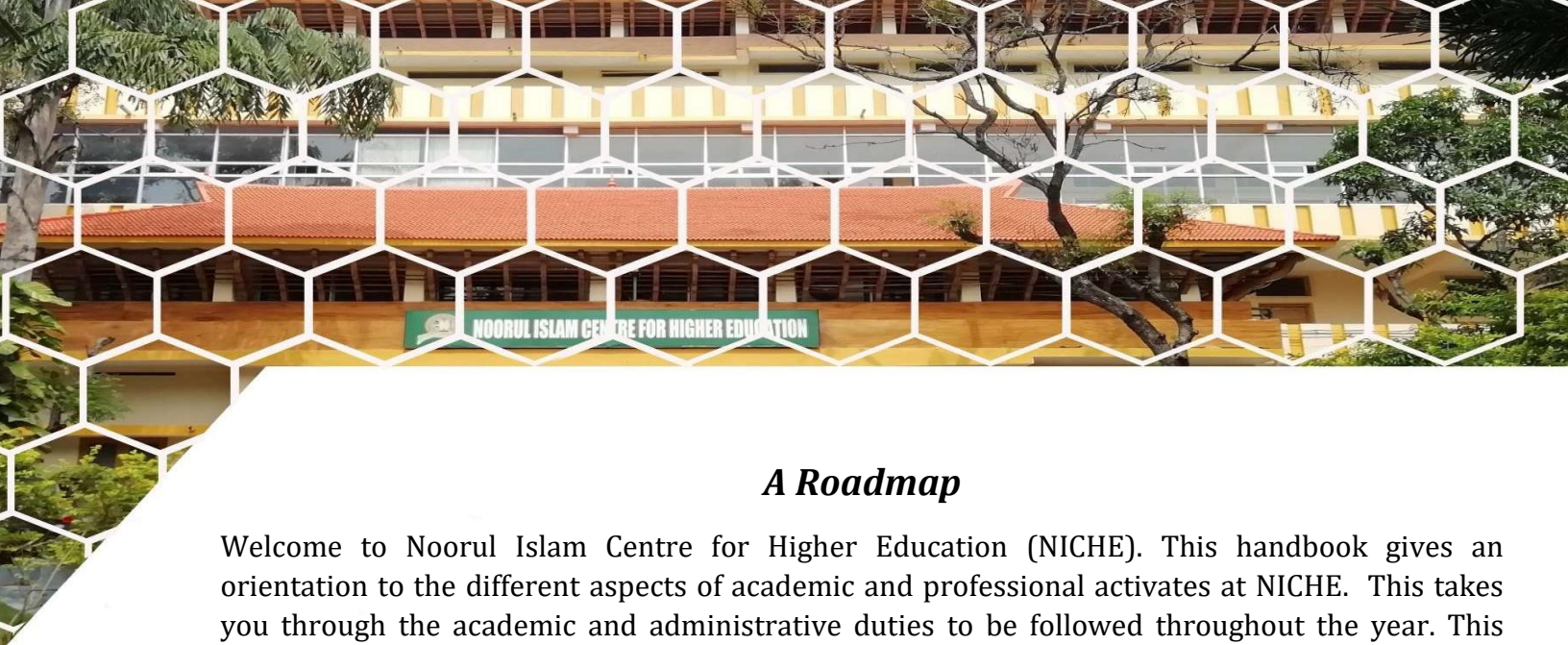
NICHE
KANYAKUMARI
DEEMED-TO-BE UNIVERSITY



*Welcome to
Noorul Islam
Centre for Higher
Education (NICHE).
This handbook gives
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A Roadmap



A Roadmap

Welcome to Noorul Islam Centre for Higher Education (NICHE). This handbook gives an orientation to the different aspects of academic and professional activities at NICHE. This takes you through the academic and administrative duties to be followed throughout the year. This handbook aims to keep you updated about the duties and responsibilities at NICHE

January

- New calendar year begins and even semester starts. Classes commence for senior students. Time to actively involve in the teaching learning process.
- Time for Submitting the course registration form
- Formation of Class Committee, Course Committee and Programme Committee
- Examination time for First Year Students

February

- Teaching Learning activity continues.
- Time of preparation for First Series Test

March

- Time of financial year ending. Ongoing project report submission.
- Time of doing the ground work for research project proposals
- Time of preparation for Second Series Test

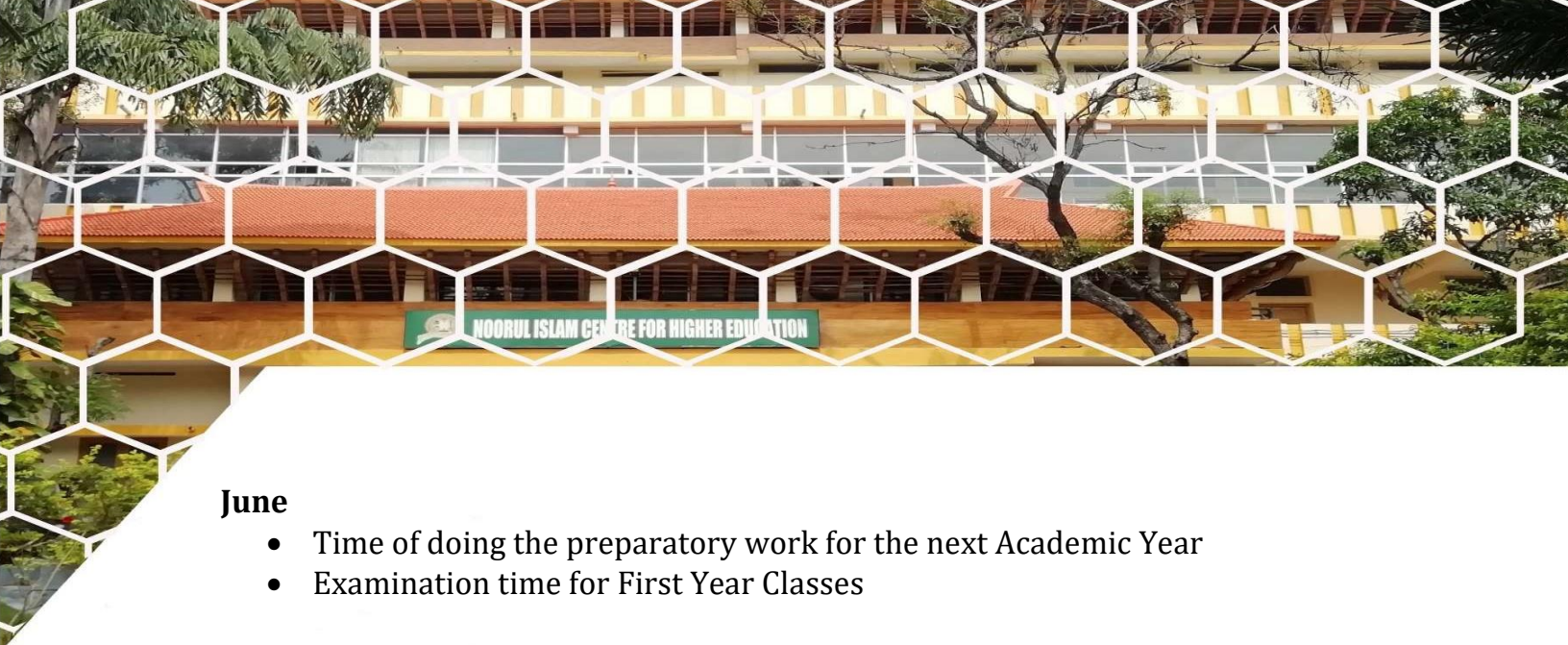
April

- Time of preparation for Third Series Test

May

- Examination time for Senior Classes





June

- Time of doing the preparatory work for the next Academic Year
- Examination time for First Year Classes

July

- New Academic Year begins and Odd Semester starts.
- Time to look back all the matters relating to Teaching Learning
- Time for Submitting the course registration form
- Formation of Class Committee, Course Committee and Programme Committee

August

- Time of conducting orientation classes for the fresher
- Teaching Learning activity continues.
- Time of preparation for First Series Test

September

- Teaching Learning activity continues.
- Time of preparation for Second Series Test

October

- Teaching Learning activity continues.

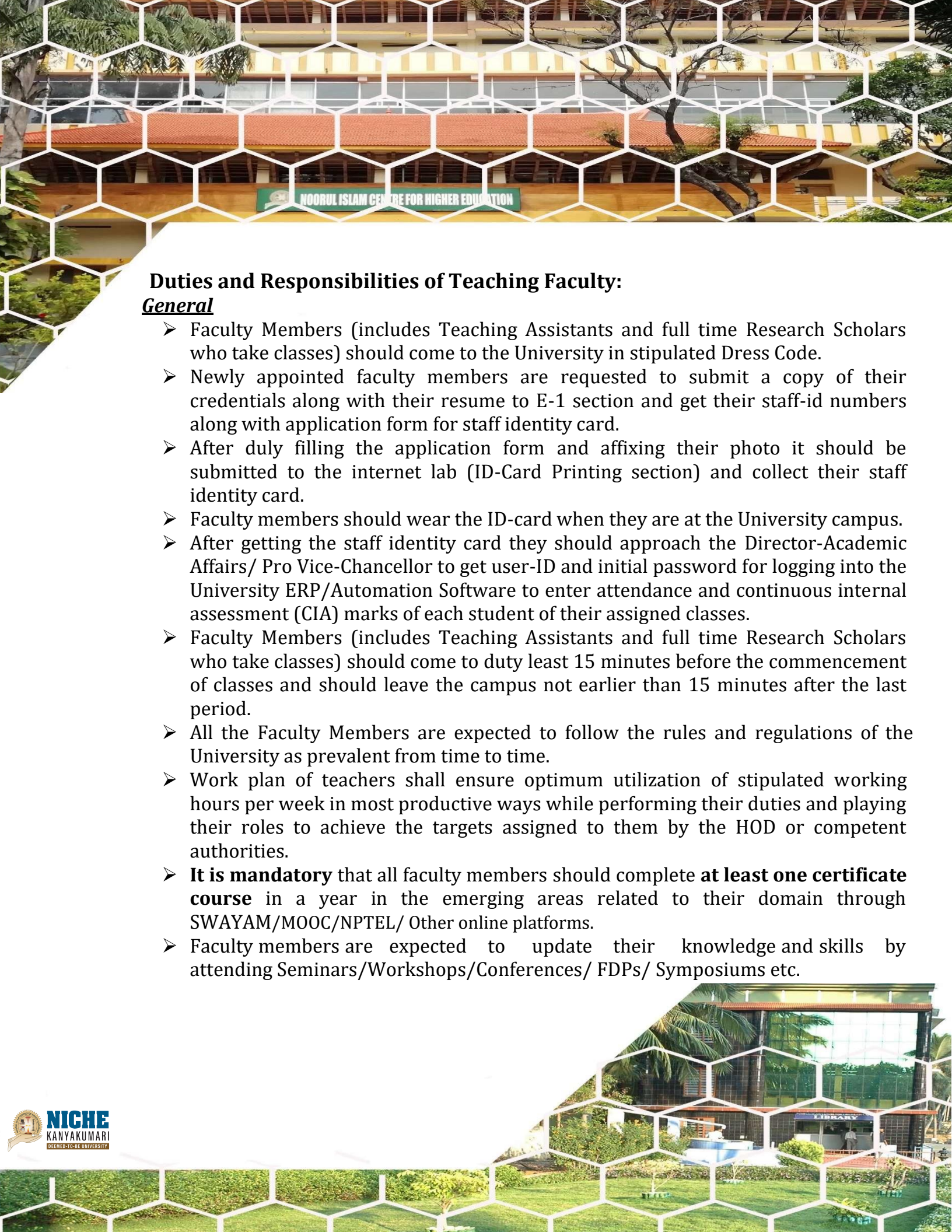
November

- Time of preparation for Third Series Test

December

- Time of doing the preparatory work for the Odd Semester
- Examination time for Senior Classes

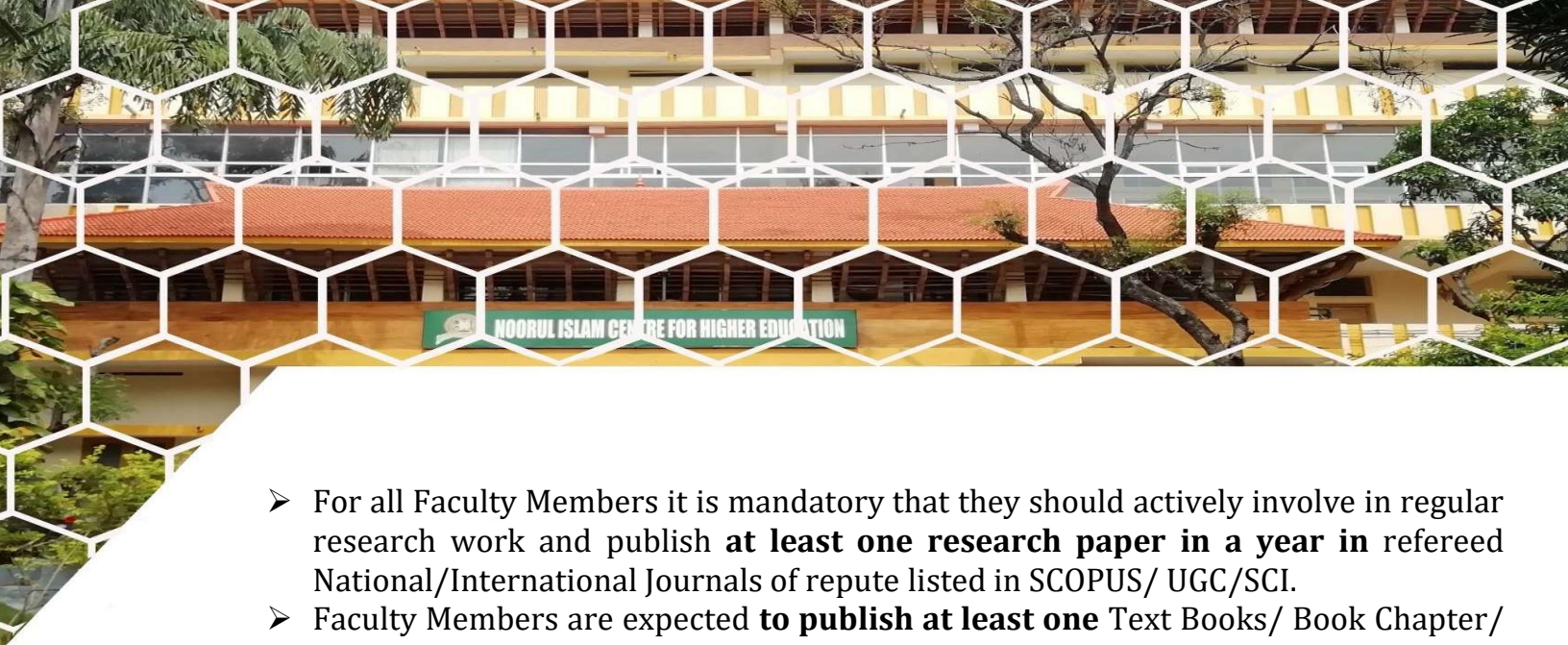




Duties and Responsibilities of Teaching Faculty:

General

- Faculty Members (includes Teaching Assistants and full time Research Scholars who take classes) should come to the University in stipulated Dress Code.
- Newly appointed faculty members are requested to submit a copy of their credentials along with their resume to E-1 section and get their staff-id numbers along with application form for staff identity card.
- After duly filling the application form and affixing their photo it should be submitted to the internet lab (ID-Card Printing section) and collect their staff identity card.
- Faculty members should wear the ID-card when they are at the University campus.
- After getting the staff identity card they should approach the Director-Academic Affairs/ Pro Vice-Chancellor to get user-ID and initial password for logging into the University ERP/Automation Software to enter attendance and continuous internal assessment (CIA) marks of each student of their assigned classes.
- Faculty Members (includes Teaching Assistants and full time Research Scholars who take classes) should come to duty least 15 minutes before the commencement of classes and should leave the campus not earlier than 15 minutes after the last period.
- All the Faculty Members are expected to follow the rules and regulations of the University as prevalent from time to time.
- Work plan of teachers shall ensure optimum utilization of stipulated working hours per week in most productive ways while performing their duties and playing their roles to achieve the targets assigned to them by the HOD or competent authorities.
- **It is mandatory** that all faculty members should complete **at least one certificate course** in a year in the emerging areas related to their domain through SWAYAM/MOOC/NPTEL/ Other online platforms.
- Faculty members are expected to update their knowledge and skills by attending Seminars/Workshops/Conferences/ FDPs/ Symposiums etc.



- For all Faculty Members it is mandatory that they should actively involve in regular research work and publish **at least one research paper in a year** in refereed National/International Journals of repute listed in SCOPUS/ UGC/SCI.
- Faculty Members are expected **to publish at least one** Text Books/ Book Chapter/ Monographs with reputed Publishers in a year.
- They are expected to engage themselves in the research area of their interest.
- They are expected to submit Research Project Proposals for financial grant from national and international funding agencies like DST/ INSA/ BARC/ CSIR/ DRDO Grants/FIST/BTC/AICTE/UGC/ Commonwealth Grants/ US Grants/ CANADA Grants/ UN Grants etc.
- Faculty Members must prepare themselves to meet all the academic challenges as well as requirements of dynamically changing modern methodologies/pedagogies of teaching and research for the benefit of student community at large.
- Faculty Members are expected to extend their beneficial influence in development of the personality of each student.
- He/she should actively associate in co-curricular and extra-curricular activities of his/her interest as well as those assigned to him/her from time to time by the HOD or competent authorities.

Department

- Faculty Member should always communicate with the HOD and take the HOD into confidence while performing his/her professional and personal duties/ activities.
- Teaching load will be allotted to a Faculty Member by the HOD after taking into account interest of Faculty Member.
- The Faculty Member should take additional responsibilities in academic, administration, co-curricular and extra-curricular activities assigned by the HOD or competent authorities in addition to teaching.





- Every Faculty Member must give at least one seminar in the scheduled(weekly/bi-weekly) Research Colloquium of the Department on latest technological/research developments in the area of interest in which he/she is working.
- Faculty Members should post the attendance in the University-ERP immediately after class/laboratory period(s) are over and on the same day itself.
- Faculty Members should post marks of continuous internal assessment in the University-ERP within three days after conduct of scheduled Test/ Examination/ Assessment.
- Faculty Member should maintain hard copy of attendance records and continuous internal marks details of the students in the Record of Academic Work Register(s).
- When a Faculty Member intends to take leave, he/she should get the leave sanctioned in advance with proper alternate arrangements made for classes/lab/ invigilation/other assigned duties with entries in the department register maintained in the HOD office. In case of emergency, the HOD or the next senior faculty must be informed with appropriate alternate arrangements suggested and intimate by email to the Director (Administration)/ Pro Vice-Chancellor (Administration)/ HOD.
- Faculty Member should make himself/herself presentable.
- Faculty Member should not show any type of partiality to any individual student.
- Faculty Member who is assigned responsibility of mentoring students as MENTOR must regularly (weekly or on necessity) update individual personal file of assigned students and put up the files for scrutiny by the HOD or competent authorities.
- Faculty File maintained by each Faculty Member is an official record.
- It is a compilation of the planning and execution of teaching/learning activities, carried out throughout a semester in an academic year for a particular subject. It consists of previous year University Question Papers, Notes, Handouts, PPTs, Series Test Question Papers, three Model Answer Scripts(top, middle and bottom), for each Series Test, Plan of Assignments , Topics and Copy of Assignment etc.
- Teaching Faculty should get the scrutiny of his/her Faculty File by the HOD at least once in a month and submit the file to the concerned HOD within two weeks of the last instruction day of the concerned academic year.

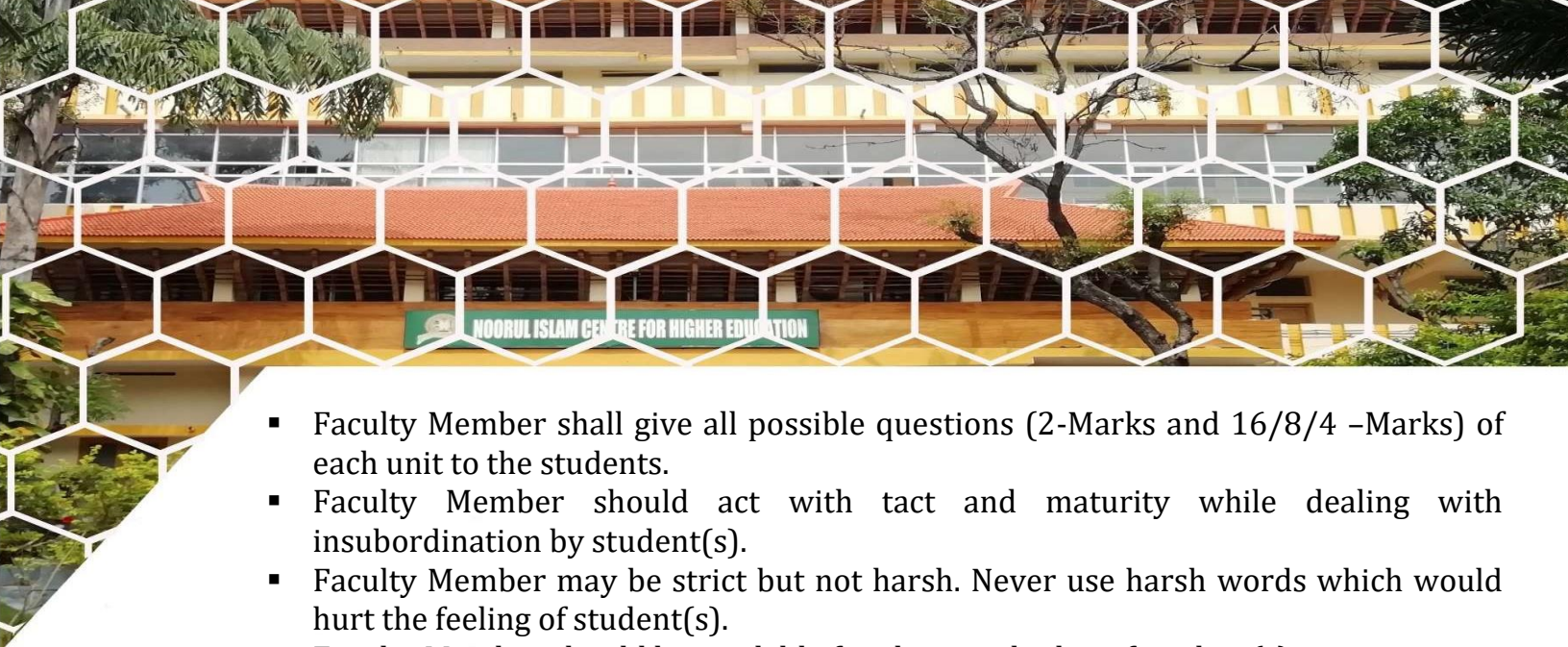




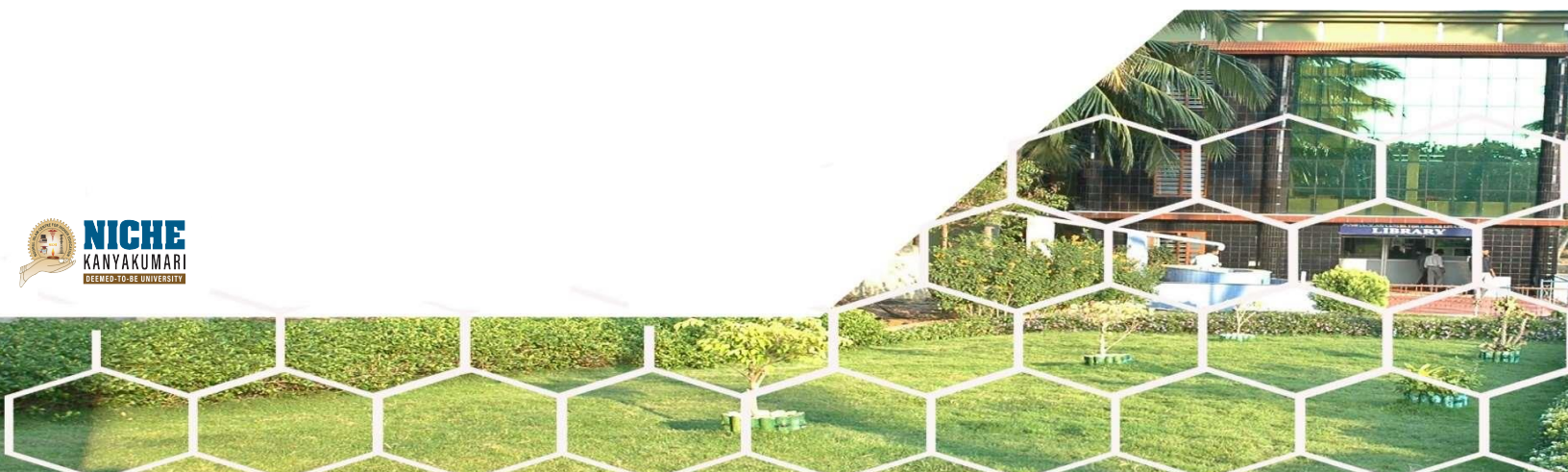
Class Room Teaching

- Once subject is allotted to a Faculty Member, he/she should prepare period wise course deliver plan as per the format of course lecture plan with intended learning outcomes and evaluation methodologies planned.
- Faculty Member should get the approval of course delivery plan by the HOD and Director-Academic Affairs/ Pro Vice-Chancellor prior to the commencement of the class.
- On completion of a lecture period, faculty member should immediately write the subject completion details as per the Subject Completion Format with the measured learning outcomes and the mode of evaluation used to ensure the learning outcome.
- Faculty Member should go to the class at least 5 minutes before and enter the class without delay when the bell rings or take over the class from the subject teacher of the previous period. Faculty Member should engage the full period and should neither leave the class early nor engage late.
- A faculty member should, ideally, summarize the key points from their last lecture in the first five minutes. Then, in two minutes, summaries the expected learning objectives of the present lesson. After that, limit your explanation of the current lecture's lessons to 40 minutes. In the final three minutes, wrap up and discuss the lessons to be covered in the following class.
- Attendance must be taken for each lecture/practical/tutorial preferably at the beginning of each lecture/practical/tutorial. Absence shall be indicated by 'A'.
- Faculty Member should make use of PPT, Videos, Models etc., as teaching aids.
- Faculty Member should take care of academically backward/weak students and pay special attention to their needs in special classes.
- In problem-oriented subjects, regular tutorials (at least one per week) should be conducted. Tutorial problems should be handed over to the students at least in week in advance of the actual tutorial class.





- Faculty Member shall give all possible questions (2-Marks and 16/8/4 -Marks) of each unit to the students.
- Faculty Member should act with tact and maturity while dealing with insubordination by student(s).
- Faculty Member may be strict but not harsh. Never use harsh words which would hurt the feeling of student(s).
- Faculty Member should be available for clearing doubts of student(s).
- Faculty Member should motivate students to be punctual, disciplined and to work hard to excel academically as well as in co and extra-curricular activities for their personality development and to bring out their creativity/originality.
- At the beginning of each semester inform the new roll numbers allotted by Director-Academic Affairs/ Pro Vice-Chancellor to the students. Use the new Roll number of the students allotted in the current semester for marking attendance.





Laboratory

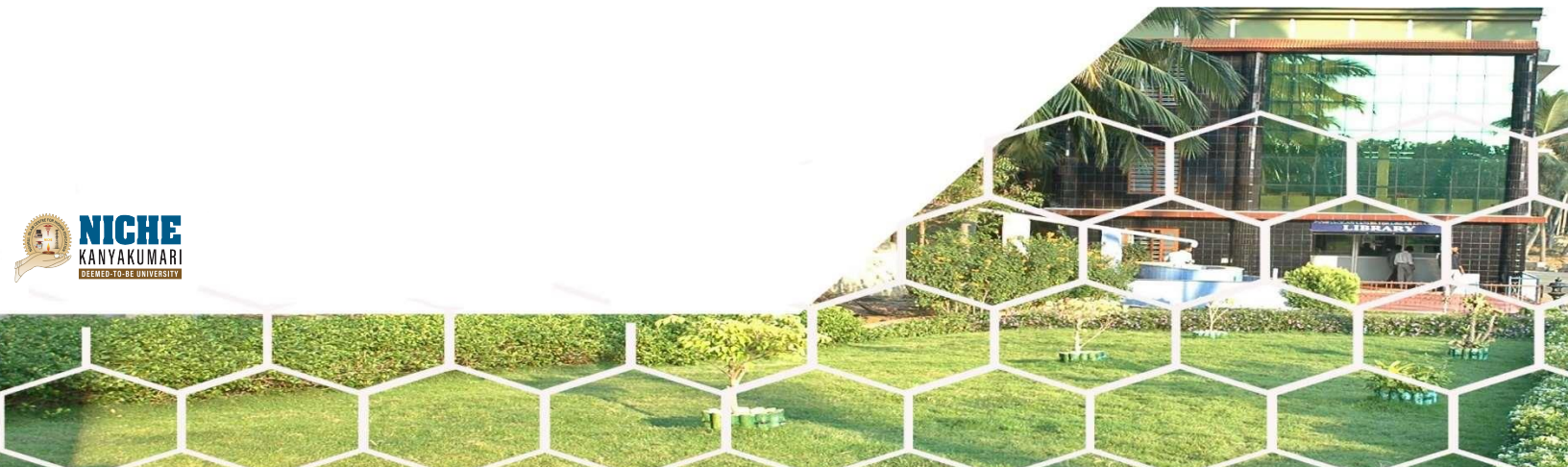
- Faculty Member before engaging a laboratory class should personally conduct experiment(s) himself/herself and be satisfied with the results. Then only he/she should guide students. Faculty Member can then ask them to conduct the experiment(s) and note observations in their observation note book. These observations should be scrutinized by the faculty immediately after the experiment(s). If necessary, faculty should ask the student(s) to repeat the experiment.
- Whenever possible additional experiments are to be given to the student(s) to clarify basic concepts and also to improve their skills.
- Lab observations and record must be corrected and scrutinized then and there, if not, at least by the next class.
- Students can only be admitted to the lab after submitting the necessary observations and up-to-date records.
- Faculty Member conducting lab classes or guiding projects shall be responsible for their respective labs during practical periods.
- Faculty shall follow the guidelines/instructions in the Lab Manual. However, faculty can suggest changes and implement them with the consent of the HOD.
- In case of any missing/damaged item it shall be immediately reported to the Faculty In-Charge of the Lab.
- One copy of Lab Manuals, after revisions, must be submitted to the Pro Vice Chancellor (Academics) or Director-Academic Affairs within two weeks of commencement of classes for scrutiny.
- Faculty should ensure that the students are in proper dress code required for the respective laboratories.

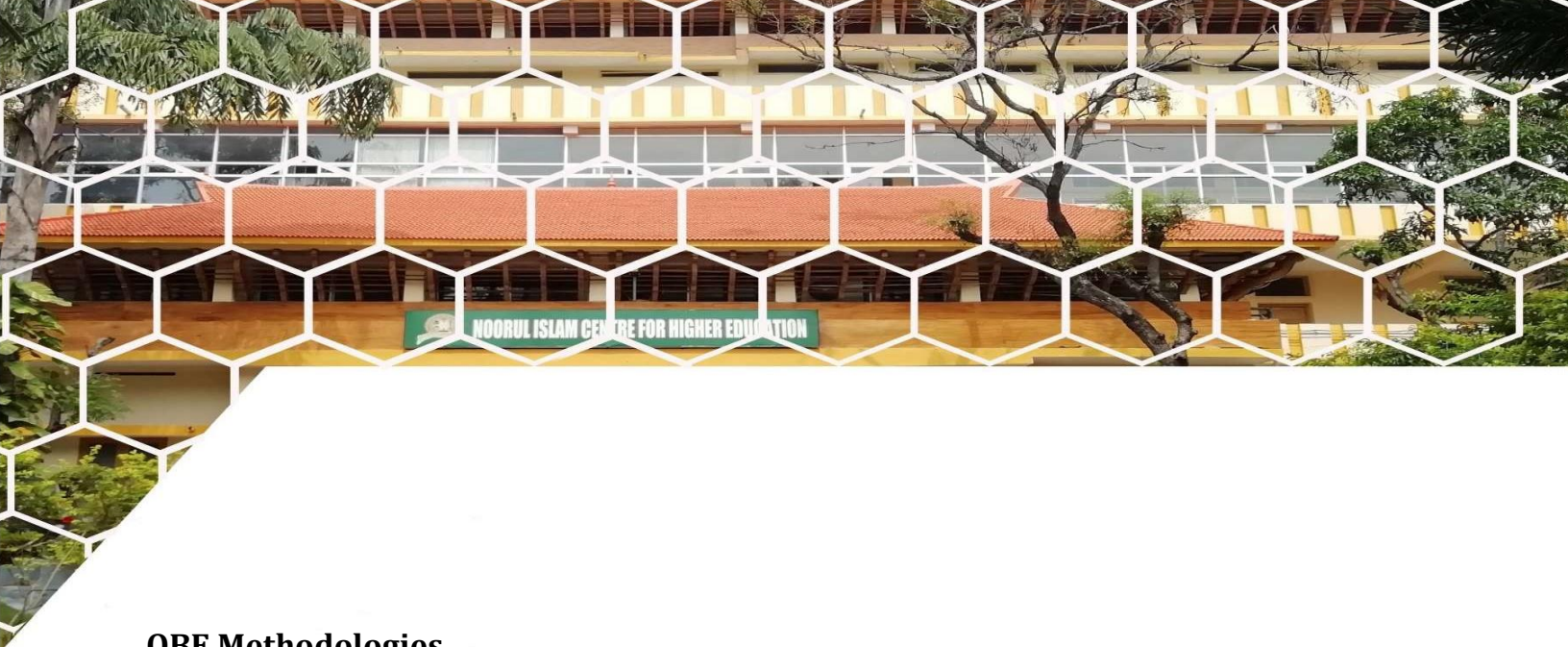




HODs:

- HoDs are responsible and accountable for setting and advancing the academic strategy of the Department in line with Faculty and University strategic plans and direction.
- HoDs should develop and sustain appropriate structures for management, consultation, decision-making and communication with staff and students
- HODs should maintain a class log book for every class with monthly scrutiny from Director-Academic Affairs/ Pro Vice-Chancellor.
- At the end of semester, HODs will send one hard copy (from the automation software) of the final Series Tests /Assignments/Practical Tests Marks statement (as applicable) for all subjects (both theory and Lab subjects) of each class to Director-Academic Affairs/ Pro Vice-Chancellor within one week after the last working day.
- Personal files of teachers, Academic files and other files in the department should be kept ready for inspection by competent authorities.
- Class Committee, Course Committee and Program Committee minutes of the meetings should be submitted to the Director-Academic Affairs/ Pro Vice-Chancellor within one week after each meeting.
- Monthly Minutes of department meetings should be scrutinized by the Director-Academic Affairs/ Pro Vice-Chancellor within one week of the meeting.
- SAR (Self-Assessment Report) of each teacher for the academic year should be submitted at the end of the academic year (at least by 31st July) to the Director-Academic Affairs/ Pro Vice-Chancellor.
- HoDs should get two feedbacks of the teachers from the students. First one will be just before the Series Tests 1(ST-1) with a copy to the Director-Academic Affairs/ Pro Vice-Chancellor. Second one will be just before Series Tests 3 (ST-3) with a copy to the Director-Academic Affairs/ Pro Vice-Chancellor.

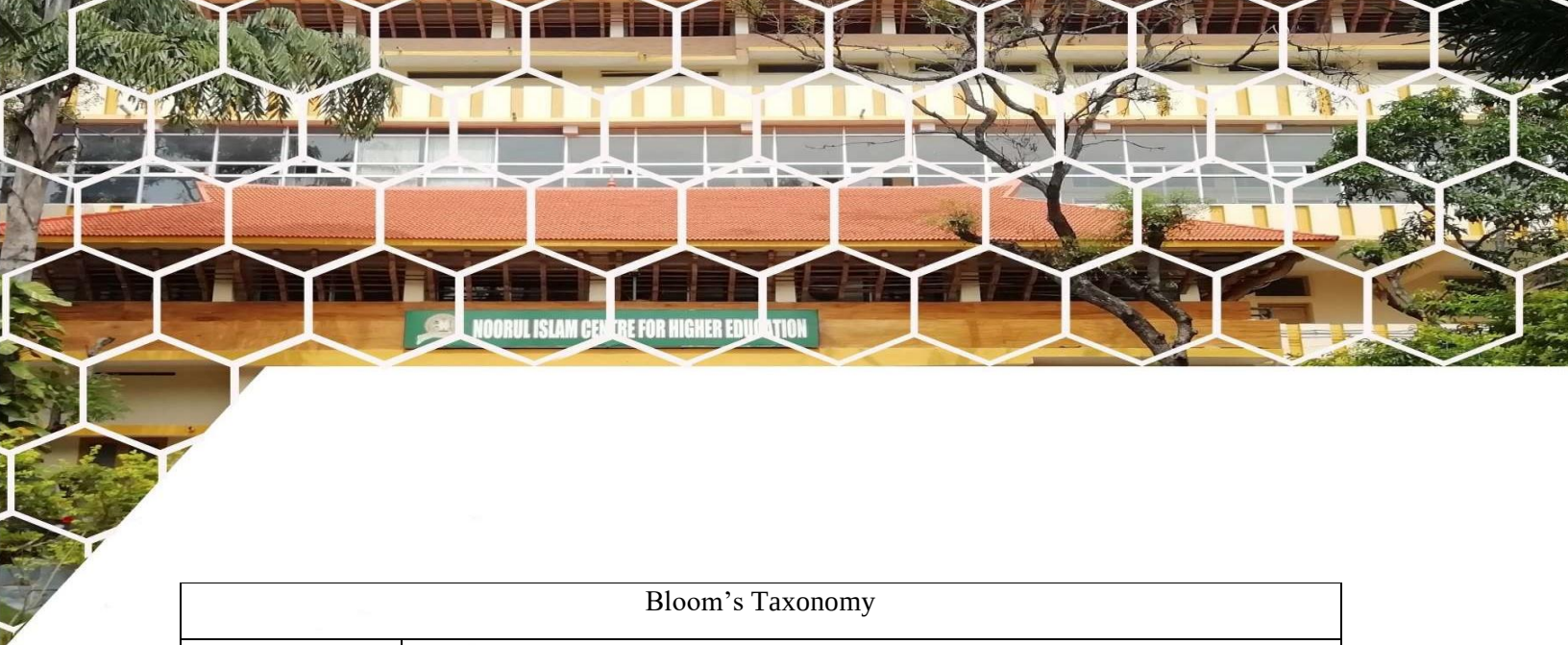




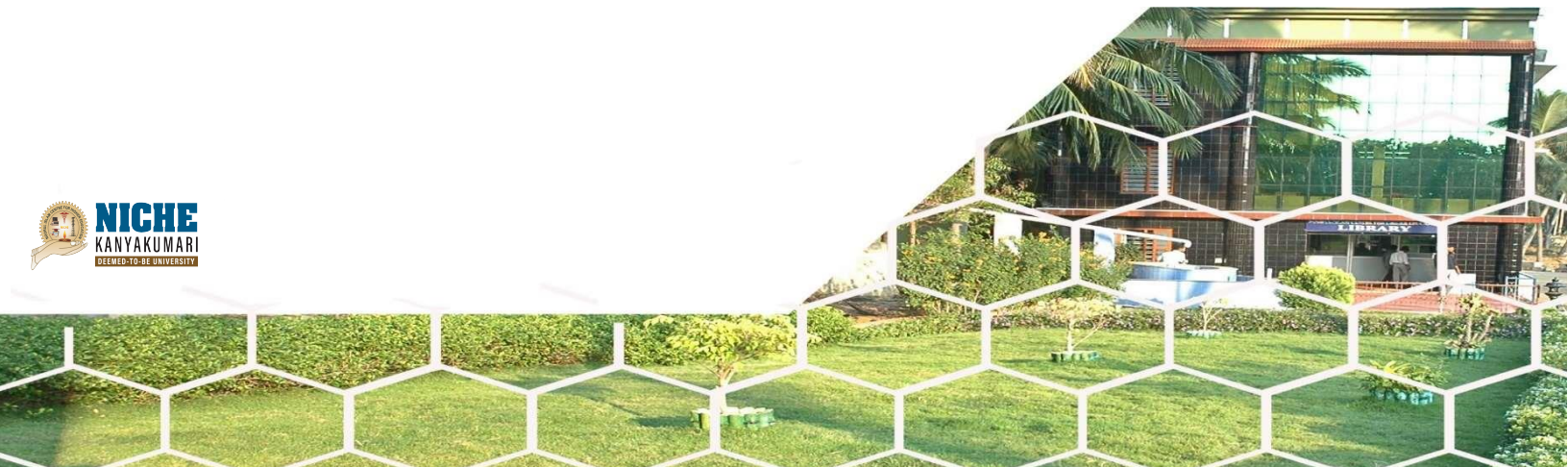
OBE Methodologies

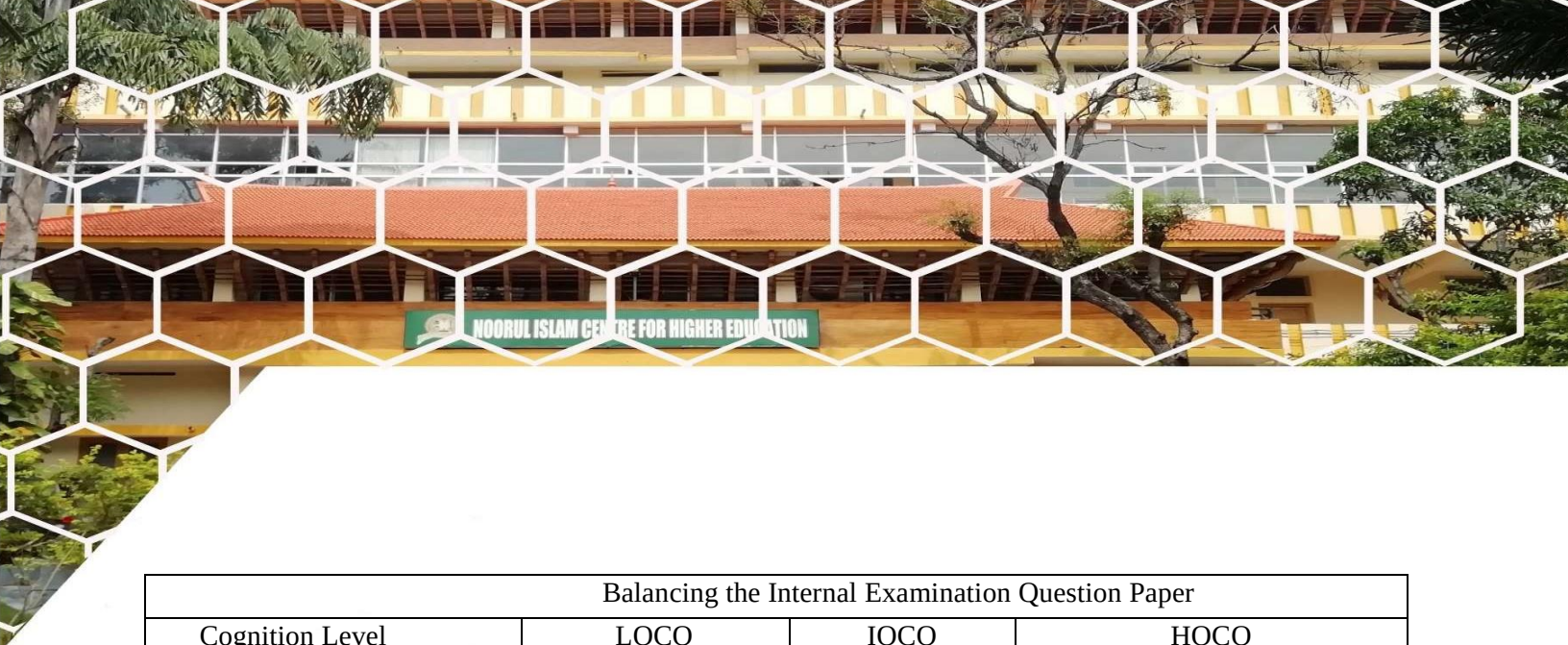
Bloom's taxonomy is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity. Learning objectives are covered by three models/lists: the affective, sensory, and cognitive domains. Learning objectives place a strong emphasis on creativity based on highly developed abilities, wherein novel movement patterns are formed or generated to suit a given scenario or issue. The cognitive domain list is widely used to create curricular learning objectives, evaluations, and activities. It has been the main emphasis of most traditional education. The models have been named after Benjamin Bloom, who chaired the Committee of Educators that devised the taxonomy. In Bloom's taxonomy the six cognitive levels are Remember, Understand, Apply, Analyze, Evaluate and Create.





Bloom's Taxonomy	
Category	Keywords
Remember	Defines, describes, identifies, knows, labels, lists, names, outlines, recalls, recognizes, reproduces, selects, states
Understand	Comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates
Apply	Applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses
Analyze	Analyzes, breaks down, compares, contrasts, criticizes, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates
Evaluate	Appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports
Create	Categorizes, combines, complies, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes





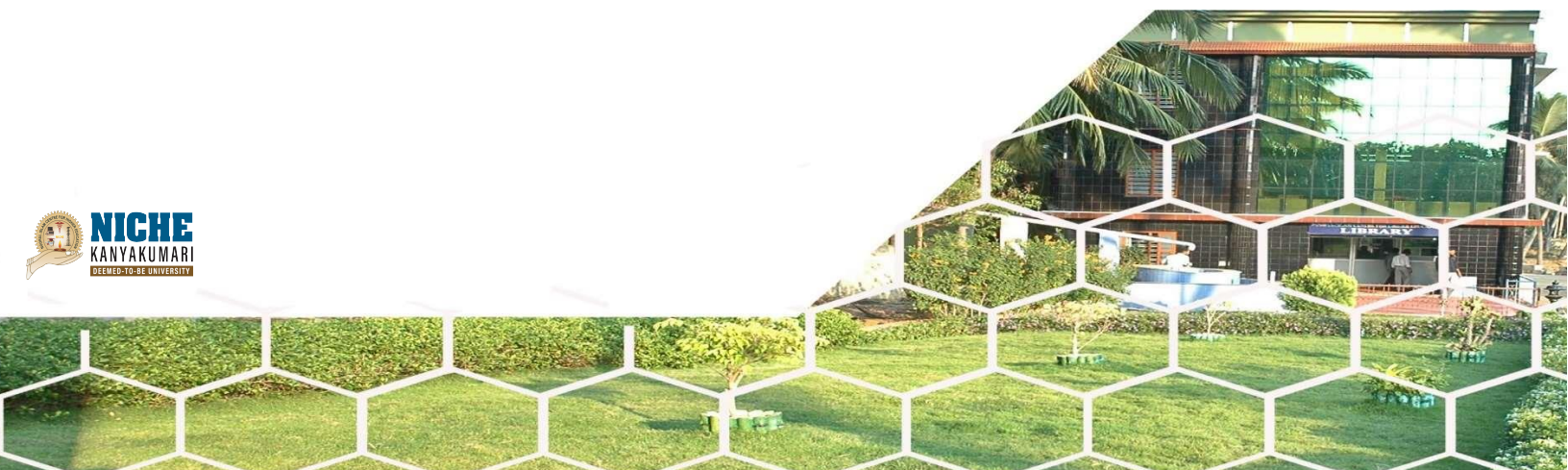
Balancing the Internal Examination Question Paper			
Cognition Level	LOCQ	IOCQ	HOCQ
Percentage distribution recommended			
ST1	40-60%	20-40%	10-20%
ST 2	20-30%	20-40%	30-40%
ST 3/ Model Exam	20-30%	30-60%	40-50%

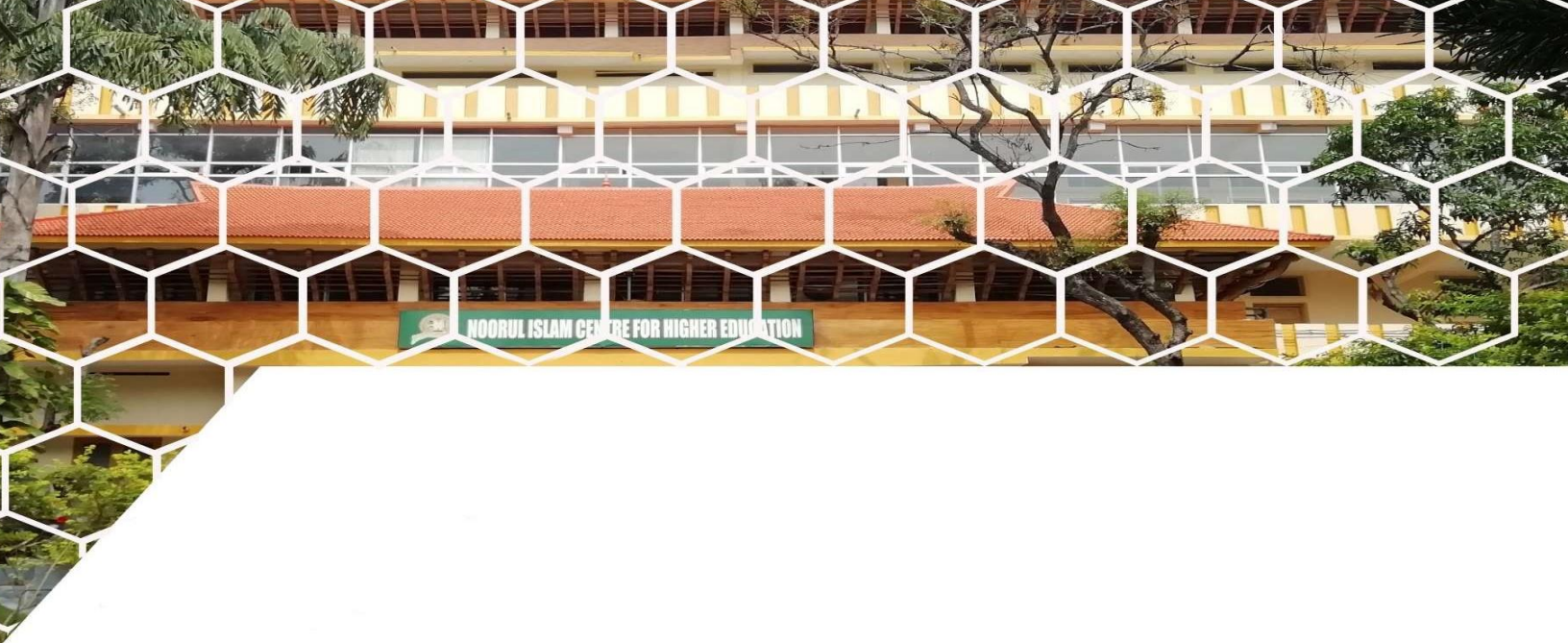
It is necessary to mention here that application of Bloom's Taxonomy should cover learning outcomes of module being tested.

Distribution of marks over LO/IO/HO classification also depends on the level (year of study) for which the question paper is being set.

In addition, type of module (analytical/theoretical) also plays a role in choosing appropriate distribution of questions across different cognition levels.

It is also to be mentioned here that Bloom's Taxonomy principles serve as guide lines to Faculty Members while framing questions in question paper. But it is largely left to them to bring out a balanced question paper as the final outcome.





BLOOM'S TAXONOMY DISTRIBUTION IN QUESTION PAPER:

While mapping in Bloom's Taxonomy, please follow the following steps: -

Step 1:

Chairman of BOS/HOD and his/her team of BOS members will prepare Program Educational Objectives (PEO-1 to PEO-4); Program Specific Objectives (PSO-1 to PSO-4); and Program Outcomes (PO-1 to PO-12) or (PO-a to PO-l). This will be supplied by the concerned HOD to the concerned teacher teaching a subject to students of a class.

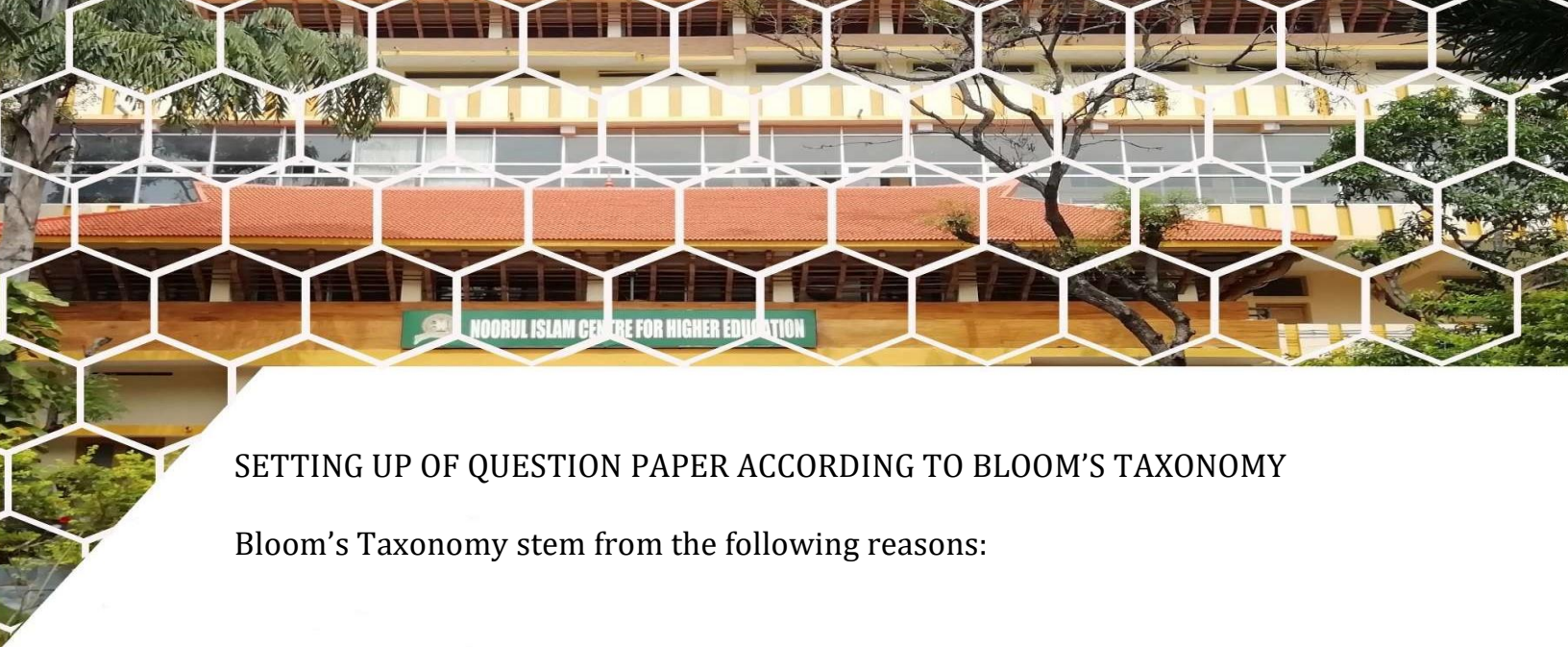
Step 2:

Teacher teaching the subject, based on the syllabus, prepares Course Outcomes (CO-1 to CO-5) for the subject content contained in Units I to V. Then he/she identifies Course Outcomes (CO-1 to CO-5) to the Program Outcomes (PO-1 to PO-12).

Step 3:

Finally, Map COs with POs.





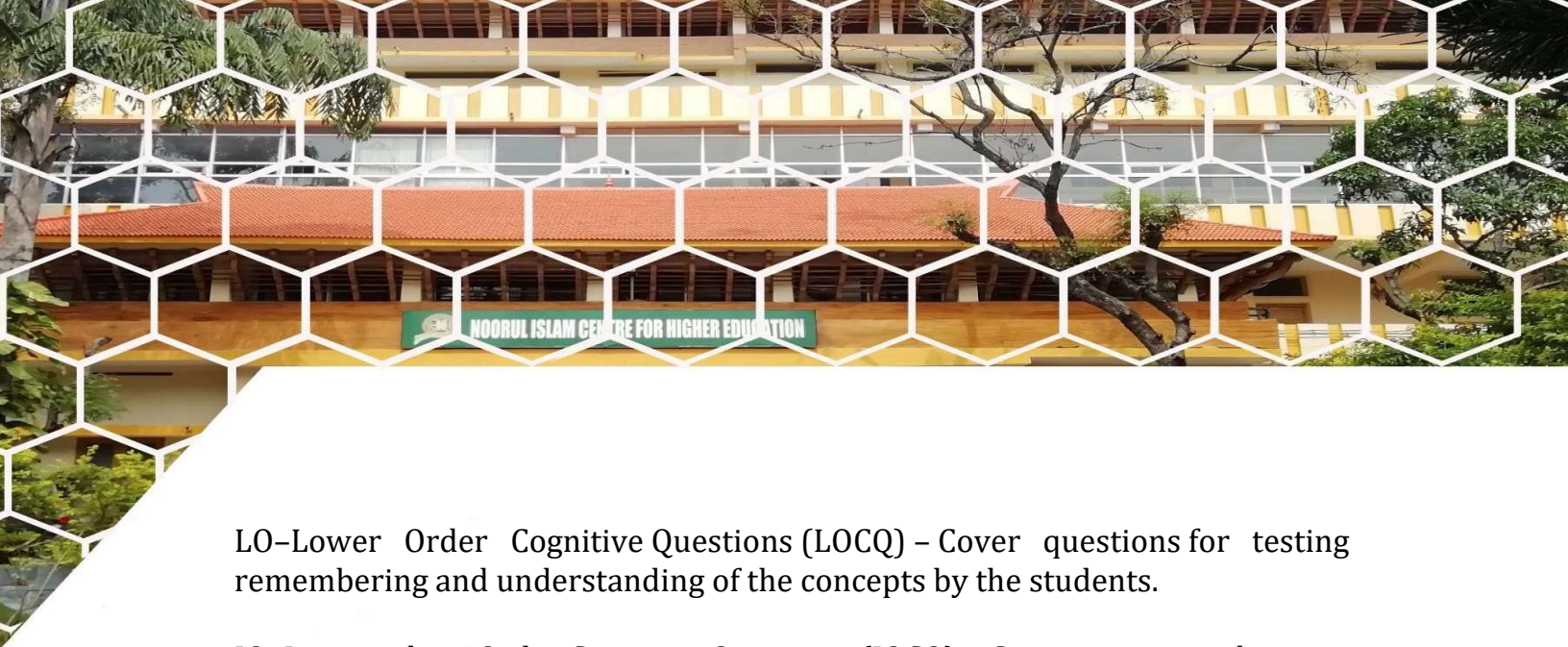
SETTING UP OF QUESTION PAPER ACCORDING TO BLOOM'S TAXONOMY

Bloom's Taxonomy stem from the following reasons:

1. Blooms Taxonomy system makes a teaching Faculty Member to think about type of questions before they are put in black and white.
2. This brings clarity when questions are formulated by Faculty Members.
3. It is possible that question paper can be termed as tough or easy by students. Bloom's Taxonomy assists Faculty Member to bring out a balance while setting question paper(s).
4. Consistency is observed across all the modules in question paper(s) when Bloom's Taxonomy is introduced into assessment system.

It is also recommended to the faculty members that they can arrive at a balance by setting a question paper that tests both lower order thinking skills as well as higher order thinking skills of the students. The following model (LO/IO/HO) may be used by Faculty Members to apply concepts while setting question papers.





LO–Lower Order Cognitive Questions (LOCQ) – Cover questions for testing remembering and understanding of the concepts by the students.

IO–Intermediate Order Cognitive Questions (IOCQ) – Cover questions that test applying and analyzing skills of students.

HO–Higher Order Cognitive Questions (HOCQ) – To test evaluating and creating abilities of the students with respect to their knowledge.

Bloom’s Definition of UNDERSTANDING:

Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

List of Key Verbs are

- Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer
- Interpret • Outline • Relate • Rephrase • Show • Summarize
- Translate • Classify





Bloom's Definition of APPLYING:

Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.

List of Key Verbs are

• Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize.

Bloom's Definition of ANALYZING:

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

List of Key Verbs are

• Analyze • Assume • Categorize • Classify • Compare • Conclude • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Infer • Inspect • List • Motive • Build Relationships • Simplify • Survey • Take part in • Test for • Theme.

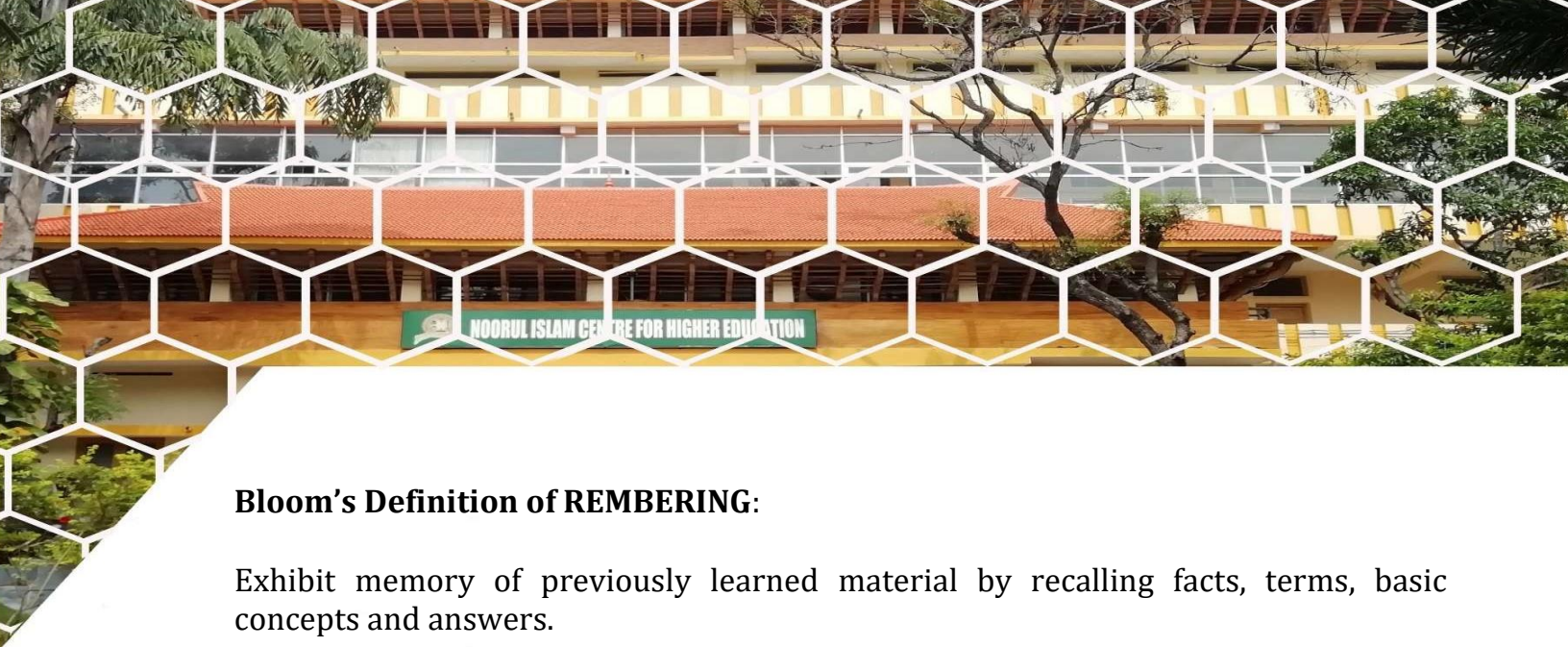
Bloom's Definition of EVALUATING:

Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.

List of Key Verbs are

• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend





Bloom's Definition of REMBERING:

Exhibit memory of previously learned material by recalling facts, terms, basic concepts and answers.

List of Key Verbs are

- Choose • Define • Find • How • Label • List • Match
- Name • Omit • Recall • Relate • Select • Show • Spell
- Tell • What • When
- Where • Which • Who • Why.

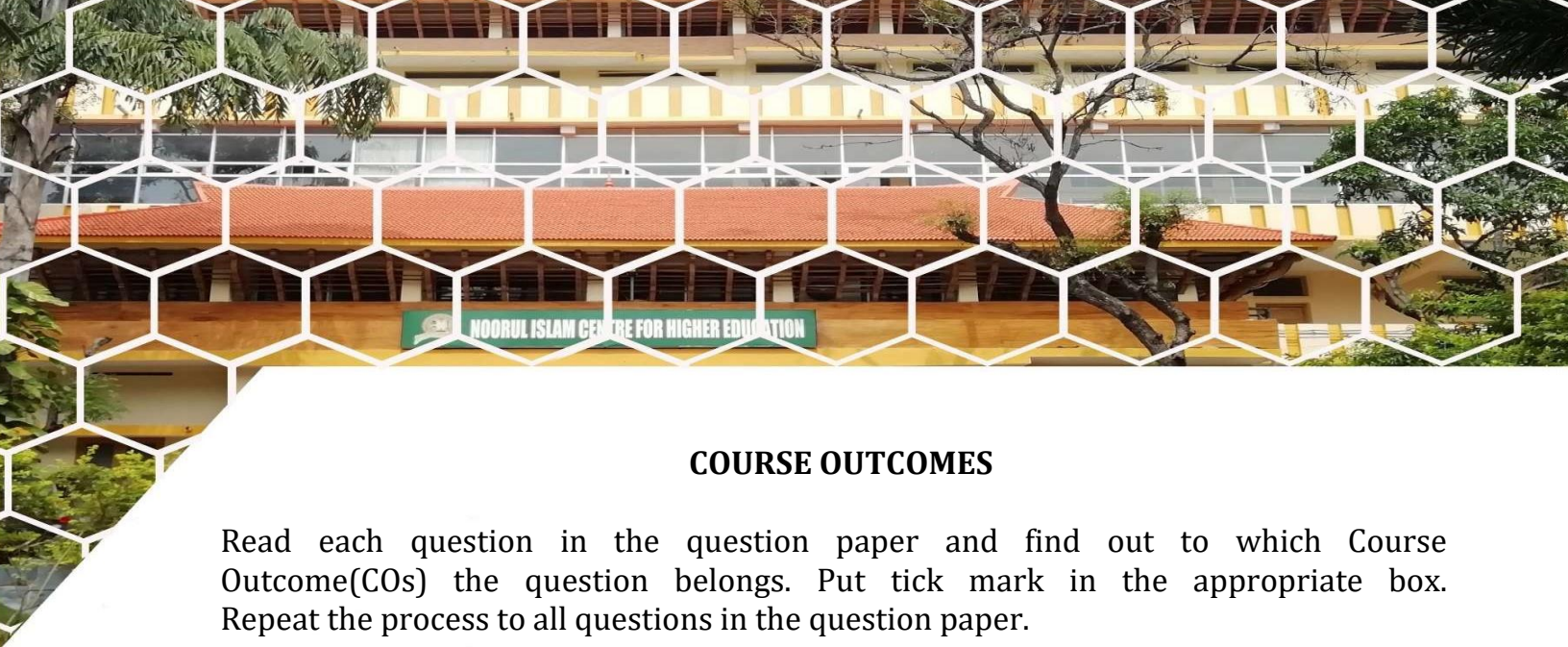
Bloom's Definition of CREATING:

Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

List of Key Verbs are

- Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solve • Suppose • Test • Theorize • Maximize .





COURSE OUTCOMES

Read each question in the question paper and find out to which Course Outcome(COs) the question belongs. Put tick mark in the appropriate box. Repeat the process to all questions in the question paper.

For each row of Course Outcomes (CO-1 to CO-5) add up the marks for which a tick mark has been put.

Now find the percentage of each outcome present in the question paper by dividing the marks obtained in that row by the total marks present in the question paper with choice.

BLOOM'S TAXONOMY:

Read the question and find out to which category of Bloom's Taxonomy the question belongs. Put a tick mark in the appropriate box.

For each row, add up the marks for which a tick mark has been put.

Now find the percentage of each outcome present in the question paper by dividing the marks obtained in that row by the total marks present in the question paper with choice.

