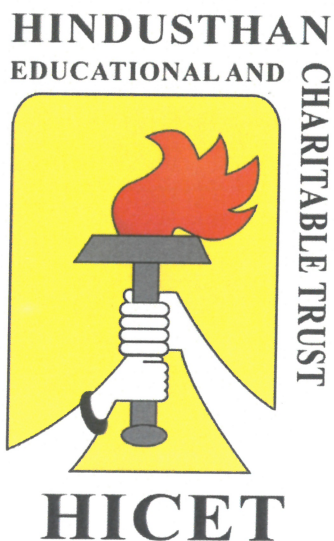


HINDUSTHAN COLLEGE OF ENGINEERING AND TECHNOLOGY

Coimbatore 641 032, Tamilnadu, India

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EDUCATOR MANUAL

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About the Institute

Hindusthan College of Engineering and Technology (HiCET) is established in the year 2000, approved by the All India Council of Technical Education (AICTE), New Delhi and affiliated to Anna University, Chennai. The institution offers 15 UG Programmes and 6 PG Programmes. Hindusthan College of Engineering and Technology is recognized by Anna University Chennai to offer Ph.D. programmes. HiCET is certified with ISO 9001:2015, accredited with 'A' grade by NAAC and NBA accredited five programmes. HiCET is recognized as autonomous institution from the academic year 2016-2017 onwards.

HiCET works with the vision of producing qualified Engineering Professionals adorned with moral values and technical skill to uphold jobs at global level. The strength of our institution is the team of well-experienced Professors who involve themselves in grooming the students on par with global standard. We have implemented outcome-based curriculum. We impart student centric teaching learning and our institution is one of the fore frontier institutions among all the institutions in Tamil Nadu.

The Hindusthan Educational Institutions is led by our Chairman Shri T S R Khannaiyann, an industrialist and philanthropist. The Managing Trustee Smt. Sarasuwathi Khannaiyann, a well-known Educationalist and leading Entrepreneur in Coimbatore and she has been a proud recipient of many prestigious awards like Bharath Gauyrav Award, Rajiv Gandhi Shironmani Award, Indira Gandhi Sadbavana Award, Best Entrepreneur Award and Life Time Educationalist Award. She also holds her honorary doctorate from International Tamil University for her active contribution towards education. She has a great passion and keen interest with perseverance on Women Education and Women Empowerment. The institution is

managed by Dr Priya Sathish Prabhu, Executive Trustee & Secretary and Chief Executive Officer Dr K Karunakaran.

PREFACE

The Teacher manual seeks to inspire teachers to become inclusive practitioners. It is a practical guide to help promote inclusive education at the classroom and individual levels. The manual provides class leaders and teachers with a collection of activities that can be directly implemented. The teacher manual seeks to provide teachers with actionable knowledge, in other words with knowledge that is easily transformed into action. To facilitate this process, each activity is described by using the perspective of the user. The present manual for Teachers is a source of information to teachers for the procedures, roles, responsibilities, awards and resources related to their professional life. This manual also contains a range of information, such as, teacher self-evaluation framework, subjects offered, use of technology, awards that teacher may apply for, and several other important and much-needed information about policies in the matters involving teachers.

VISION

To become a premier institution by producing professionals with strong technical knowledge, innovative research skills and high ethical values.

MISSION

- To provide academic excellence in technical education through novel teaching methods.
- To empower students with creative skills and leadership qualities.
- To produce dedicated professionals with social responsibility

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1. DEFINITIONS

In this document, unless there is anything repugnant in the subject or context:

1. “College” means the **HINDUSTHAN COLLEGE OF ENGINEERING AND TECHNOLOGY.**, Valley Campus, Pollachi Highway, Coimbatore 641 032.
2. “Employer” means the Chairman who is incharge of the College or any one duly authorized to act on his behalf.
3. “Notice” means a notice in writing required to be given or exhibited on the notice board for the purpose of these Standing Orders.
4. “Notice Board” means notice board installed at or near the main entrance of the College, Administrative Building etc.,
5. “Premises” means the college buildings, administrative office, other ancillary offices and buildings as well as vacant spaces located within the college premises.
6. “Employees” means any person employed in the College to do any Technical and Non – Technical work.
7. “Work premises” includes the premises of the college or works and other places of work where a work man is deputed to work.

2. CODE OF ETHICS FOR TEACHERS

In fulfillment of their obligations to the teaching profession, teachers will strive to:

- Advance the interests of the teaching profession through responsible ethical practices.
- Regard themselves as learners and engage in continual professional development.
- Be truthful when making statement about their qualifications and competencies.
- Contribute to the development and promotion of sound educational policy.

- Contribute to the development of an open and reflective professional culture.
- Treat colleagues and associates with respect, working with them in a very congenial environment.
- Assist newcomers to the profession, disclosure is required by the law or serves compelling professional purpose.
- Respect confidential information on colleagues unless Speak out if the behavior of a colleague is seriously in breach of this code.

2.1 DRESS CODE: FACULTY

Following is the dress code for the faculty of Institute:

Gentlemen: Tucked in shirts and shoes with neat shaving

Ladies: Saree

ID CARD

It is Mandatory for staff to wear ID cards at all times when they are in the campus

3. JOB DESCRIPTION

Objective: To ensure mutual respect and freedom for everyone and be role models to student community.

Who is a Teacher?

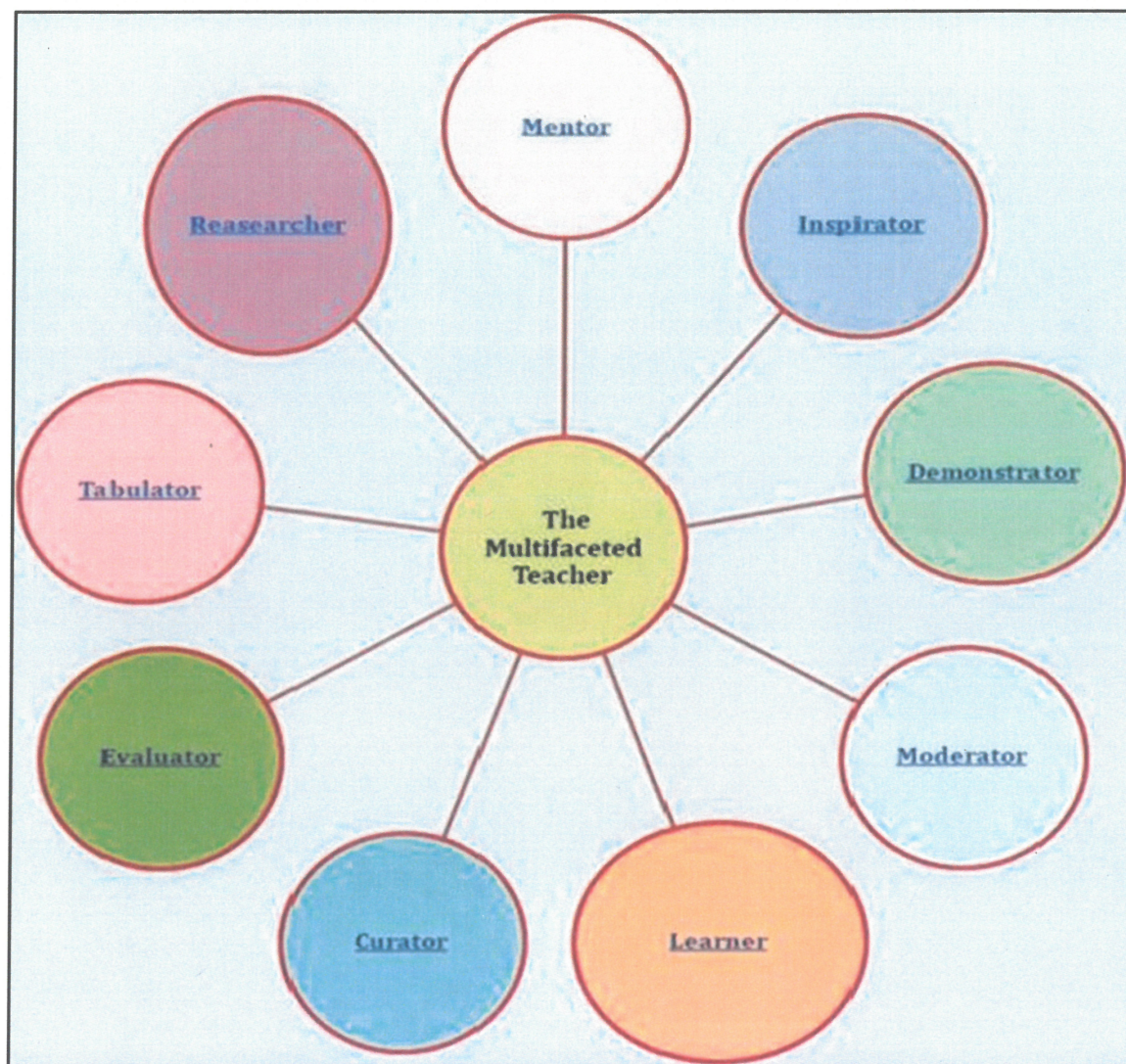
Education is the most important factor in a country's progress. The role of a teacher is to inspire, motivate, encourage and educate learners. Learners can be of any age and from any background. The following educational aims to be

fulfilled at its schools and a teacher is the fundamental medium to fulfil all these aims:

1. Nurturing students' personality through a stimulating environment in such a manner that they develop into conscientious citizens who realize their rights and duties towards the nation.
2. Ensuring that learning is shifted away from rote methods
3. Enrichment of the curriculum to ensure children's overall development with competencies that will make them future-ready, rather than remaining textbook cantered.
4. Making assessments more flexible and integrated into classroom life
5. Connecting knowledge with life outside the school and making children learn how to learn so that they become lifelong learners.
6. Providing a safe and secure environment and ecosystem for the child to learn
7. Ensuring continuous augmentation of standards of teaching and learning through continuous self-evaluation, innovation and planning in advance

Roles Played by a Teacher

A teacher has to play several roles. A multi-faceted teacher may have multiple roles as given below, though these are only illustrative roles.



3.1 REPORTING FOR DUTIES ON TIME

1. College working hours are, normally from 9.00 a.m. to 4.45 p.m. However, those who have academic, administrative, examination or any other such work shall follow the 9 a.m to 6.15 p.m timing or any other timing as directed by Chairman / Principal / Dean / HOD / Administrator.
2. A six day working schedule from Monday to Saturday is followed except second and fourth Saturdays. Classes are scheduled from 9.00 am to 4.45 p.m.

3. All members of the staff shall be at their workplace (offices, classrooms, Labs, staff room etc.) at least 5 minutes before their reporting time.
4. Anyone coming late / leaving early for more than 60 minutes on 2 occasions in a month may be allowed by Chairman / Principal / Dean/ HOD.
5. Anyone needing to go out of the College premises during working hours (except lunch break) shall seek necessary permission from Chairman / Principal / Dean/ HOD / Administrator and register his/her absence (i.e. OUT and IN timing Register kept at gate).
6. Staff members shall compulsorily wear College ID while in the College premises.
7. Staff members shall submit their investment details to the Account Section before 7th January each year in the prescribed form to enable them to deduct the tax at source, failing which Income Tax shall be deducted as per rules.
8. Faculty shall ensure that discipline is maintained in the classroom, labs and college premises. In case of serious matters of indiscipline, the same shall be reported to the Principal / Dean / HOD on standard Discipline Report.
9. Staff members shall not use mobile phones during their instructional hours. However, they may use them in their cabins/rooms.
10. All members of staff are expected to present themselves in decent attire. Clothes like sleeveless tops, T-shirts etc. are not permitted. Earrings, pony tails/long hair, bangles etc. are not permitted for gents.
11. Faculty and staff shall communicate to each other and with students only in English.
12. As a security measure, members of the staff who need parking facility in campus shall give their names and the registration number of the vehicle to the security Supervisor.

13. Staff members may arrange meeting of any kind with permission/request to HOD/Principal/Management only.

3.2 THE DUTIES AND RESPONSIBILITIES OF A TEACHING FACULTY

3.2.1 General

- a) The Faculty Member should come to the college at least 15 minutes before the commencement of classes and should leave the college not earlier than 15 minutes after the end of the last hour.
- b) All the Faculty Members are expected to follow the rules and regulations of the Institution as prevalent from time to time.
- c) The work load of all the staff shall be fixed by the management. Teaching-contact hours should be at least as follows as per AICTE norms

| | | |
|----|-----------------------------|-----------------|
| 1. | Principal | 4 hours / week |
| 2. | Dean / Director / Professor | 8 hours / week |
| 3. | Associate Professor | 12 hours / week |
| 4. | Assistant Professor | 16 hours/week |

For the above stipulations, two tutorial hours/two laboratory/Drawing hours will be counted as one teaching hour. The work plan of teachers shall ensure, in the most productive manner, the utilization of stipulated 40 working hours per week, with regard to the roles, jobs and targets assigned to them by the Department/ Institution.

- a) Faculty Members are expected to update their knowledge by attending seminars/workshops/conference, after obtaining necessary permission from the Principal/Management.
- b) Faculty Members should attempt to publish text books, research papers in reputed International / Indian Journals / Conferences.

- c) The Faculty Member must strive to prepare him/ herself academically to meet all the challenges and requirements in the methodology of teaching so that the input may be useful for the student community at large. Every Faculty Member is expected to extend his/her beneficial influence in building up the personality of students and he/she should associate himself/herself actively with such extra-curricular activities which he / she is interested in or assigned to him/her from time to time.
- d) Groupies of any kind should be absolutely avoided. Faculty Members found indulging in such activities will be subject to discipline proceedings.

3.2.2 IN DEPARTMENT

- a) The Faculty Member should always first talk to the HOD and keep the HOD in confidence about the member's professional and personal activities.
- b) The teaching load will be allotted by the HOD after taking into account the Faculty Member's interests and area of specialization.
- c) In addition to the teaching, the Faculty Member should take additional responsibilities as assigned by Chairman / Principal / Dean / HOD / Administrator in academic, co-curricular or extracurricular activities.
- d) Every Faculty Member should maintain student's attendance records and the absentees roll number should be noted everyday in the software as soon as the classes/laboratory hours are over.
- e) Whenever a Faculty Member intends to take leave, the Faculty Member should get the leave sanctioned in advance and with proper alternate arrangements made for class / lab / invigilation. In case of emergency, the HOD and tutor must be informed with appropriate alternate arrangements suggested.
- f) The Faculty Member should make himself / herself presentable. The Faculty Member should show no partiality to any segment / individual student.

- g) The Tutor must update the student's personal file regularly and put up for inspection by Principal / Dean-Academics / HOD as the case may be.
- h) To give counseling to the students if needed.

- i) To bring the students misbehavior in the class to the knowledge of the Tutor / HOD / Principal.
- j) To carry out the administrative works of the department given by the HOD concerned.

3.2.3 IN CLASS ROOM TEACHING

- a) Once the subject is allotted, the Faculty Member should prepare the lecture and hour wise lesson plan.
- b) The Faculty Member should get the lesson plan and course file - approved by HOD and Principal.
- c) The course file is an official record, a compilation of the planning and execution of teaching/learning activities, carried out throughout a semester in an academic year for a particular subject .The course file consists of preface, previous year university question papers, notes, handouts, PPT, test/exam question papers, three model answer scripts for each test/exam (top, middle and bottom), Assignment plan, topics and copy of assignment, feedback analysis report etc. The teaching faculty has to get verified their course file by their HOD at least once in a month and submit it to the concerned HOD within three weeks of the last instruction day of the concerned semester.
- d) The Faculty Member's log book must be regularly updated and put up for inspection by HOD/Principal as the case may be.
- e) The Faculty Member should go to the class at least 5 minutes before and enter the class without delay.

- f) The Faculty Member should engage the full period and should not leave the class early.
- g) Attendance must be taken for each lecture/practical/tutorial preferably at the beginning of each lecture/practical/tutorial. Absence shall be indicated by 'A'. For every hour the student is present, attendance is marked cumulatively in the attendance register and at the E-campus software.
- h) The Faculty Member should make use of PPT, Models etc., as teaching aids. The Faculty Member should encourage students asking doubts / questions.
- i) The Faculty Member should get the feedback from students and act / adjust the teaching appropriately.
- j) The Faculty Member should take care of academically backwards students and pay special attention to their needs in special classes.
- k) In problem oriented subject, regular tutorials have to be conducted. The Tutorial problems have to be handed over to the students at least in week in advance of actual class.
- l) The Faculty Member shall give all possible pattern (2 marks and 14 marks) questions of each unit to the students.
- m) The Faculty Member should interact with the class tutor or counselor and inform him / her about the habitual absentees, academically backward student, objectionable behavior etc.
- n) The Faculty Member should always aim for 100% pass results in his / her subjects and work accordingly.
- o) The Faculty member should regularly visit library and read the latest journals / magazines in his / her specialty and keep oneself abreast of latest advancements.
- p) The Faculty Member should make himself/ herself available for doubt clearance.

- q) The Faculty Member should motivate the students and bring out the creativity / originality in the students.

3.2.4 IN LABORATORY

- i) The Faculty Member going for laboratory class must perform the experiments personally and be satisfied with the results before asking the students to conduct the experiments.
- ii) Whenever possible, additional experiments to clarify or enlighten the students must be given.
- iii) The lab observations/records must be corrected then and there or at least by next class.
- iv) Allow the students inside the lab only on submission of the required records written up to date.
- v) To give crystal clear instructions.
- vi) To attest the readings of the experiment. To let the students know the percentage of error he/she commits for every experiment.
- vii) To sign the manual /rough record before the end of each practical class.
- viii) Faculty conducting practicals / projects shall be responsible for the respective labs during their practical hours.
- ix) Faculty shall follow the guidelines/instructions as prepared by the Lab in-charge. However, faculty can suggest changes in these matters with the consent of the HOD.
- x) In order to prevent theft, faculty members are advised to take the following action.
 - Before starting the practical's/projects, students shall be asked to check the PCs/equipment's etc. and report in case of any missing items/irregularity to the lab In-Charge.
 - As far as possible, allot the same PC to the same individual/same group of students (in case of projects).
 - Students shall not be permitted to carry bags into the labs.

- In case of any missing/damaged item, the matter shall be immediately reported to the Lab In-Charge

3.2.5 Student – Faculty Rapport

- i) The Faculty Member should have a good control of students.
- ii) As soon as the Faculty Member enters the class, He / She should take attendance by calling their Name. If anybody enters late, the student may be permitted to attend the class but marked absent. In case of repeaters or habitual late-comers the teacher should try to correct the student through personal counseling and if it does not bring any change the student must be directed to meet the class Tutor, HOD.
- iii) The Faculty Member should act with tact and deal with insubordination by students maturely.
- iv) The Faculty Member should be strict but not harsh. Never use harsh words, which would hurt the feeling of students.

4. DUTIES AND RESPONSIBILITIES OF CLASS TUTOR

Objective: To help students in their pursuit of knowledge and to maintain a close watch and build rapport with students and parents.

- a. To ensure that every student is well supported to fulfill his/her learning potential
- b. In order to monitor the progress and quality of students, appraise them and consult their parents.
- c. To encourage the students to learn beyond the syllabus contents.
- d. Give awareness to students about the rules of attendance (general), Industrial Visits, sports, leave etc.
- e. To maintain student discipline in the class as per the college policies.
- f. To keep track of students' attendance and to ascertain whether there is any correlation between their attendance and performance and if so, to what degree

- g. Address students' queries.
- h. Meeting the parents of students, especially defaulters.
- i. To inform the HOD about making alternative arrangement for lectures and practical's when a faculty is absent.
- j. To produce and update Department brochure for placement/consultancy and updating of information on college website pertaining to the Class.
- k. To lead an effective induction programme and value added course for student's in consultation with HOD.
- l. To produce the assessment plan for every semester well in advance
- m. To manage the production and dissemination of reports to students, parents, College Management, NBA, AICTE and other governing bodies from time to time
- n. Implement the actions based on the minutes of class committee meetings.
- o. Cooperate with the college discipline committee and management in matters affecting general discipline and workplace ethics.
- p. Arrange PTA meetings and all common functions of the college to represent the class.
- q. Take charge of any special projects assigned by the management from time to time.
- r. Make sure students of the department are regularly attending class and coming to the college in time in proper uniform.
- s. Make sure the academic targets in terms of university results and placement targets in terms of number of students placed are met.
- t. Be the academic leader of the designated class in the Department.
- u. To lead the development and maintenance of appropriate standards and quality assurance (including ISO) in the delivery of course materials, assignment and question paper setting and its valuation.
- v. To monitor the semester progress regularly based on approved semester and assessment plan

- w. To arrange industrial visits and guest lecturers for students to improve their learning experience in the consultation with HOD
- x. To encourage the students to participate in technical competitions conducted outside the college.
- y. To maintain the desired academic standards in the assignments and tests administered in the class
- z. Collect information regarding weaker students (in terms of academic and personal problems) from the subject teachers and arrange remedial classes, counseling sessions in consultation with the HOD.
 - Prepare a subject wise list of the final attendance (APC), practical and lectures together and make forwarded to Principal within 3 days of a semester closing in the prescribed format through HOD.
 - Update data regarding students' achievements in academics, sports, extracurricular activities etc.
 - Arrange class committee meetings as per norms.
 - Any other duty the HOD/ Chairman/ Principal/Administrator may assign.

4.1 Laboratory and workshop Objective

To help students analyse Evaluate & Create themselves through experiments, what they learn in the classroom

- a) To maintain the Dead Stock Register and Consumable Registers.
- b) To find out the requirements for consumables for the laboratory and procure the same, before the start of every term.
- c) To plan for the procurement of equipment for the coming term well in advance. This can be done by visits to other colleges, by contacting teachers who are teaching or have taught similar subjects in our college or other colleges, etc.
- d) To see that the infrastructure facilities in the labs are adequate so that each batch has ample opportunity to complete practical's satisfactorily.

- e) To organize the laboratory for oral and practical examinations.
- f) To hold those responsible for any breakage / loss etc. and recover costs.
- g) To ensure the cleanliness of the lab and switch off all equipment after use.
- h) Requisition of consumables shall be submitted to the HOD, who in turn shall verify the same and forward to the Principal for necessary action.
- i) The Lab. Assistants are required to assist the respective Lab in-Charge for smooth functioning of the laboratories.
- j) Lab Assistants and in charge shall be available for maintenance and care of resources/services of the institute
- k) All the Lab. Assistants, in coordination with the respective Lab In-Charge, are required to report matters, like maintenance/repairing, theft, damage etc. within the respective labs, to the HOD through faculty in charge of lab.
- l) Lab Assistants in coordination with Lab In-charge should display (i) List of Equipments/software with cost (ii) List of Experiments (iii) Lab Time Table (iv) Names of Lab In-charge / Lab Assistants etc. on the Lab Notice board.
- m) Any other duty as may be assigned by the faculty in charge of lab /HOD/Principal/Chairman /Administrator from time to time.

4.2. In order to prevent theft/damage, the Lab In-charge shall take the following action

- a. Lab In-charge and Lab Assistants are to report the matter in writing immediately to the HOD through faculty in charge as soon as they come to know about the missing/damaged item in their Lab. They also have the responsibility to find out/enquire about the missing/damaged item/article and suggest further action in order to compensate the loss as well as prevent recurrence of the same.
- b. Lab Assistants in turn shall note down the missing items in the respective Lab Register.

- c. If the students are responsible for the loss/missing item, then an amount equal to the two times the cost of the item plus the contingency charge as fine shall be levied from the concerned students. Students shall not be allowed to purchase and bring the item on their own, as compensation for the loss/missing item.

5. TEACHERS' SELF-EVALUATION FRAMEWORK

The AICTE continuously works for bringing qualitative development in all colleges. Teachers have a pivotal role in maintaining the academic and developmental standards in a college.

AICTE believes that most of us are self-motivated, committed, positive and progressive in outlook. Nevertheless, it is recommended that the teachers of affiliated college must also be able to undertake a process of self-evaluation to enable them to find gaps in their own learning/functioning so that they can embark on the path of self-development and need-based capacity building. For this purpose, a Teachers' Self-Evaluation Framework has been developed.

This framework is introspective in form, focussing towards self-improvement through truthful self-analysis. This framework will also help teachers in assessing their strengths and realizing the weaknesses or areas of improvement. It has seamlessly integrated experiential learning pedagogy at the relevant places.

Eighteen major aspects related to the daily lives of teachers have been selected for this self-evaluation framework.

These include: Communication Skills, Subject Competency, Professional Development Measures, Stakeholders' Satisfaction, Ethical standards, Gender Sensitivity etc. There may be duplication in some aspects within each

competency: this has been done with the specific objective that, on its own, and if read separately, each competency is complete in itself. All teachers must go through it for self-assessment for improving their competency in various aspects.

Communication Skills

This aspect assesses the competence in effective communication and enhanced exchange of ideas between the teacher and the students, fostering a healthy interpersonal relationship.

- Am I able to exchange thoughts and ideas confidently?
- Am I able to establish a connect by way of communication with the students?
- Am I adept at transferring information which is understood by the receiver?
- Am I able to augment the LSRW (Listening, Speaking, Reading and Writing) skills among the students for enhanced communication?
- Do I know the concept of Body Language?
- Am I able to apply syntactical, phonetic and semantic variations in classroom communication?
- Do I adopt the latest trends in written communication in the classroom?
- Do I apply the concept of Body Language in understanding student's behavior?
- Am I able to apply innovative experiments and the latest trends in LSRW?
- Am I able to conduct various activities related to communication skills?
- Can I match the Learning Outcomes of Languages with Communication Skills?
- Can I create examples for grammar, phonetics and semantics?
- Can I create resources that motivate students for improving their communication skills?
- Can I generate feedback mechanism for students for developing their communication skills?

Content/ Subject Matter/Academic Competence

This aspect assesses the acumen of the teacher in the subject, planning and awareness of processes, strategies and resources to facilitate effective student learning.

- Do I have a thorough understanding of the subject?
- Am I aware of the learning objectives and learning outcomes of the subject?
- Do I have clarity of key concepts and the thematic content of the topics to be covered?
- Do I know the latest developments in the subject?
- Am I able to adopt, adapt and apply content matter development practices?
- Do I have clear pedagogical plans for content analysis?
- Am I able to adopt an inter-disciplinary approach to content?
- Can I apply everyday experiences, innovative experiments and the latest developments in the subject?
- Can I use my knowledge to create the course content in interesting and diverse ways?
- Do I contribute in the creation of resources that ignite the love for learning?
- Do I create resources using student-centric approach?
- Do I create multi-disciplinary content resources?
- Do I create assignments that engage the students in hands-on learning?

Learning Environment Creation Competency

For assessing competency to develop and contribute to a positive and nurturing learning environment coupled with innovation and motivation to maximize active learning opportunities.

- Do I have clear ideas about a healthy and engaging learning environment?
- Do I have knowledge about various classroom settings- placement of desks and chairs to maximize class interaction?

- Do I have knowledge about age-appropriate display boards in the class?
- Can I perceive the pulse of the class?
- Am I able to connect with the students and encourage interaction by being available for them?
- Do I inspire, create enthusiasm and motivate the students to bring out the best in them?
- Do I assign challenging but achievable tasks to give students some control over their learning?
- Do I arouse the curiosity among students and help them explore through experiential learning?
- Can I instill confidence in every child and appreciate diversity?
- Am I able to develop interpersonal skills and an interactive classroom?
- Am I innovative and create / add something new to my teaching methodology from time to time?
- Do I encourage individual/pair/ group work to bring out the best in each student?

Professional Development Measures

This aspect will assess efforts taken by a teacher to stay updated and develop proficiency and pursuit in the path of self-improvement.

- Do I contribute to the exploration of new avenues to build up the skills?
- Am I open to innovations in teaching methodology?
- Do I learn from peers that should be done regularly –by class observation and interaction?
- Do I have Information about required skill development?
- Do I read books related to new pedagogical approaches?
- Am I a part of cluster schools where inter-school lesson observation and sharing of ideas can take place?
- Do I regularly and actively participate in the in-house training sessions?
- Do I explore innovative strategies for self-improvement?

- Do I attempt to achieve goals, follow 'SMART': Specific – Measurable – Attainable –Realistic –Time frame?
- Am I honest to myself and do a SWOT test?
- Do I create a professional development plan for myself by identifying specific career goals?
- Do I chart out a course of action – do I seek help from seniors?
- Do I create a flow chart of self-developments?

Digital Competency

This has been designed for understanding of current educational technology and its integration during instructional practices in order to maximize student learning.

- Do I have digital competency - at least a basic level?
- Do I keep abreast with the latest developments in the field of education technology?
- Do I have a working knowledge of MS Word, MS Excel, Powerpoint, etc. that will ease work?
- Do I manage time and enhance my knowledge base with the help of digital literacy?
- Do I use the internet for content development and research?
- Do I use interesting activities/ resources like power points etc. for students?
- Do I have a tool to measure the progress of the students in class by using data analysis?
- Do I have all data, like students' details, new CBSE initiatives etc., stored online?
- Do I have individual planning, monitoring and management of educational graph individually for every student?

Inclusion Measures

To know if the teacher demonstrates an ability to embrace and impart the appreciation of diversity, practicing inclusion in teaching practices and planning, thereby, counteracting prejudices.

- Do I have knowledge and appreciation for diversity and inclusion?
- Do I know how to connect with and engage with a variety of students?
- Do I know how to help students connect with course materials that are relevant to them?
- Do I have knowledge about how to manage the lessons through activities that support their learning, abilities, and backgrounds?
- Do I know strategies of inclusive/differentiated assessments?
- Do I provide learning opportunities that require all students to participate?
- Do I discuss and decide on the role of the tutor and learner with the students?
- Do I use more diverse modes of assessment with proficiency?
- Do I engage in shared planning and teaching?
- Do I encourage peer- to-peer instruction and leadership?
- Do I create an environment of confidence that encourages students to ask for support outside of the classroom?
- Do I frame proper timelines to manage work?
- Do I create flow chart/concept maps for conceptual understanding?
- Do I create channels of communication?
- Do I strategically plan innovative and creative activities for differentiated learners?

Gender Sensitivity

To assess if the teacher has a gender-sensitive outlook, equal academic and behavioral expectations from all learners, irrespective of their gender.

- Am I sensitive towards the issue, through relevant knowledge and skills?
- Do I take account of gender when planning activities?
- Do I have ample theoretical knowledge, practical skills?
- Am I aware of Child Rights?
- Do I know that gender sensitivity does not mean sensitivity towards one gender?
- Do I have bonding with the students to gauge their comfort level?
- Do I create an atmosphere of gender equality in the classroom?
- Do I encourage activities that address this issue and raise awareness and acceptance of the other gender?
- Do I discuss sensitive topics with the students and seek their ideas on how to resolve issues arising due to an insensitive approach?
- Do I encourage and appreciate a broad-minded and balanced approach?
- Do I contribute in the creation of quiz/role plays/activities to gauge the level of gender sensitivity in a classroom?
- Do I pick newspaper clippings of news items and seeking opinions from the students on this topic?
- Do I teach the students the values of gender equality and acceptance by using a variety of activities?

Ethics Sensitivity

To assess if the teacher demonstrates an ability to develop positivity and empathy among students to help them incorporate an ethical approach during decision making processes.

- Do I have an in-depth knowledge of child psychology and socially, legally, morally acceptable behavior?
- Do I have awareness and identification of diversity in the classroom?
- Do I have one on one interaction with the students to understand their level of sensitivity regarding ethics?

- Do I have periodic follow up of the emotional quotient of the students?
- Am I able to perceive and interpret any event/s in ways that lead to ethical action?
- Am I able to enhance awareness and encourage the culture of Ethics Sensitivity?
- Am I able to respond to the vulnerable students?
- Do I know how to respect the issues among the students and keep them confidential, sharing them only with the school counselor or likewise?
- Am I able to endorse ethical sensitivity as a type of everyday wisdom?
- Am I able to prevent any kind of bias?
- Am I able to create a team of students who act as Ethical Emissaries who are given the responsibility of the general welfare among peers?
- Do I organize open-ended discussions and seek solutions from the students to a given situation which involves ethical sensitivity - to visualize several alternative actions in response to that situation?

Research Competency

To assess the spirit of inquiry in a teacher, this competency explores and augments various pedagogical approaches and integrates the same in the teaching practices.

- Do I try to understand the importance of research work in the teaching profession?
- Am I able to identify areas for research in each subject?
- Do I have knowledge and access to resource material required for research?
- Do I maintain a broadminded and adaptable approach to explore new ideas?
- Am I able to distinguish between specific research and random research and have clarity about the learning outcome?
- Do I connect the ideas researched with the learning objectives?

- Is the insight gained through research extended to the students at an appropriate level?
- Do I encourage students to research on topics which form a part of their syllabus for comprehensive understanding?
- Do I help students gain knowledge of diversity, multi-cultural teaching strategies, and socio-cultural ethos?
- Do I motivate the students to use it as a tool for constructing knowledge and for expediting learning?
- Do I encourage students to create a research environment to inspire reading, writing, analyzing, and sharing valuable information?
- Do I help students' research to enhance their public awareness?
- Do I encourage students to create connections between various subjects over a common topic?

Assessment Strategies

This aspect will check the competency for the use of appropriate tools and indicators to assess the learners effectively and monitor their progress.

- Do I know various tools of Assessment?
- Do I have clarity about Learning Outcomes or competency- based learning?
- Do I understand the parameters of a good assessment strategy: Reliability, Validity, Standardization and Practicality?
- Do I know the difference between Assessment 'for', 'of' and 'As' learning?
- Can I connect learning Outcomes with the Assessment Strategies?
- Can I apply assessment strategies to know if a student has attained the intended competency?
- Do I maintain a correlation among teaching, learning outcomes and assessment?
- Do I apply Assessment tools for improving Learning Outcomes?

- Do I design assessments modules and programmes in terms of learning outcomes
- Do I create types of assessments that will provide evidence of learning?
- Do I have hands-on Assessment Strategies connected with real-life situations?
- Do I give concrete and 360-degree feedback to students?
- Do I use self-evaluation, peer evaluation and portfolio as assessment tools?

Pedagogical Competency

To check if the teacher demonstrates an understanding of the various pedagogical innovations, an ability to integrate the subject across the various content areas of the curriculum and collaborates with peers for improved instructional strategies in the classroom.

- Do I know about the purpose, philosophy, attitude and style of pedagogical competency required for my students?
- Am I able to deliver and maintain the quality of teaching?
- Do I have sound current/ latest knowledge within the subject?
- Do I have knowledge of student - learning and subject-based teaching and learning issues?
- Do I have knowledge of Research-based teaching?
- Am I able to apply this knowledge to transact the curriculum?
- Am I able to connect theoretical knowledge to practical aspects?
- Am I able to work under set rules and regulations with the aim of achieving targets and improving results?
- Do I contribute to and take part in the pedagogical discourse?
- Do I help in the creation of participatory learning activities?
- Do I help in the creation of personalized learning - to undertake educational tasks? (With personalized learning, individuals approach problems in their own way; grasp ideas at their own pace, and respond differently.)

- Do I help in the creation of a collaborative learning environment?
- Do I cultivate creativity and innovation by exposing the students to new approaches?
- Do I design relevant and real-world activities so that the students can connect with them?

Behavioural/ Critical Thinking/ Adaptability

This aspect will assess the teacher's aptitude to apply processes for critical thinking and problem-solving in order to consistently facilitate learners' collaborative, effective and independent thinking.

- Do I model my behavior as a good role model for students?
- Do I nurture critical thinking in all situations, including for the safety, security of the students?
- Am I able to critically analyze student-supervisor-parent behavior and reflect on it?
- Am I able to adapt to a given situation and be able to respond suitably?
- Do I have knowledge and clarity about the role of a teacher?
- Am I able to bring out the best in the students by leading by example?
- Am I able to incorporate flexible thinking towards teaching and learning?
- Am I able to help students to adapt to various surroundings and situations?
- Am I able to manage the behavior of the students by teaching them life skills?
- Do I help students to build interpersonal relations?
- Am I able to create a congenial ambience in the classroom?
- Do I help in the creation of cluster groups to manage behavior and accepting diversity?
- Do I help in creating critical situations and asking the students to handle them with insight and vision?

- Do I delegate my responsibility?
- Do I provide incentives for overall group performance, and use team-building activities that build identification with the group?

Promotion of Constitutional Values

To assess the capability of a teacher to inculcate an awareness and application of constitutional values among the learners and elicit the same during the teaching learning processes.

- Do I have awareness and respect for the constitutional values?
- Do I have knowledge of the constitutional values?
- Do I cultivate among students a sense of respect for each other?
- Do I ensure accountability, responsiveness and openness?
- Do I respond to people's needs and encourage community participation?
- Do I designate duties with objectivity and fairness-without any bias?
- Do I pick up current topics seeking opinions from students?
- Do I work for strengthening mechanisms to support integrity?

Stake Holders' Satisfaction

To assess if the teacher is responsible and co-operative in his/her behavior towards the management, parents, staff and students.

- Do I know about the needs of all stakeholders?
- Do I know about the rights of management, parents, staff and students?
- Do I know about the importance of keeping stakeholders engaged?
- Do I work in tandem with them?
- Do I take them into confidence?
- Do I create happy and satisfied stakeholders?
- Have I created channels of two-way communications with all stakeholders?

6. COMMUNICATING WITH PARENTS

Faculty should not summon parents to the Institute under any circumstances. Faculty should always in touch with Parents regarding progress of student. If anyone absent it is the responsibility of the faculty (Mentor) to communicate with parents. Parents shall be invited to the campus only on the recommendation of the College Discipline Committee/Heads of the Department/Principal.

Handwritten signature in red ink.

Handwritten signature in green ink.
PRINCIPAL
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