**Induction Handbook for New Faculty**

**Gaeddau College of Business Studies**

**Chhukha: Bhutan**

**(October, 2011)**

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1. **Introduction**

Management, Staff and students extend warm welcome to you as a new faculty member to Gaeddu College of Business Studies. Collectively, we look forward for the enrichment of our professional and personal experiences through unwavering commitment as faculty members at Gedu which in turn will be rewarding and fulfilling.

Gaeddu College of Business Studies is located approx. 45 km from the commercial and industrial hub of the western region i.e. Phunthsoling located in the south-west of Bhutan and approx. 123 km from the capital city Thimphu in the north where the national highway passes through the heart of the college. Gedu experiences moderate temperature with high humidity during summer but pleasant bright sunny days during spring and autumn seasons. Winter is cloudy and chill.

In accordance with the 98th National Assembly’s resolution, Gaeddu College of Business Studies was launched in July 2008 as an offshoot of Department of Commerce, Sherubtse College. The college resides on a gentle gradient in an area of 289 acres in the erstwhile Tala Hydropower Project Authority complex. The college was formally inaugurated by Her Majesty the Queen Mother Ashi Dorji Wangmo Wangchuk on 14th October 2008 since then the day is celebrated as the College Foundation Day.

The college currently offers two undergraduate programmes of BBA and B.Com. The college endeavours to launch MBA (Finance) and other undergraduate and post graduate courses in near future.

The first cohort of seventy four BBA students graduated in July 2010 with 100% employment within six months of their graduation.

# ROYAL UNIVERSITY OF BHUTAN

# CENTRE FOR UNIVERSITY LEARNING AND TEACHING

# Code of Practice for Learning and Teaching

Teaching and learning activities in all Colleges and Institutes of the University shall be governed by the following codes of practice for teaching staff as endorsed in 15th Academic Board :

1. ensure the publication and distribution to students of clear, accurate and timely information concerning relevant regulations, policies, procedures and expectations of modules, and on other matters affecting students’ studies;
2. develop students' knowledge, understandings, skills and attitudes as defined in the objectives of the university, program and modules, by providing them with teaching programs, program materials, activities and tasks appropriate to the development of these attributes;
3. provide students with opportunities to be involved in the structuring of their own learning experiences, and encourage them to take joint responsibility for their own learning;
4. take into account the prior knowledge, abilities and backgrounds of students in planning teaching activities;
5. assist students to learn from assessment tasks by providing them with timely and constructive feedback especially during the work of the module;
6. attend all classes as timetabled and where this is not possible to ensure that a colleague, competent in that area, will act as a substitute teacher;
7. be available to discuss learning, including assessment tasks, with students or to arrange for a fully briefed delegate to be available for that purpose or academically engage the students or make alternative appropriate arrangements in consultation with the Dean, AA and HoD;
8. encourage and enable students to evaluate their own and each other's work critically;
9. make time available for giving advice to and for supervising individual students;
10. strive for excellence in their teaching, and to seek and pay attention to feedback from students about the effectiveness and appropriateness of their teaching and of the quality of the modules in which they teach;
11. abide by the University's policies on occupational health and safety so that students study and lecturers work in a safe and healthy environment;
12. ensure that all students, regardless of their background or characteristics, have an equal opportunity to learn and to demonstrate that learning;
13. respect students' right to express views and opinions;
14. demonstrate concern for the welfare and progress of individual students; and
15. ensure that they are not engaged in assessing or supervising the work of students with whom they have a relationship which could give rise to undue advantage or disadvantage or make alternative arrangements if such a situation arises.

*Note:*

*[Infringement of responsibilities F, K and O are considered serious and may lead to disciplinary action.]*