

GUIDELINES TO FACULTIES


REGISTRAR
ICFAI FOUNDATION FOR HIGHER EDUCATION
(Deemed-to-be University establishes under section 3 of UGC Act 1956.)



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Guidelines to Teachers

Introduction

Teaching and Evaluation at ICFAI is an indivisible entity. While the teacher has the freedom to adopt his own style of teaching, it is his/her responsibility to carry out student's evaluation in a continuous manner, culminating in the award of a letter/non-letter grade for each course.

This document highlights certain operational requirements and practices in teaching and evaluation. The first section deals with the teaching aspect, emphasizing or how to improve the teaching skill and how to make the students interested in learning. The remaining sections are devoted to the operational aspects.

These guidelines are not to be construed as a replacement of the Academic Regulations and the Student Handbook, which must always be consulted by every teacher in discharging his/her responsibility of teaching and evaluation.

In ICFAI terminology, a subject of study is called a course, the teacher of a course is called an **Instructor**, and the leader of a team of instructors teaching a course is called the **Instructor-in-charge (I/c)**. In a teaching single-section course, the instructor is the instructor-in-charge of the course.

1. Teaching Practice

There are no two opinions to the fact that the teachers have to be **effective** in their classroom performance. However, it is difficult to prescribe a specific method or model for good teaching. Every good teacher has his own characteristic style of making his teaching effective. So, this write-up is obviously not meant to be prescription for good teaching. This is only a pointer to some ideas and norms evolved through the wide range of experience gathered over the years.

A teacher is one who has a **deep and clear understanding of his subject** coupled with a mastery of skills of communication. So, the first essential quality a teacher possesses is a thorough understanding of his subject. The second essential epithet that a teacher should have is the right attitude towards his students and his subject that set the tone of his total teaching activity. What is envisaged through this write-up is to present some of the salient features that make class room activity more attractive and more impressive and thereby more effective.

Teaching is partly an art and partly science. Art connotes innate traits which can become really fruitful only through careful nurturing and nourishing. Scientific features are those which can be cultivated by willful efforts. In fact, it is difficult to draw precise boundary between the artistic and scientific domains. Through constant practices and healthy peer group criticisms, these aspects for effective teaching can be developed. This is achieved through experience.

1.1 Planning & Preparation

For effective teaching, proper preparation and planning are inevitable. Scanning through a certain amount of material and making sure that one can go through it unobstructed is what is normally taken as preparation. But Planning & Preparation (PP) envisages certainly much more than that. In fact, PP is a vital and vivid intellectual exercise in the process of teaching.

Some of the steps of PP identified through the experience are mentioned below.

1. After a thorough scanning of the material for its understanding, it should be broken up into a few parts. A mental drill through these parts can ascertain the time that each part would take to be presented. Also, it gives an opportunity to see that the progression is in the logical order and is reaching the desired end smoothly.
2. During the above process, pick up the 'areas' which are to be emphasized or highlighted. Note them and brood over the techniques to be adopted to do that job.
3. Identify the words, phrases and the figures to be displayed, on the Black Board (BB). Draw the figures with utmost correctness, clarity and elegance.

4. Plan the questions to be asked and the plant them at the appropriate points on the scheme.
5. Think of a proper introduction as well as a natural winding up.

Actually speaking, the insight of the teacher to see in advance all the aspects of the class room performance in all its details and to make himself ready for them, is the Planning & Preparation. The time that is spent on this will always be rewarded in ample measure.

1.2 Oral Presentation

This is the most important component of the teaching process and a few helpful suggestions follow.

1. The voice must be loud, clear and audible to the whole audience.
2. The talk should be at a slightly slower speed than that of ordinary conversation, but too slow a speed can make it dragging. Clarity is of vital importance. Every word should be properly heard and understood. Important words and phrases, if articulated well, give a better effect.
3. Explanation is the crux of the oral presentation. The level of elaboration needed for the audience should be judged correctly by the teacher. The length and the strength of the explanations should be adjusted accordingly. Obviously this stems from the personal genius. Explanations must be clear, unambiguous and lucid.
4. The voice and talk must be forceful. A vibrant talk can catch the attention of the audience, whereas a 'lifeless' talk may be conducive to sleep. This is again a matter that is person specific.
5. A teacher should exhibit confidence through his performance. This comes from a proper understanding of the subject and thorough preparation.
6. There is an element of drama in the teaching. Talking and explanations can be augmented effectively by the body language in which facial expressions, movements of limbs, postures and articulations play an important role.
7. Modulations and repetitions can give added strength to the explanations.
8. As far as possible, use of natural conversational style is advisable. Affected speech and artificial style usually cause aversion.
9. Avoid certain mannerisms, such as the usage of 'OK', 'you see', 'then', 'now', etc. This is not only jarring, but also becomes a distraction in due course.
10. Always prepare a detailed note and keep it within the reach. A well-prepared teacher would seldom need to use it.

11. Adequate command of the language is needed for a smooth flow and correct expressions. But the language of a teacher should be simple and straight forward.
12. Occasional measures (if possible) to bring in lighter moments for the sake of relaxation is good. Again it depends on the resourcefulness of a teacher.

1.3 Black Board Display

Black Board (BB) Display is a simple but really versatile teaching aid. Explanations can become more vivid and easily understandable through its proper use. A visual display is always more impressionable than any verbal presentation.

1. BB display should always be legible and the more attractive it is, the greater is its effectiveness.
2. Letters must be clear, readable and big enough.
3. Divide the black board into few segments and the flow of the BB display should synchronize with the flow of material in the oral presentation.
4. Neat and orderly presentation must be ensured. Haphazard writing must be avoided. The elegance of BB is a sure indication of the elegance of the presentation.
5. Figures must be drawn big and neat, bringing out all necessary details. A shabby BB is a slur on the performance of the teacher.
6. Start with a clean BB. Try to retain what is displayed on the BB till the explanation is fully grasped by the audience. That means, a judicious and economic use of the BB is required. Before leaving the class, see that the BB is clean.
7. Aids other than the BB, such as OHP, LCD, Video Strips, Slide Projectors, Charts, Models etc., are useful additions.

But all these require added and meticulous planning and preparation. Judicious use of OHP, LCD, etc. in the class is desirable.

1.4 Interaction with the Audience

Teaching is not necessarily a one way traffic. Audience participation enhances the effectiveness very much. The following are helpful in the process.

1. Face the audience and make eye contact with all.
2. Adopt a posture that is not static. Even while talking and writing, contact with the audience should not be lost. In fact, the teacher should continuously scan the audience.

3. Avoid long writing and drawings on the BB at one stretch. Break-up into smaller units when such large chunks are to be presented. Build them up one judiciously cemented by talk.
4. Asking questions can have various objectives. It can be to make sure whether the audience is with the teacher. It can be to gauge the understanding and alertness of the audience. It can be for relevant recollections. Whatever be the purpose, plan these questions (if possible) in advance and plant them at the appropriate contexts. Asking the right questions is an art.
5. By creating appropriate situations, the teacher can get questions coming from the audience themselves. Try to repeat the questions received from the audience and then answer the same. Answers should be convincing and satisfying to the audience and particularly to the questioner.
6. The impression reflected through the faces of the audience is a reliable feedback for the teacher. The teacher must be alert enough to receive and record those impressions.
7. Teacher must be efficient and sensitive enough to detect those who are mentally not present in the class. If detected, bring them back.
8. Teacher should show real warmth and concern for the students.

These are some of the generalized observations drawn from actual experiences. To put them into use in specific situations is the genius of the teacher. One who thinks about them and makes sincere efforts to put them into practice is essentially a good teacher.

2. Course Handout

For successful operations if the internal and continuous evaluation scheme, it is necessary that the teachers share their teaching plan and assessment scheme with their students at the beginning of the semester. This is done a 'Course Handout' (See form IT/1).

As soon as a course is assigned to a teacher or a team of teachers, the instructor-in-charge, in consultation with his team, should take the necessary steps to prepare the details of the Course Handout which is to be distributed to all the students within the first week of the start of class work by the respective instructors.

For the preparation of course handout, the previous course handout of the course is sent to I/C to reference along with his teaching load for ensuring semester. There should be no major departure normally from the previous course handout. If such a departure is warranted, the prior approval of the Director, ICFAI must be sought. The handout is to be submitted to the concerned Principal, who in turn should ensure that the course plan is according to the course description given in Student Handbook and that it has not been diluted. If necessary, he should interact with the I/C. Final handout is to be prepared incorporating the suggestions, if any, made by the Director. In case of a course offered for the first time, the handout must be prepared according to the 'Guidelines' and submitted to the Director, who in due course will inform the I/C regarding its approval. The final course handout is to be produced in multiple copies and distributed to all the students in the class. Soft copy and hard copy of each course handout must be saved for future use.

Some of the items of the Course handout are elaborated below:

2.1 Text Books

Every course has prescribed textbook(s). These are also listed in the list of Textbooks. While the textbook is not to be repeated in the class verbatim, it has to be generally followed, so that the students can read it on their own and appreciate and understand the class work. Wherever a major departure from the text book is warranted, supplementary notes should be provided to the students. The instructor-in-charge may request for a change in text-book if required, by writing to the Director giving the reasons for change. This request will be reviewed by a committee where the instructor-in-charge will be invited. If approved, the list of textbooks will be amended accordingly.

2.2 Lecture-wise Programme

While the course descriptions are given in the student Handbook, various courses have become well-defined through the teaching process during the past several semesters. The previous course

handouts give detailed lecture-wise plan of the courses and these are to be generally adhered to. Previous course handouts must, therefore, be consulted in preparing the Lecture-wise programme. Departure, if any, should be of minor nature and no part of the course in any case should be of minor nature and no part of the course in any case should be left out. Lecture-wise programme as prepared and given to the students through the course handout is to be strictly adhered to, during the course of the semester.

2.3 Make-up Policy

Make-up is a unique feature of the Academic Regulations of ICFAI. It is to be stressed here that make-up applies to every component of evaluation on a case by case basis and not merely to tests and comprehensive examination. Therefore, it is incorrect to announce that no make-up will be given, say for quizzes

3. Multi-Section Operation

A large number of courses at ICFAI are multi-section in operation and many of these are interdisciplinary in nature. Some of the salient features of multi-section operation are enumerated below.

1. The entire team must be involved in all aspects of the course. It is only through mutual trust amongst all members of the team that the combined wisdom of the team will be brought to bear upon the teaching, examination and other aspects of the course.
2. The I/C in consultation with his team should schedule the hour for weekly course meetings and communicate the same to the Principal in the beginning of the semester. These meetings should be held regularly and the I/C must insist all the members to attend the same.
3. Apart from the discussion on examinations, seating arrangement and other mundane details of the course, it is imperative that the meetings are utilized to discuss the pedagogical aspects of teaching; in particular how the important concepts of the course are to be presented in the class room, where to lay more stress and what material to cover speedily. This, of course, does not mean that a teacher is not free to adopt his own style of teaching. However, it is the responsibility of the team to ensure that the variation in the level of teaching in different sections is maintained within narrow limits.
4. The question papers, its solutions and detailed break-up of marks for tests/quizzes and other examinations are to be prepared by the entire team and thoroughly discussed at a meeting well ahead of the examination date. Further, for all examinations, two question papers should be simultaneously prepared, out of which one can be selected at random for the main examination and the other for the make-up.
5. To ensure uniformity in marking, a given question must be marked by the same instructor for all the students registered in the course.
6. To speed up checking work in multi-section courses, a good number of instructors should be involved in the process of checking answer books of each individual test/quiz/examination.

4. Evaluation

The various components of evaluation should be judiciously and evenly spread out during the semester and should aim to draw out response from the students in regard to various attributes, like spontaneous recall, ability to apply known concepts, capacity to work on his own, competence in conceptualized arguments, ability to face unknown situations, etc. The end-semester component must include whole course.

4.1 Quizzes

A quiz is an important form of examination which gives information about a student's alertness to immediately recall and apply fundamental principles to simple situations devised by the teacher for this purpose. It expects short and quick responses. By virtue of this, a quiz gives information about a student, which is complimentary to that given by a 50 minute test. A number of tests and quizzes are, therefore, a powerful combination for gauging the progress of a course and the students who are taking it.

4.2 Comprehensive Examination

As laid down in the Academic Regulations, the comprehensive examination is conducted at the end semester and is comprehensive enough to include the whole course. It serves the purpose of judging the student's capability to integrate and inter-link various fundamental principles and application aspects of the course. Naturally, the design of such an examination differs from that of a 50 minute test or a quiz.

Further, to examine the students comprehensively, a variety of problems must be included in the question paper and sufficient time must be included in the question paper and sufficient time must be allowed for the thinking process to take place at a reasonable pace. Therefore, it has become a normal practice to hold comprehensive examination of 3 hours duration in each of the courses. Any departure from this practice must be discussed with the Director and prior approval sought.

4.3 Setting of Question Papers

1. Every time a test or quiz is prepared, it is helpful to set two question papers simultaneously, one to be selected at random for the main examination and the other for the make-up examination. The answers to the questions, the distribution of marks to the questions and their further break-up must be simultaneously prepared to ensure that the right amount of time and marks, proportional to the effort have been allotted to each question.
2. The instructor-in-charge must be adhere to the weightage for each component of evaluation already announced to the class through the course handout. If there is a compelling reason to modify the scheme during the course of the semester, the matter should be discussed beforehand with the Director and his approval sought.
3. The question papers should be well spread over the course for the test/examination. Too heavy or too little weightage on certain topics should be avoided. It is pedagogically unsound to set very long questions with highly interdependent parts, wherein if the student is unable to answer the first part, he just cannot attempt the later parts. It is an equally unsound practice to set too few questions in an examination.

4. Objective type question paper, when employed, should preferably be of multiple choice type with one unambiguous unique answer for each question. True/false type objective questions should be made an open-book type.
5. Questions requiring memorization of lengthy formulae should be avoided. Such formulae if necessary should be provided in the question paper itself or such an examination should be made an open-book type.
6. Marks allotted to each question in a test/quiz/comprehensive examination must be specified in the question paper.
7. **All the instructors of a course must participate in setting up of all the question papers.** Instructors of each ICFAI centre should set a full question paper and send it together with a complete solution and scheme of evaluation to the Co-ordinating I/C of the course who, in turn, from all these question papers, would prepare two sets of question papers, one set for the main examination and the other set for the make-up examination. The final version of the question paper is sent to all the centres for conducting the examination.

4.4 Procedure for Making and Returning the Answer Books

1. Before making the answer books, a detailed break-up of marks allotted to various parts and steps in the questions should be prepared in case of derivations and numerical questions, the evaluation should not be done by merely looking at the final answers.
2. In the class immediately following a test/quiz, every instructor should discuss with his students the answers to the questions and break-up of marks, so that when the marked answer books are distributed, the students can see for themselves whether their answers are correct and if not, what is wrong with them? An abstract of answers and break-up of marks should be displayed on the appropriate notice board. A copy of the same is to be submitted to the Director, ICFAI HQ along with the question paper sets.
3. Answer books of tests and quizzes are to be **evaluated and returned to the students within a week** of holding of the examination. Delay in the returning answer books defeats the very purpose of continual assessment. In no case should the answer books be given to anybody other than the concerned student.
4. **Class average, highest and lowest marks** obtained in each test/quiz must be announced in the class while distributing the marked answer books, so that the students can gauge their relative performance.
5. Upon distribution of marked answer books in the class, if any student wants to get a particular question rechecked, his answer book must be immediately collected for this purpose.
6. The instructor on the first day of distribution of marked answer books in the class, should announce that they would also be distributed in the next class and during the chamber consultation hour following the second distribution. They should also accept the request for recheck at these distributions. Answer books should not be accepted for recheck once they are taken out of the class room or faculty chamber.
7. **The corrected answer books of the comprehensive examination should be shown and returned to the students within 72 hours.** Notice to this effect, giving the date, time, place etc. at which the student can see their marked answer books should be displayed on the appropriate notice board (See Form:IT/3). If answer books could not be

shown to the students due to the non-availability of the entire class at the end of the semester or due to the non-availability of the entire class at the end of the semester or due to the evaluation being done out-station, then they can be shown within fifteen days of the start of the next semester.

5. Production of Question Papers

1. The top format of all question papers of test, quiz and comprehensive examination should be as given below:

THE ICFAI _____
I/II Semester, 20__-20__
Test/Quiz No. _____/Comprehensive Examination
Course No. _____ Course Title _____
Date _____ Time _____ Max marks _____

2. If the maximum marks of a component of evaluation have to be converted by some factor to the weightage mentioned in the handout, it should be indicated on the question paper itself.
3. Figures in the question paper should be neatly drawn and properly numbered. A good numbering scheme is to number these as Fig. Q.4.1, which pertains to the first figure of Question 4.
4. The question paper must be neatly written/word-processed personally by one of the instructors.
5. Question papers must be printed on both sides of the paper with at least 2.5 cm. margin on both the left hand side and the right hand side of each page. This is necessary for the purpose of binding the complete set of the question papers of each course to be placed in the library. Further, question paper should be printed only on A4 size, irrespective of the length of the question paper.
6. The printing of the question papers must be done in the presence of at least one of the instructors of the course. All question paper materials including the stencils/paper masters, carbons and waste papers etc. must be collected and kept inside envelopes before the instructor leaves the Xeroxing room.
7. **Question papers and other material related to it must be placed under lock and key till the test is conducted and evaluated.**
8. If the question paper is word-processed, the instructor must ensure that it is erased from the hard disc.
9. In no case the question paper (even of short quizzes) should be written on the blackboard.
10. Instructors-in-charge are required to submit 5 copies of the question papers for all tests/quizzes and comprehensive examination, including make-ups, at the end of the semester to the concerned Principal (See Form:IT/4). Therefore, all question papers irrespective of the number of student must be produced in sufficient members. The question paper sets arranged chronologically with a cover sheet on top of one of the sets giving course particulars are to be submitted to the office of the Principal within 5days of the comprehensive examination.

6. Conduct of Examination

6.1 General Instruction

1. In respect of each test/quiz, the date, timings, place and seating arrangement (as per schedule provided in the timetable) should be announced by the instructor-in-charge one week ahead of the date of the examination. These notices are to be put up on the Notice Board specified in the handout (See Form: IT/5).
2. The instructor-in-charge should arrange to prepare the seating plan (as per the space allotted to the course) and the students should be seated accordingly during the examination. In respect of any student showing up late for an examination, the invigilators on the spot may take a suitable decision.
3. Invigilation duties for tests, quizzes and comprehensive examination will be assigned to the staff members by the Principal/ his nominee.

In multi-section courses, the instructor-in-charge will be an invigilator in addition to the required number of invigilators. He should take rounds of all the examination halls to ensure smooth operation and conduct of examination.

4. Stationary for examinations is to be drawn from the office. The invigilators will not permit any student to bring cell phones, eatables, etc., or to smoke inside the examination hall.
5. The invigilators will not permit any student to bring cell phones, eatables, etc., or to smoke inside the examination hall.
6. The following must be observed during invigilation: The invigilators
 - (a) Should be vigilant during the examination and should not engage themselves in any distractive activities and should not leave the examination hall for inordinately long periods of time.
 - (b) Should check the identify of each student by his/her indentify cord, while taking the signature for attendance on the prescribed form.
 - (c) Should not sit on the chair kept at the ground level.
 - (d) Should keep moving most of the time.
 - (e) Should keep only one door open for exit towards the end of the exam. Further, at least one of the invigilators should be present at the exit, so that no student leaves the room without submitting the answer book.
 - (f) Should check the Name, ID., Section No., and Name of the instructor on the cover page of the answer book (s) before the student leaves the hall.

6.2 Reporting Cases of Use of Unfair Means

Prevention is the best remedy and the invigilators should use all possible means to preven the use of unfair means in all examinations.

As soon as an unfair means case is discovered, the answer book(s) of the concerned student should be collected and he be given a new answer book for writing the subsequent answers.

Further, **his statement in writing should be taken** as soon as he/she wants to leave the examination hall. Care should be taken not to disturb other students of the class during the examination. All interaction should be done after the examination.

Student's statement along with (i) question paper, (ii) all answer books used, (iii) statement of invigilators and (iv) statement of the instructor-in-charge should be submitted by the instructor-in-charge personally to the Principal for reporting the case to the Examination Committee.

If the decision on the unfair means case reported is pending till the course grades are to be reported, the instructor-in-charge will be authorized by the Principal to report "Grade Awaited" (GA) for the student as per the Academic Regulations.

7. Record Keeping

7.1 Attendance Record

While it is the responsibility of the student to be in regular attendance, it is the responsibility at every teacher to maintain proper record of attendance of his/her class. This record is to maintained by each instructor in the attendance register. As per the Academic Regulations, the students having less than 75% of attendance in any course will not be allowed to write the examinations of that course and this should be duly announced (See Form: IT/6). Attendance in Laboratory course, whether independent or part of a theory course, must be counted independent of the theory course. Normally students are expected to have 100% attendance in a laboratory course.

7.2 Record of Marks and Answer books

While it is expected that the instructor-in-charge and instructors are taking due care of safe custody of answer books and marks record, their attention is focused on the following precautions and procedures which should be followed in the process of collection, checking, distribution of answer books and preparation and maintenance of marks record.

1. For every test/quiz and other form of evaluation, a record of attendance should be maintained on the prescribed format (See For: IT/7). The number of students in the hall should be counted and tallied with the attendance record. Immediately upon collection of the answer books, the invigilators in the hall/room should tally the total number of answer books with the attendance record. In case the attendance record cannot be reconciled with the total number of answer books with the attendance record. In case the attendance record cannot be reconciled with the total number of answer books even after the Instructor-in-charge has made every effort in the matter, the same should be brought to the notice of the Principal and appropriate action taken.
2. Just after the examination, the invigilators should handover the answer books along with the attendance record to the instructor-in-charge in his office, who should check the answer books received against the attendance record in the presence of invigilators. This attendance record is to be properly maintained by the instructor-in-charge.
3. During the process of checking the answer books, special care is to be exercised by all concerned for the safe custody of the same. The answer books should be kept under lock and key and should not be lying around in the instructor's office.
4. During the process of rotation of answer books for checking purposes, care should be taken to see that these are counted while being handed over and received.
5. The **record of marks** is to be maintained **in duplicate** in all multi-section courses. The instructor-in-charge will maintain the marks records of all the students of the course on the Merged list or Master List, while every instructor will maintain marks record of his section on the respective Section-wise List (See Form: IT/8). These computer printouts will be provided to the instructor-in-charge. **All corrections in the records must be duly** initialed.
6. At the end of the semester every course instructor will return marks record of his section to the instructor-in-charge will have the complete record of marks in duplicate. The complete records of marks in duplicate. The complete records of marks should be preserved for at least two semesters by I/C.

7. **Marked answer books should be initialed on the top by the instructors awarding marks. These should be distributed to the students only after the evaluation is over and the marks are entered in the instructor's record as well as in the Master List.** Similarly, the change in marks due to recheck must also be entered in both the lists before returning the answer book to the student.
8. In case the answer books of the comprehensive examination are not returned to the students before they leave for vacation, the same should be preserved and returned within two weeks of the start of the next semester.

7.3 Weekly Progress Report

At the end of every week, the instructors should submit to the Principal, the weekly progress report regarding the classes/tests held, distribution of marked answer sheets and the attendance of the students (See Form: IT/9).

8. Grading

8.1 Grading Procedure

In all courses other than those specified in the Academic Regulations, **letter grades** A to E are awarded at the end of semester. The Academic Regulations also give the qualitative meaning of these grades and their grade point values. Sometimes the **Reports** specified in the Academic Regulations also emerge. The present document does not attempt to and the underlying philosophy of grading. It only presents the mechanical steps that the instructor-in-charge and the team to take intelligently to arrive at the final grades in the e from the raw numerical marks.

1. Numerical marks obtained by the students in all tests, quizzes and other components of evaluation including comprehensive examination, are added to obtain the total marks secured by each student. Fractional marks, in any, should be rounded off only after the final totaling and not for the marks of individual items. While rounding off the final total, the fraction should be rounded off to the next higher integer irrespective of whether it is less or greater than or equal to 0.5.
2. It is a recommended practice to announce the pre-comprehensive totals, so that the students can verify these with their own records. This procedure helps to remove any totaling or recording errors at this stage.
3. The overall class average is then calculated. The highest and the lowest marks obtained are also recorded.
4. The total marks obtained by the students are then transferred on to a histogram (or a descending-order list), where one axis represents the number of students obtaining a particular numerical score, while the other axis represents ordered numerical scores. The average score of the class is prominently indicated on the histogram.
5. The next step in the process of the grading is the most crucial one wherein the I/C or the team of instructors have to take the qualitative decision regarding the border lines between the various grades. A detailed examination of the profile of the histogram (or descending-order list), in particular the gaps and dips between clusters of points (students) in the histogram, greatly aids the instructors in drawing the border lines between grades. It is logical to first identify the clusters corresponding to A and E grades, which separate out respectively the excellent students and those who are judged as merely exposed to the course. The remaining grades are then identified in the context of the overall class average and histogram (or descending order list) profile. In a large class, the average will lie somewhere in the C band. However, there is not hard and fast rule that it must be so. For a class of good quality students, the average could as well be in B grade. It must be reminded here that grading is a relative process maintaining certain absolute standard (depending upon the standard of question papers, quality of students, previous grading etc.,). Therefore, no preconceived notion should exist about the border lines between grades at the beginning of the grading process.
6. Once the dividing lines between various grades have been drawn, these are converted into a table giving the range of marks corresponding to each grade. The table aids in converting final scores of the students into letter grades.
7. The dividing lines between various grades reflect the sharp difference in the quality of performance between the students on either side of the dividing line. Therefore, the team of

instructors must carefully review the cases of the students around the border lines to ensure that these have been awarded the right grades. Some of the factors that need to be considered in this review are: class room participation, regularity in work, performance trend in tests, quizzes and comprehensive examination, and the most important being the instructor's personal knowledge of student's strengths and weaknesses. If any student, by virtue of being a border line case is awarded the next higher grade, it should be so recorded against his name in the marks record along with the justification. In case any team of instructors announces through the course handout a rigid linkage between class attendance and review of border line cases, they should make sure that the working of such a policy is completely unambiguous. Further, all the instructors of the team must maintain a meticulous record of attendance and the attendance registers at the end of the semester must be under handed over to the instructor-in-charge as part of marks record.

8. (a) Before reporting 'NC' to any student, the Academic Regulations should be consulted.
 (b) Before reporting 'I' for any student, the Academic Regulations should be consulted:
 (c) The 'W', 'DP' and 'RC' reporting should be given only for the students for whom there are written instruction from the Principal. The Principal will send periodic notices to the instruction-in-charge giving names of students to be so reported.
9. **The grading has to be completed and the grades handed over** to the Students' Record Office **within 5 days of the comprehensive examination.**
10. The course grades are to be entered on the computer printout called 'Final Course List for Grade Entry' along with the grade analysis. Herein the Mean Grade Point Value (MGPV) of the course is also to be reported.

$$MGPV = \frac{N_a G_a + N_b G_b + N_c G_c + N_d G_d + N_e G_e}{N_a + N_b + N_c + N_d + N_e}$$

Where N_a, N_b, N_c, N_d, N_e , denote the number of students awarded A, B, C, D and E Grades respectively and G_a, G_b, G_c, G_d, G_e denotes grade points of the letter grades A, B, C, D, E respectively, with $G_a = 10$, $G_b = 8$, $G_c = 6$, $G_d = 4$, $G_e = 2$. **The reports are NOT to be included in the computation of MGPV.**

Example:

I number of students registered = 306

Des:

No of A grades = N_a = 42

No of B grades = N_b = 65

No of C grades = N_c = 138

No of D grades = N_d = 35

No of E grades = N_e = 19

Total 299

Reports:

Number of I = 2

Number of NC = 1

Number of W = 2

Number of RC = 2

Number of DP = 0

$$MGPV = \frac{42 \times 10 + 65 \times 8 + 138 \times 6 + 35 \times 4 + 19 \times 2}{42 + 65 + 138 + 35 + 19}$$

$$\frac{1946}{299} = 6.51$$

8.2 Reports

- i. I (Incomplete) report can be reported for a student in course, if the student has not completed some evaluation component and has been granted additional time to complete the same.
- ii. NC (Not Cleared) report can be reported for a student if he does not give the instructor adequate opportunity to evaluate him by absenting himself from various components of evaluations. In particular, if a student does not appear in the comprehensive examination, he is awarded NC.
- iii. Reports like **W (Withdrawn)**, **RC (Registration Cancelled)**, **DP (Discontinued from the Program)** are **NOT to be decided by the instructor**. These reports are generated administratively by the concerned Principal and communicated to the instructors for implementation.

8.3 Mid-Semester Grading

An exercise of grading on the lines similar to the final grading is to be carried out during the middle of the semester normally of the semester normally after the completion of two test. In case the instructor discovers during the mid-semester grading that the test so far have not been sufficiently informative and he has difficulties in visualising the border lines between grades, he should suitable devise the later test so as to serve as better instruments for distinguishing between the students. After completing the interim grading, the range of marks for various grades should be announced in time through the prescribed format (See Form: IT/10).

9. Short Time Absence

If an instructor has to be absent from his class, it is expected that he makes up by extra classes. The arrangement for such extra classes should be announced to the students through notice and a copy of the same should be attached with the leave application. If he has invigilation thity during this period, he must arrange a substitute for the same and apprise of the arrangement made to the Principal and I/C of the course in writing.

Note: The forms referred to in the text are presented on the following pages.

Course Handout

_____ Semester: 20____ - 20____
(First/Second)

Course No: _____ Course Title: _____
(L P U)

1. Instructor-in-charge :

_____ Campus Instructor(s)
(City)

2. Scope & Objective of the Course :
(This is not meant to be the course description)

3. a. Text Book(s) :
b. Reference Book(s) :

(While listing the text book(s) the Instructor-in-charge should ensure that these are approved)

4. Evaluation Scheme:

Lecture Nos.	Learning Objectives	Topics to be covered	Reference (Chapter/Sec./Page Nos. of Text/Ref.Books)

- I. For this purpose the total coverage should be divided into fair amount of detail and not merely lumped into a few large chunks of lectures.
- II. State total number of lectures. The expected number of lectures for a three until course in a semester is 40/45.

5. Evaluation Scheme:

{Details of all Tests (including Mid-sem & End-Sem), Quizzes, Assignments, Projects, Seminars, Laboratory, etc., should be given along with the weightages for the assessment of these items):

Component	Duration (hr/min)	Weightage (%)	Date	Remarks

6. Chamber Consultation Hour :
(*To be mentioned for all the instructors of the team*)

7. Make-up Policy :

8. General :

Date:_____

Name of the I/c

Note: All the nothings in italics are not to appear in the Course handouts.

I/II Semester: 20____-20____

Announcement of Test No._____/Quiz No._____(Make-up)

Course No:_____ Course Title:_____ Name of I/C:_____

Day:_____ Date:_____ Time:_____

Seating Arrangement:

Course/Remarks, if any:

CC to Co-ordinator, EPC

Signature of the I/C

Please remove this note on:

I/II Semester: 20____-20____

Distribution of Comprehensive Answer Books

Course No:_____ Course Title:_____ Date of Examination:_____

The students can see their marked comprehensive examination answer books of the above referred course as per the programme given below:-

Day	Date	Time		Place	ID No.
		From	To		

CC to Co-ordinator, EPC

Signature of the I/C

Please remove this note on:

I/II Semester: 20____-20____

(To be submitted to the Principal)
Cover Sheet for Question Paper/Solution Set

Dated:_____

Course No:_____ Course Title:_____ Name of I/C:_____

Component	Regular (Number)	Make-up(Number)	Total(Weightage)
Tests	_____	_____	_____
Quizzes	_____	_____	_____
Surprise Quizzes	_____	_____	_____
Laboratory	_____	_____	_____
Other Components (Specify)	_____	_____	_____
Comprehensive Examination	_____	_____	_____
Total	_____	_____	_____

Signature of the I/C

I/II Semester: 20____-20____

Announcement of Test No._____/Quiz No._____

Course No:_____ Course Title:_____ Name of I/C:_____

Day:_____ Date:_____ Time:_____

Seating Arrangement:

Course/Remarks, if any:

CC to Co-ordinator, EPC

Signature of the I/C

Please remove this note on:

I/II Semester: 20____-20____

Shortage of Attendance

Course No:_____ Course Title:_____ Name of I/C:_____

The Following students are not allowed to appear in Test_____

Sl.No	Enrol.No	Name of the Student

CC to Co-ordinator, EPC

Signature of the I/C

Please remove this note on:

I/II Semester: 20____-20____

(To be submitted to the I/C)

Record of attendance

_____ Test / Quiz/ Comprehensive Examination

Course No: _____

Course Title: _____

Date: _____

Name of I/C: _____

Invigilators (Name in full): 1. _____ 2. _____

3. _____ 4. _____

Sl.No	Enrol.No	Name	Signature	Section, No.or Instructor's Name

Signature of the Invigilator

Course No: _____ Course Title: _____ Instructor: _____ Section _____

[illegible]

(Signature of the Instructor)

I/II Semester: 20____-20____

Weekly Progress Report for the Week ended ____/____/20____

Name of the Faculty

1. Sessions held during the Week:

Sl.No	Course No.	Course Title	Sec.No	No.of Students	Sessions Scheduled		Sessions Conducted	
					This Week	Cumulative	This Week	Cumulative

2. Sessions Cancelled/Rescheduled during the week:

Sl.No	Course No.	Sec.No	Sessions Cancelled / Rescheduled with reasons	Rescheduled in	
				Date	Time

3. Number of students with less than 75% attendance:

Sl.No	Course No	Sec.No	Up to last weekend	Up to this weekend

4. Details of Evaluation Components (including make-up):

Sl. No	Course No.	Evaluation Component & dates		Weightage (%) & Max. Marks	No. of Students Absent	Marked Scripts returned (Date)	Marks Obtained Avg./Max./Min	Remarks*
		Scheduled	Held					

*Reasons for re-scheduling of evaluation component if any, vis-à-vis course handout should be mentioned in remarks column.

Date:

Signature of Faculty Member
Name

I/II Semester: 20____-20____

Mid-Semester Grades ____/____/20____

Course No: _____ Course Title: _____ Name of I/C: _____

Grade**Range of Marks****A****B****C****D****E**

Weightage included

Components: 1.
2.
3.
4.

Class Average:

Highest Marks:

Lowest Marks:

CC to Co-ordinator, EPC

Signature of the I/C

Please remove this note on:

S. Vinayalaxmi
REGISTRAR
ICFAI FOUNDATION FOR HIGHER EDUCATION
(Deemed-to-be-University establishes under section 3 of UGC Act 1956.)

