

FACULTY
PERFORMANCE
MANAGEMENT
SYSTEM
[FPMS]

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Faculty Performance Management System [FPMS]

1.0.Preamble:

1.1.Faculty members are central to the sustenance and success of a business school. Hence faculty performance becomes a critical issue in the performance of a business school.

1.2.There are four major *performance-areas* for a faculty member: *Teaching, Research, Industry Interaction and Institution Building*. The former two are the *core functions* and the latter two are the *support functions*.

1.3.Inclinations, capabilities and aspirations of each faculty member will be different; just as the requirements and expectations of the institution from each faculty member will be different. Hence it is necessary to match competence of each faculty member vis-à-vis the institutional requirements in working out the performance plan for each faculty member for each year.

1.4.Each faculty member need to undertake a minimum level of work-load for each year from among the various activities permissible and feasible within the institutional framework. In order to ensure that the minimum work-load is fulfilled there must be a *system of metrics* to evaluate the relevance of each of the activities in terms of efforts involved, responsibilities undertaken, intellectual content, long term impact on the faculty as well as on the institution and similar other aspects.

1.5.There is also need for a *system of equivalence* among the various activities. The system of metrics together with the system of equivalence would enable assessment of the work of each faculty member.

1.6.Performance evaluation of a faculty member would envisage assessment of the quantum of work and also the quality of the work he/she has delivered.

1.7.Given this context, development of an effective FPMS would involve two basic dimensions: [1] defining a system of metrics and a system of equivalence to plan, regulate and assess the quantum of contribution from a faculty and [2] development of a set of parameters and indices to guide, nurture and measure the quality of delivery.

2.0. Objectives of the FPMS

The FPMS as designed and outlined in the following paragraphs has the following **Key Objectives**

- a. **To capture all the critical activities** that a faculty member is required to perform
- b. **To quantify** the contribution of faculty in each activity through value-points
- c. To capture the **degrees of difficulty** in performing the tasks/assignments in terms of structural and contextual factors
- d. **To assess the quality of delivery/performance** in terms of performance parameters, assign quality-gradations and
- e. **To incorporate them into the overall performance evaluation**

3.0.Overview of the Faculty Performance Management System

A schematic representation of the FPMS is shown below. There are three critical stages in the FPMS:

3.1. Stage-1: Definitions: This is the stage in which the Key Performance Areas and their subsystems are clearly defined. The definitions will also include the key attributes and parameters of performance which are to be measured.

3.2. Stage-2: Planning: In this stage every faculty member tries to identify his areas of interest and chooses a set of activities for the year to maximize his/her aspirations of growth and development. These choices are compared with the expectations, interests and priorities of the institution in a detailed dialogue with the Center Head; on this basis a final assignment of activities are made. The planning would envisage describing the assignments in quantitative and qualitative terms. The Planning Stage happens at the beginning of every year.

3.3. Stage-3: Evaluation: This stage happens towards the close of the academic year and attempts to capture the effectiveness of the assignments in terms of their fulfillment of the laid down objectives. For the purpose of evaluation it is necessary to segregate the quantitative aspects and qualitative aspects separately. After assessing the two aspects of each component of performance separately, they are combined to arrive at the composite performance of the individual faculty member. This would be the basis of deciding on the rewards for the faculty member for that year. The rewards system also needs to be described separately.

4.0. Stage-1: Definitions:

System of Metrics, System of Equivalence

4.1. Creating a system of metrics envisages quantification of each activity that a faculty member is expected to undertake. The process of quantification must consider the physical and managerial efforts, intellectual inputs and content, the criticality of the activity in the institutional context, and other related aspects. Based on such an assessment, each activity can be assigned certain *value-points*. It is necessary to list all the activities a faculty member is likely to undertake and assign *value-points* to each. That would make the *system of metrics*.

4.2. What shall be the criteria for assigning value-points? More specifically: What shall be the value-points for teaching a course? What shall be the value-points for publishing a research paper? The two activities are slightly different. In order to resolve such situations it is necessary to create a guideline that enables assignment of value-points for each activity. A basic principle for this purpose is suggested below:

4.3. If a faculty member with normal capabilities undertakes only one specific activity for the whole academic year how much of that activity can he/she undertake? Define this as the normal expectations from a faculty member on this activity and assign 100 value-points to the volume so identified. Based on this we can define the value-points for one unit of that activity.

4.4. How do we decide as to the volume of output from a faculty member engaged in only one activity during year? This must be based on the collective wisdom and experience of senior academicians. The figures so arrived should not be considered sacrosanct and permanent. Each such figure shall be treated as constant with respect to time and space; they are subject to review at periodic intervals. Illustration: As per a guideline issued in 1998 by Dr V Panduranga Rao, Director, IBS, a faculty member is expected to teach 8 courses in a year. If 8 courses in a year is treated as a normal expectation from a faculty member in a year, engaged only in teaching, valued at 100 value-points, then we may stipulate that each such course would have value-points of 12.5.

4.5. Looking at the Key Performance Areas of a faculty member, [namely Teaching, Research & Publications, Industry Interaction and Institutional Building], he/she is most likely to be engaged in a portfolio of activities in any year. Hence it is necessary to have a *System of Equivalence* among the various activities. This will enable a faculty member select a set of activities such that the total value-points of the portfolio aggregate to 100. The System of Equivalence will also be based on the collective wisdom and experience of senior academicians; this system will also be constant with respect to time and space.

The system of equivalence will support and consolidate the system of metrics to make the FPMS robust.

4.6. Based on our existing norms, knowledge and experience an attempt has been made to create a table that lists all activities that a faculty member is involved in. Value-points are assigned to each of the activities and explanation/basis for each is also recorded. The result is shown in Annexure-II. As we progress and grow it may be necessary to include newer activities; similarly it may be necessary to review and revise the norms of the existing activities. So it is desirable to institute a periodical review of the FPMS once in 3 years.

5.0. Stage-2: Planning:
Concept of Work-Load, Concept of Quantification.

5.1. The contributions of a faculty member are predominantly intangible and hence not easy to quantify. However it is necessary to attempt to define and measure the contributions in the interest of ensuring minimum output levels, in nurturing quality standards and in creating standards for rewards. With the system of metrics and the system of equivalence in place it is possible to specify the work-load of a faculty member in terms of value-points. Normal work load can be defined at 100 value-points in any combination of the various activities. A faculty member while planning his activities for the year must endeavor to achieve minimum of 100 value-points.

5.2. The institution has its own expectations about the composition of activities from each faculty member. In a meeting of the Campus Heads held on 22Aug 2007 the expectation from a normal faculty member has been defined as

- | | |
|-------------------------|------|
| a. Teaching | 40 % |
| b. Research | 30 % |
| c. Industry Interaction | 20 % |
| d. Institution Building | 10 % |

This pattern can be different for different faculty members. For instance the expectations from a faculty member holding coordination position would be different. The Key Performance Areas of each faculty member would be based on his aspirations tempered by the institutional expectations through a process of dialogue before the commencement of the academic year.

5.3. In quantifying the teaching assignment in terms of value-points, it is considered prudent to distinguish the contextual factors and attempt to quantify the **Degree of Difficulty** in each situation. The value-points assigned to teaching a course will be refined by an appropriate factor that would reflect the degree of difficulty. The contexts, situations and the factors for refinement are listed in the table below:

Degree of difficulty

Type No	Type of Course	Degree of Difficulty	Multiplication Factor
A. Based on category			
A1	Regular Course	[D0]	1.0
A2	Electives	[D2]	1.2
A3	Courses in the Doctoral Program	[D4]	1.4
A4	Faculty Designed New Elective	[D3]	1.3
A5	Soft Skills Course	[D0]	1.0
B. Based on Context			
B1	A course offered to a single section	[d0]	1.0
B2	Same course in multiple sections@	[d1]	0.8
B3	Same faculty teaching the same course for more than 3 times consecutively	[d2]	0.8
B4	New Faculty Teaching any course for the first time	[d3]	1.2

@ Whenever a course is offered by a faculty to more than one section of the Class, then for the additional sections the value points will be $[X] \times [d1]$; for the initial/first section it will be $[X] \times [d0]$ where $[X]$ is the value-points for the course based on its category.

5.4. In all probability the portfolio of activities of a faculty member should add up to 100 value-points in equivalence. However there may be exceptions where the faculty has volunteered or the campus Head has assigned more than 100 value-points. This would become the basis for additional rewards to the faculty member. Where the portfolio is equivalent to or less than 100 value-points it will need justification from the faculty member and the Campus Head.

6.0 Stage-3: Evaluation.

6.1. Performance evaluation of the faculty member will have quantitative and qualitative dimensions. Quantitatively the performance will be assessed in terms of the commitment made at the beginning of the academic year and the actual achievement during the year in terms of the portfolio of activities and their value-points. *[Annexure II]*

6.2. In assessing the Qualitative Assessment of the Teaching Process, inputs will be taken on the following dimensions. The relative weights and the method of drawing the inputs are described in the table.

No	Dimension	Rel. wt.
1	Demonstrated Domain Flexibility	10
2	Student Feedback	40
3	Evaluation System	15
4	Pedagogical Innovation, Depth and quality of discussion etc.	20
5	Quality of Academic Delivery [delivery, discipline, reporting etc]	15

6.3. In assessing the quantitative contribution of the faculty in the teaching area, it is considered prudent to give due recognition and weight to the versatility of the faculty member in the various domain areas. This is the Demonstrated Domain Flexibility of the faculty member.

- a. This factor assesses the comfort level of the faculty in different domains and hence his multi-disciplinary knowledge and skills.
- b. In assessing this, the courses the faculty has taught in the current year and previous years are considered. Normally a faculty would have handled 8 courses during the period.
- c. The 10 points will be awarded on the following basis.
 - i. 5 or more different courses 10 points
 - ii. 4 different courses 08 points
 - iii. 3 different courses 06 points
 - iv. 2 different courses 04 points
 - v. Only one course 00 points

6.4. Student feedback: the Overall feedback that a faculty has received averaged over all the courses he/she has taught during the year under review will be converted on to a scale of 40.

6.5. Evaluation system:

1. Evaluation components
 - a. Variety of components: Rating Points 4. Variety is expected to make the academic process more interesting and lively. The possible components are (i) Case Discussion, (ii) Quiz/Test, (iii) Home Assignment, (iv) Field project/Term Paper, (v) Presentation etc. Rating points will be 1 when there is only one type of Components; 2 when there are two types; 3 when there are 3 types and 4 when there are 4 or more types.
 - b. No. of components: Rating Points 2: Too few is not desirable but too many also is not desirable. Rating Points will be 0 when there are less than 8 components; 1 when there are 8 to 12 components; 2 when there are more than 12 components.
 - c. Frequency of Evaluation: Rating Points 3. The average time between two evaluation components or the Mean Time Between Components [MTBC] in a course measures the continuousness of

evaluation. This is assessed in terms of a ratio between the total number of days in the semester [generally 112 days] and the total number of evaluation components in the course. The Rating is 3 if the ratio is less than 10; Rating is 2 if the ratio is 10 to 12; the Rating is 1 if the ratio is more than 12.

2. Quality of Evaluation

- a. Differentiation of Marks in Internal Evaluation: Rating Points 4. The percentage standard deviation to class average [(std. dev. x 100)/ (class average)] within the section is used for this purpose. Rating points is 4 if the ratio is more than 20; 3 if between 15 and 20; 2 if between 10 and 15; 1 if between 5 and 10.
- b. Internal Evaluation vis-à-vis Semester-end Exam: Rating Points 2. For this purpose the ratio of percentage standard deviation in internal and semester end exam is used. [(std. devn as % of class average in internal evaluation)/ (std.devn as % of class average in sem-end exam)]. If the ratio is between 0.8 and 1.5 then Rating Points is 2; if the ratio is between 0.5 and 0.8 then rating Points will be 1; for all other values Rating Points will be 0.

For systematic assessment of the points please see the Format on Qualitative Assessment of Teaching.

6.6. Pedagogy, Quality and depth of discussion, Innovation etc. The factors to be assessed are

1. No. of cases used during the semester
2. Quality of case discussion
3. Innovations in pedagogy
4. Quality of discussion in the class

There are 4 Rating Points for each of the above factors. These factors are mostly qualitative and hence peer-group evaluation is recommended.

- a. A peer-group team consisting of Area Chairman, Academic Coordinator, other faculty members will assess these factors.
- b. This group will assess the faculty member through several observations in his/her sessions, either jointly or severally, scattered over a period of time.
- c. This group will give observations/feedback to the faculty member and enable him/her to further improve his/her teaching skills.

6.7. Quality of Academic Compliance: 15 Rating Points are assigned to this aspect; the assessment will be made by the Academic Coordinator. This shall be subject to a review at the next higher level of Associate Dean/Dean/Center Head. The factors that constitute the basis of assessment are

- a. Correctness, completeness and timely submission of the Course Handout. [*Correct, complete and timely submission 3 Rating Points; Correct, Complete and 3 days delay 2 Rating Points;*

- Correct, Complete and 6 days delay 1 Rating Point; 0 Rating Points for more than 6 days delay]*
- b. Incidence of Re-schedulement. [*Nil re-schedulement 3 Rating Points; upto 3 re-schedulements 2 Rating Points; upto 6 re-schedulements 1 Rating Point; 0 Rating Points for more than 6 re-schedulements]*
 - c. Quality and Timeliness of Feedback on all internal evaluation components. [*1 Rating Point for the Quality based on absence of complaints from students. 2 Rating points for feedback within 7 days of evaluation; 1 for 7 to 12 days; 0 for more than 12 days. As there will be number of evaluation components the average time taken for feedback may be considered.]*
 - d. Completeness, timeliness and submission of Question Paper for the Semester-end Exam. [*Correct, Complete submission within the date 3 Rating Points; 3 days delay 2 Rating Points; 7 days delay 1 Rating Points; 0 Rating Points thereafter.]*
 - e. Promptness, correctness, and clarity in the evaluation of the Semester-end Exam. Timely completion and minimum of revaluations are the desirable attributes. [*Timely completion will fetch 3 Rating Points; 3 days delay will fetch 2 Rating Points; 7 days delay will fetch 1 Rating Points; 0 Rating Points for more than 7 days delay. If the revaluation requests are less than 3 % of the papers valued then the rating points will be multiplied by a factor of 1; if revaluation requests are upto 7 % then the factor will be 0.75; upto 10 % the factor will be 0.5; if revaluation requests are more than 10 % the factor will be 0.0]*

6.8. Based on the scores that a faculty member gets for qualitative assessment, as described in paragraphs 2 thro 7 above, he/she will be awarded a letter grade of A thro E for the quality of teaching in each course that he/she handles in the year. This grade will be used to smoothen/ refine the quantitative value-points through an appropriate multiplying factor. The scheme of awarding the grades and the multiplying factors are described in the table below:

No	Score of qualitative assessment	Grade	Factor
1	Score of 80 and above	A	1.0
2	Score of 60 to 79	B	0.8
3	Score of 40 to 59	C	0.6
4	Score of 20 to 39	D	0.4
5	Score below 20	E	0.2

6.9. Each activity of the faculty member is primarily assessed by their value points; these are then smoothened by the qualitative assessment that the activity earns in its delivery. For instance a faculty member has handled a course of 3 credit- points; this amounts to a commitment of 12 value-points. In terms of qualitative assessment, let us say, this course fetches a qualitative grade of B. Then the value-points gets

smoothened from 12 to 9.6 [$12 \times 0.8 = 9.6$]. Such smoothening is to be done for each course handled by the faculty member separately.

6.10. While achievement of 100 value-points will be considered minimum or normal, any achievement above 100 would be considered superior and should attract special rewards.

- | | |
|----------------------------|-----------------|
| f. Value-points 105 to 115 | 1 Star category |
| g. Value-points 115 to 125 | 2 Star category |
| h. Value-points 125 to 135 | 3 Star category |

6.11. The rewards can be of short-term nature for 1 Star category and 2 Star category achievements. This could be in the form of additional increments and/or cash-rewards. For 3 Star category achievements the rewards need to be of long-term nature in the form of pay-scale revision in addition to any cash rewards.

6.12. If more than 20 % of the faculty members at a campus are achieving 2 Star and 3 Star categories then it is an indication that the system of value-points is liberal and it is time to review the system as a whole.

7.0. Implementation Of FPMS

The first step in the implementation of the FPMS is to get acceptance to the system. For this the draft proposal will have to be discussed at length at all levels and suggestions and modifications will have to be accepted into the main draft.

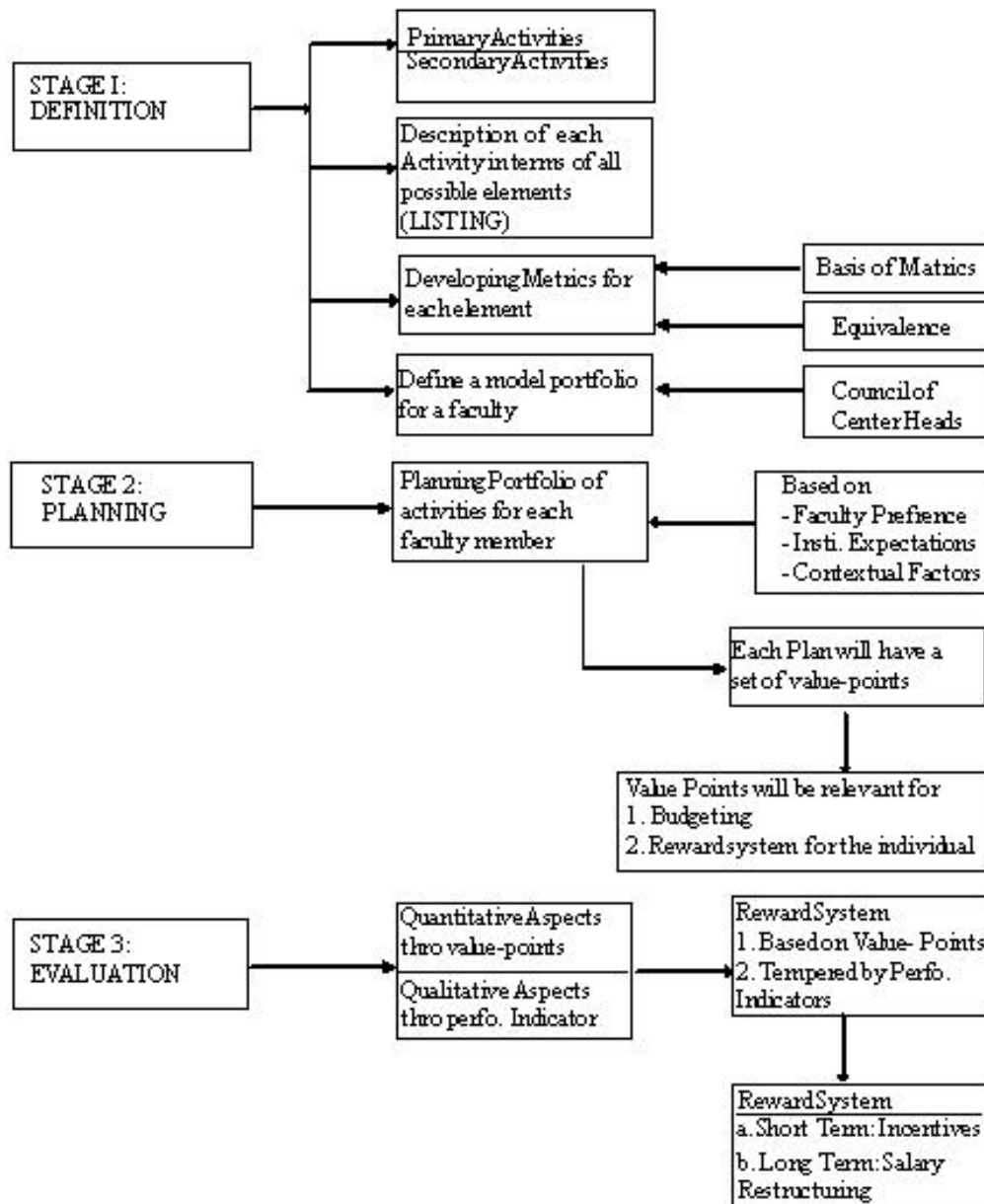
In putting the suggestions contained in the draft and to make the process of planning and evaluation simpler certain formats are designed and placed at Annexure III wherein the requisite data is systematically called for and the computations, wherever required, are systematically provided for. To make the process still simpler few illustrations are also shown in Annexure III.

8.0. Providing for Future Revisions

Any system is incomplete without defining a path for improvement/revision/redefinition. Hence it is considered necessary to provide the basis for such reviews. We envisage two types of situations that will warrant reviews in future:

- a. When the system gets implemented and every one gets familiar and comfortable with the system, then there will automatically arise need to tighten or review norms and parameters.
- b. A more fundamental approach to the review process will be to ask the following questions periodically. Are we able to map/measure what we need to map/measure? Can we have better means/parameters for mapping? Are our priorities and emphasis alright? Do they need revision?

Faculty Performance Management System



Annexure II
Table of Value-Points

for the Activities of the Faculty Member

KPA	Activity		Value-points	Basis
Teaching	2-credit course		8	Dr VP Rao's circular: A Faculty must teach 8 courses, of 3 credit units, in a year.
	3-credit course		12	
	4-credit points		16	
Research				
	Research Paper			Is a Research paper equivalent to teaching 2 courses of 3 credit-points?
	Cat-A: International Peer Reviewed Top 100 Journals in the domain	30		
	Cat-B: Next 200 journals in the domain	20		
	Cat-C: Any other International peer reviewed journals	10		
	Cat-D: Indian peer reviewed journals as per approved list	10		
	Cat-E: Other Indian peer reviewed journals	05		
	Original Book	06		
	Edited Book	04		
	Case Study (Uploaded to ECCH)	03		
	Case Study (In a journal or Magazine)	02		
	Book Summary/Review	01		
	Book Article (In an Edited Book)	02		
	International Conference Paper(Research Paper presented in a conference organized by reputed institutions in India or abroad	03		
	National Conference Paper	02		
	Newspaper Article	01		
	Guiding a PhD thesis	01		For each student
	Consulting Editor of Icfai Journal	04		

	Consulting Editor Icfai Magazine	03		Maximum 5 points only
	Member, Editorial Board of an International Journal	03		Maximum 5points only
	Member, Editorial Board of an National Journal	01		Maximum 5 points only
Industry Interaction	Generating SIP 0 to 5 projects nil > 5 projects 1 point for every project subject to a maximum of 5points			Maximum 5 points only
	Guiding SIP/MRP 1 to 5 students 0 points 6 to 10 students 3 points 10 to 15 points 5 points			Maximum 5 points only
	Consulting: 5 points for every Rs 50,000 Gross Revenue Maximum 20 points only			The Rule is that one-third of the net proceeds must come to IBS.
	Conceptualising and marketing an MDP			5 points for every Rs 50,000 of Net Revenue Subject to [a] the MDP breaking even and [b] maximum points permissible being 20 points.
	Handling a session in an MDP a. 0 to 5 sessions nil b. 6 to 10 sessions 2 points c. 11 to 15 sessions 3 points d. 16 to 20 points 4 points e. 21 to 25 points 5 points			Maximum 5 points only
	Being invited a plenary speaker in a national seminar/conference	2		
	Being invited a session chair in a national seminar/conference	2		
	Organising an Industrial seminar	3		
	Being on the Board of a	5		5 points for every

	company with more than Rs 50 crores turnover			such instance
Institutional Development	Committee membership for a full year	5		
	Coordination for full year : Academic/Placement/Research /Examination	24		Equivalent to 2 courses
	SIP/MRP Coordinator	05		
	Conceptualizing and organizing an FDP	05		
	Organising a National seminar/ conference as the Coordinator/ Chairperson	05		
	Organising an International seminar/conference as the Coordinator/Chairperson	10		
	Area Chairman/ Associate Academic Coordinator/ Student Activities Coordinator	05		
	Course Coordinator	03		

Annexure III
Formats for Planning and Evaluation

Format-1: FACULTY TEACHING LOAD ANALYSIS							
Academic Year							
Name of Faculty Member							
Qualification							
Experience [in Years]							
a. Industry							
b. Teaching before IBS							
c. Teaching at IBS							
Courses Taught at IBS in the last 5 Years							
		Y[0-5]	Y[0-4]	Y[0-3]	Y[0-2]	Y[0-1]	
Sem I/ III	1						
	2						
	3						
Sem II/IV	1						
	2						
	3						
Teaching Plan for Current Year							
		Sem I/ III			Sem II/IV		
		1	2	3	1	2	3
Course Code							
Course name							
Program							
Credit Units							
Value-points							
Degree of Difficulty [DN] [dn]							
Effective Value-points							

FORMAT-2: QUALITATIVE ASSESSMENT OF TEACHING							
	Sem I/III			Sem II/IV			Basis of Rating Points
	1	2	3	1	2	3	
Course Code							
Course Name							
Evaln. Units [Nos]							
a. Quiz/Test							
b. Case discussion							
c. Assignment							
d. Field project							
e. Presentation							
f. Others							
Demonstrated Domain Flexibility[10]							Refer para 6.3
Student Feedback[40]							Refer para 6.4
Evln.System [15]							Refer para 6.5
a. Variety [4]							
b. Number [2]							
c. Frequency [3]							
d. Qlty- Internal[4]							
e. Qlty-Exam [2]							
Innovation in Pedagogy etc. [20]							Refer para 6.6
Qlty of Academic Compliance [15]							Refer para 6.7
a.Handout [3]							
b.Re-schedulement[3]							
c.Feedback on Internal Evln [3]							
d. Submission of Question Paper[3]							
e. Evln of Ans-Scripts [3]							
Total Qlty Rating Points [100]							Refer para 6.8
Quality Grade							
Effective Value-Points from Format1							
Net Value-Points							

FORMAT-4: PLANNING FOR INDUSTRY INTERACTION						
Academic Year						
Name of Faculty Member						
	Units		Value-points			Details/ Reference
	Plan	Actual	Per unit	Plan	Actual	
Generating SIP						
Guiding SIP						
Guiding MRP						
Consulting						
MDP: conceptualizing & marketing						
Sessions in MDP						
Being invited as a Plenary speaker in a Seminar/conf						
Being invited as a session Chair in a seminar/conf						
Organising an Industry relevant seminar						
Being a Board Member in a company with turnover of Rs 50cr or more						
Others						

FORMAT-5: PLANNING FOR INSTITUTIONAL DEVELOPMENT						
Academic Year						
Name of Faculty Member						
	Units		Value-points			Details/ Reference
	Plan	Actual	Per unit	Plan	Actual	
Coordinator for full year Acad/Placement/Exam/ Research/Stu- Activities						
SIP Coordinator						
Course coordinator						
Committee Membership for full year						
FDP: Conceptualising and Organising						
Organising a National conference/Seminar						
Organising an International Conf/Seminarr						

Annexure IV:
Illustrations of Teaching Load Planning and Evaluation
Illustration-1: Prof P D Mishra

Format-1: FACULTY TEACHING LOAD ANALYSIS							
Academic Year		20XY-XZ					
Name of Faculty Member		Prof P D Mishra					
Qualification		BA[Eco] MA[Eco] PhD [BHU]					
Experience [in Years]							
a. Industry		Nil					
b. Teaching before IBS		10 years					
c. Teaching at IBS		6 years					
Courses Taught at IBS in the last 5 Years							
		Y[0-5]	Y[0-4]	Y[0-3]	Y[0-2]	Y[0-1]	
Sem I/ III	1	MicroEco	MicroEco	MicroEco	MicroEco	MicroEco	
	2	MicroEco	MicroEco	MicroEco	MicroEco	MicroEco	
Sem II/IV	1	MacoEco	MacoEco	MacoEco	MacoEco	MacoEco	
	2	MacoEco	MacoEco	MacoEco	MacoEco	MacoEco	
Teaching Plan for Current Year							
		Sem I/ III			Sem II/IV		
		1	2	3	1	2	3
Course Code							
Course name		MicroEco	MicroEco		MacroEco	MacroEco	
Program		MBA	MBA		MBA	MBA	
Credit Units		3	3		3	3	
Value-points [X]		12	12		12	12	
Degree of Difficulty [DN] [dn]							
		1.0	1.0		1.0	1.0	
		1.0	0.8		1.0	0.8	
Effective Value-points [X]x[DN]x[dn]		12x1x1 = 12	12x1x0.8 = 9.6		12x1x1 = 12	12x1x0.8 = 9.6	

Illustration-1 contd.

FORMAT-2: QUALITATIVE ASSESSMENT OF TEACHING							
	Sem I/III			Sem II/IV			Basis of Rating Points
	1	2	3	1	2	3	
Course Code							
Course Name	Meco	Meco		Meco	Meco		
Evaln. Units [Nos]							
a. Quiz/Test	4	4		4	4		
b. Case discussion	0	0		0	0		
c. Assignment	4	4		4	4		
d. Field project	0	0		0	0		
e. Presentation	0	0		0	0		
f. Others	0	0		0	0		
Demonstrated Domain Flexibility[10]	04	04		04	04		Refer para 6.3
Student Feedback[40]	28	28		28	28		Refer para 6.4
Evln.System [15]							Refer para 6.5
a. Variety [4]	2	2		2	2		
b. Number [2]	1	1		1	1		
c. Frequency [3]	1	1		1	1		
d. Qlty- Internal[4]	2	2		2	2		
e. Qlty-Exam [2]	1	1		1	1		
Innovation in Pedagogy etc. [20]	12	12		12	12		Refer para 6.6
Qlty of Academic Compliance [15]							Refer para 6.7
a.Handout [3]	2	2		2	2		
b.Re-schedulement[3]	2	2		2	2		
c.Feedback on Internal Evln [3]	2	2		2	2		
d. Submission of Question Paper[3]	3	3		3	3		
e. Evln of Ans-Scripts [3]	2	2		2	2		
Total Qlty Rating Points [100]	62	62		62	62		
Quality Grade	B	B		B	B		Refer para 6.8
Effective Value-Points from Format1	12	9.6		12	9.6		
Net Value-Points	9.6	7.68		9.6	7.68		

Illustration-2: Prof[Ms] Sheba Rao

Format-1: FACULTY TEACHING LOAD ANALYSIS							
Academic Year				20XY-XZ			
Name of Faculty Member				Prof [Ms] Sheba Rao			
Qualification				MSC, CA, CFA			
Experience [in Years]							
a. Industry				10 years			
b. Teaching before IBS				Nil			
c. Teaching at IBS				4 yrs			
Courses Taught at IBS in the last 5 Years							
		Y[0-5]	Y[0-4]	Y[0-3]	Y[0-2]	Y[0-1]	
Sem I/ III	1		FM-1	FM-1	FM-1	FM-1	
	2		SFM	Sec Ana	Sec Ana	Sec Ana	
	3		Sec Ana.		IFM		
Sem II/IV	1		FM-2	FM-2	FM-2	FM-2	
	2		MOFI	IFM	FRM	PMMF	
	3						
Teaching Plan for Current Year							
	Sem I/ III			Sem II/IV			
	1	2	3	1	2	3	
Course Code							
Course name	FM-1	Sec Ana		FM-2	FRM		
Program	MBA	MBA		MBA	MBA		
Credit Units	3	3		3	3		
Value-points	12	12		12	12		
Degree of Difficulty							
[DN]	1.0	1.2		1.0	1.2		
[dn]	0.8	0.8		0.8	1.0		
Effective Value-points	12x1x0.8 = 9.6	12x1.2 x.8=11.52		12x1x0.8 = 9.6	12x1.2x1 = 14.4		

Illustration-2 Contd.

FORMAT-2: QUALITATIVE ASSESSMENT OF TEACHING							
	Sem I/III			Sem II/IV			
	1	2	3	1	2	3	Basis of Rating Points
Course Code							
Course Name	FM-1	Sec Ana		FM-2	FRM		
Evaln. Units [Nos]							
a. Quiz/Test	2	2		2	2		
b. Case discussion	4	5		4	4		
c. Assignment	2	3		4	4		
d. Field project	1	1		1	1		
e. Presentation							
f. Others							
Demonstrated Domain Flexibility[10]	10	10		10	10		Refer para 6.3
Student Feedback[40]	32	32		32	32		Refer para 6.4
Evln.System [15]							Refer para 6.5
a. Variety [4]	4	4		4	4		
b. Number [2]	1	1		1	1		
c. Frequency [3]	1	2		1	1		
d. Qlty- Internal[4]	3	3		3	3		
e. Qlty-Exam [2]	2	2		2	2		
Innovation in Pedagogy etc. [20]	14	14		14	14		Refer para 6.6
Qlty of Academic Compliance [15]							Refer para 6.7
a.Handout [3]	3	3		3	3		
b.Re-schedulement[3]	2	2		2	2		
c.Feedback on Internal Evln [3]	2	2		2	2		
d. Submission of Question Paper[3]	3	3		3	3		
e. Evln of Ans-Scripts [3]	3	3		3	3		
Total Qlty Rating Points [100]	80	81		81	81		Refer para 6.8
Quality Grade	A	A		A	A		
Effective Value-Points from Format1	9.6	11.52		9.6	14.4		
Net Value-Points	9.6	11.52		9.6	14.4		

Illustration-3: Dr Kapil Maheshwari

Format-1: FACULTY TEACHING LOAD ANALYSIS							
Academic Year		20XY-XZ					
Name of Faculty Member		Dr Kapil Maheshwari					
Qualification		MA, MBA, PhD					
Experience [in Years]							
a. Industry		10 yrs					
b. Teaching before IBS		06 yrs					
c. Teaching at IBS		02 yrs					
Courses Taught at IBS in the last 5 Years							
		Y[0-5]	Y[0-4]	Y[0-3]	Y[0-2]	Y[0-1]	
Sem I/ III	1				MM-1	MM-1	
	2				SMM	SDM	
	3						
Sem II/IV	1				MM-2	MM-2	
	2				MR	MR	
	3						
Teaching Plan for Current Year							
		Sem I/ III			Sem II/IV		
		1	2	3	1	2	3
Course Code							
Course name		MM-1	SMM		MM-2	SDM	
Program		MBA	MBA		MBA	MBA	
Credit Units		3	3		3	3	
Value-points		12	12		12	12	
Degree of Difficulty							
[DN]		1.0	1.2		1.0	1.2	
[dn]		1.0	1.0		1.0	1.0	
Effective Value-points		12x1x1 = 12	12x1.2x1 = 14.4		12x1x1 = 12	12x1.2x1 =14.4	

FORMAT-2: QUALITATIVE ASSESSMENT OF TEACHING							
	Sem I/III			Sem II/IV			
	1	2	3	1	2	3	Basis of Rating Points
Course Code							
Course Name	MM-1	SMM		MM-2	SDM		
Evaln. Units [Nos]							
a. Quiz/Test	3	2		3	2		
b. Case discussion	8	10		8	10		
c. Assignment	3	2		2	2		
d. Field project	1	1		1	1		
e. Presentation	3	2		2	2		
f. Others							
Demonstrated Domain Flexibility[10]	10	10		10	10		Refer para 6.3
Student Feedback[40]	32	32		32	32		Refer para 6.4
Evln.System [15]							Refer para 6.5
a. Variety [4]	4	4		4	4		
b. Number [2]	2	2		2	2		
c. Frequency [3]	3	3		3	3		
d. Qlty- Internal[4]	2	2		2	2		
e. Qlty-Exam [2]	2	2		2	2		
Innovation in Pedagogy etc. [20]	15	15		15	15		Refer para 6.6
Qlty of Academic Compliance [15]							Refer para 6.7
a.Handout [3]	3	3		3	3		
b.Re-schedulement[3]	2	2		2	2		
c.Feedback on Internal Evln [3]	2	2		2	2		
d. Submission of Question Paper[3]	3	3		3	3		
e. Evln of Ans-Scripts [3]	3	3		3	3		
Total Qlty Rating Points [100]	83	83		83	83		Refer para 6.8
Quality Grade	A	A		A	A		
Effective Value-Points from Format1	12	14.4		12	14.4		
Net Value-Points	12	14.4		12	14.4		

Illustration-4: Dr Amitava Chatterjee

Format-1: FACULTY TEACHING LOAD ANALYSIS							
Academic Year		20XY-XZ					
Name of Faculty Member		Dr Amitava Chatterjee					
Qualification		BE MBA PhD					
Experience [in Years]							
a. Industry		5 yrs					
b. Teaching before IBS		5 yrs					
c. Teaching at IBS		3 yrs					
Courses Taught at IBS in the last 5 Years							
		Y[0-5]	Y[0-4]	Y[0-3]	Y[0-2]	Y[0-1]	
Sem I/ III	1			QM	QM	QM	
	2			SCM	QM	SCM	
	3						
Sem II/IV	1			OM	OM	OM	
	2			OM	OM	OM	
	3						
Teaching Plan for Current Year							
		Sem I/ III			Sem II/IV		
		1	2	3	1	2	3
Course Code							
Course name		QM	QM		OM	SCM	
Program							
Credit Units		3	3		3	3	
Value-points		12	12		12	12	
Degree of Difficulty							
[DN]		1.0	1.0		1.0	1.2	
[dn]		1.0	0.8		1.0	1.0	
Effective Value-points		12x1x1 = 12	12x1x0.8 = 9.6		12x1x1 = 12	12x1.2x1 = 14.4	

Illustration-4 Contd.

FORMAT-2: QUALITATIVE ASSESSMENT OF TEACHING							
	Sem I/III			Sem II/IV			
	1	2	3	1	2	3	Basis of Rating Points
Course Code							
Course Name	QM	QM		OM	SCM		
Evaln. Units [Nos]							
a. Quiz/Test	8	8		5	4		
b. Case discussion	2	2		6	8		
c. Assignment	2	2		2	2		
d. Field project	1	1		1	1		
e. Presentation							
f. Others							
Demonstrated Domain Flexibility[10]	6	6		6	6		Refer para 6.3
Student Feedback[40]	32	32		32	32		Refer para 6.4
Evln.System [15]							Refer para 6.5
a. Variety [4]	4	4		4	4		
b. Number [2]	2	2		2	2		
c. Frequency [3]	3	3		3	3		
d. Qlty- Internal[4]	3	3		3	3		
e. Qlty-Exam [2]	2	2		2	2		
Innovation in Pedagogy etc. [20]	15	15		15	15		Refer para 6.6
Qlty of Academic Compliance [15]							Refer para 6.7
a.Handout [3]	3	3		3	3		
b.Re-schedulement[3]	2	2		2	2		
c.Feedback on Internal Evln [3]	2	2		2	2		
d. Submission of Question Paper[3]	3	3		3	3		
e. Evln of Ans-Scripts [3]	3	3		3	3		
Total Qlty Rating Points [100]	80	80		80	80		Refer para 6.8
Quality Grade	A	A		A	A		
Effective Value-Points from Format1	12	9.6		12	14.4		
Net Value-Points	12	9.6		12	14.4		