

Policy file for Bharathidasan Institute of Management

ECS Policy Document



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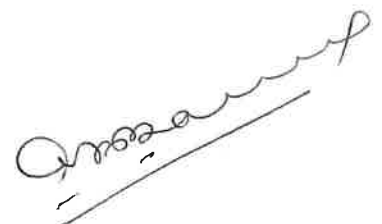
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ECS Policy Document

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1.0 Effort Credit System (ECS) Policy

The faculty fraternity is the sole contributor to the delivery of programs and their objectives. Thus, the faculty forms one of the most essential resources for an educational institution to deliver its mission. The faculty is dedicated to realizing the mission through teaching, research, and institutional services. At the same time, it must provide a level playing field for assessing individual contributions and enabling planning to effectively deploy faculty resources at the institutional level.

Thus, the workload policy at BIM is developed as a process for faculty resource management that can be applied at the individual faculty level for self-regulation and by management to distribute work and plan for additional faculty resources required to meet the institution's strategic objectives.

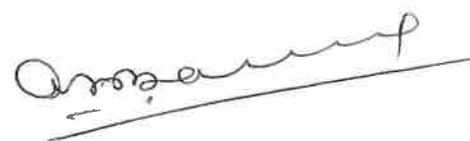
1.1 Objectives

- a. To facilitate effective workload planning of faculty for the academic year.
- b. To bring uniformity in the institute's assessment, planning, and budgeting of faculty workload.
- c. To enable faculty augmentation and resource planning.
- d. To facilitate self-regulation of workload by individual faculty members and to provide suitable mechanics to measure self-accountability fairly and transparently.
- e. To provide an objective eligibility criterion to qualify faculty for annual appraisals, such that faculty meet a minimum contribution requirement before qualitative performance appraisal.
- f. Balancing load distribution across faculty to ensure that institutional objectives are met.
- g. To define the qualification criteria of faculty classifications and clarify expectations for maintaining qualifications.
- h. To enable the professional growth of the faculty and, at the same time, for the management to institute measurable policies for upskilling and augmenting the faculty resources' capability.

As what cannot be measured and managed effectively, there is a need for 'faculty metrics' to develop an effective workload policy. Since it was felt that BIM does not have any ECS policy to capture the emerging and new roles of faculty in an institution like BIM, post the 40-year journey, it was required to think about the ECS Policy and incorporate the latest roles in a single document.

1.2 The rationale behind the ECS

The faculty uses the Effort Credit System for self-development, classroom engagement, preparation, assessment, research, Institutional development, and consulting. Assuming a class size of 60, a faculty typically puts 10 hours of effort into every 1 hour of teaching. Also, one credit (30 hours of learning) is generally distributed as 10 hours of instruction and 20 hours of directed learning. Thus, for every 10 hours of teaching under typical circumstances, a faculty must put in 110 hours of effort. The above assumptions are used to derive the equivalence of 1 ECS. Thus, a faculty member is expected to put in 110 hours of work to earn 1 EC. Faculty generally earn 23 Effort Credits with a typical workload in a year.



2.0 ECS Allocation

2.1 Teaching Classroom/Lab-Based Courses

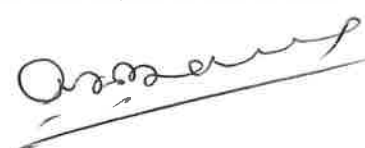
(Core, Electives, and Practice)

Expectations: Min 9 ECS Max 16 ECS in an academic year.

Sl. No.	Activity	Calculation	Roles/Expectations																																				
2.1.1	Full Course Teaching	<p>Anchor Faculty- 1.0 ECS per credit</p> <table border="1"> <thead> <tr> <th>No. of Credit 1</th> <th>No of students</th> <th>ECS</th> </tr> </thead> <tbody> <tr> <td></td> <td>91-120</td> <td>1.2</td> </tr> <tr> <td></td> <td>61-90</td> <td>1.1</td> </tr> <tr> <td></td> <td>40-60</td> <td>1.0</td> </tr> <tr> <td></td> <td>20-39</td> <td>0.9</td> </tr> <tr> <td></td> <td><20</td> <td>0.8</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>New courses developed</th> <th>No of students</th> <th>ECS</th> </tr> </thead> <tbody> <tr> <td></td> <td>91-120</td> <td>1.5</td> </tr> <tr> <td></td> <td>>60</td> <td>1.4</td> </tr> <tr> <td></td> <td>40-60</td> <td>1.3</td> </tr> <tr> <td></td> <td>20-39</td> <td>1.2</td> </tr> <tr> <td></td> <td><20</td> <td>1.1</td> </tr> </tbody> </table> <p>Since class strength directly impacts the effort in evaluation and assessments, a varying ECS is allocated based on class strength. For non-credited courses, the ECS will be max of 2. Hybrid courses offered will have 50% ECS for the respective course.</p>	No. of Credit 1	No of students	ECS		91-120	1.2		61-90	1.1		40-60	1.0		20-39	0.9		<20	0.8	New courses developed	No of students	ECS		91-120	1.5		>60	1.4		40-60	1.3		20-39	1.2		<20	1.1	<ol style="list-style-type: none"> I. Full course teaching faculty members to design, develop, and deliver the complete course as per guidelines. II. Ensure course learning objectives are achieved. III. Submit the course outline, evaluation criteria, and supporting material to the PGP Office and upload them to the LMS. IV. Create the assignments and question papers (repeat of question papers to be avoided) as per the course outline and adherence to timelines. V. Complete the evaluation continuously and end the term on time. VI. Maintain the course attendance and countersign the teaching session details. VII. Submit the final marks sheet duly signed as per academic calendars. VIII. Submit AoL data to the program office within 20 days of moderation.
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2.1.2	Joint Teaching	75% of the total ECS accrued for each faculty.	<ol style="list-style-type: none"> I. Joint teaching faculty members to design, develop, and deliver the complete course as per guidelines. II. Ensure course learning objectives are achieved. III. Share the responsibility to submit and upload the course outline, evaluation criteria, and supporting material in the PGP office and LMS. IV. Create the assignments and question papers (repeat of question papers to be avoided) as per the course outline and adherence to timelines. V. Complete the evaluation continuously 																																				

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2.1.3	Mentee Faculty	50% of the total ECS accrued.	<p>I. Benchmarking courses with other reputed university courses and assisting in preparing course outlines.</p> <p>II. Conducting tutorials.</p> <p>III. Attending all sessions.</p> <p>IV. Assisting anchor faculty in the assessment and conduct of the course.</p> <p>V. Assisting in evaluation.</p> <p>VI. If the course is to be delivered independently, submit a course report with learnings and a road map on the day of the result declaration.</p>
2.1.4	Coordinating Faculty	25% of the total ECS accrued.	<p>I. Identify Visiting Faculty (VF) and Guest Faculty (GF) in consultation with the area chair and coordinate their travel schedule.</p> <p>II. Coordination for course outline design.</p> <p>III. Ensure timely receipt of QP and evaluation.</p> <p>IV. Shared responsibility for evaluation and AoL.</p> <p>V. Overseeing attendance and course diary/session details.</p> <p>VI. Responsibility for taking the class if VF is unavailable for a scheduled class.</p> <p>VII. Ensure proper coordination with VF, so they adhere to all course requirements.</p> <p>VIII. Ensure that the final mark sheet is submitted to the exam office as per the academic calendar.</p> <p>IX. Will be responsible for submission of AOL data to the program office within 20 days of moderation as per the academic calendar.</p>
2.1.5	Business Tools/Lab based training (like SPSS/business communication...) and Life Skills	70% of the ECS accrued.	

*The MDP/FDP/EDP/Consultancy faculty will not receive any ECS if remuneration is paid in lieu of their efforts



2.2 Mentoring Practice Courses and Initiatives

Expectations: Min 3 ECS and Max 7 ECS in a year.

Sl. No.	Activity	Calculation	Roles/Expectations
2.2.1	Mentoring for Effective Execution (EE)	1 committee=1.0 ECS The maximum limit of ECS is 2.0 for that Academic Year.	<ol style="list-style-type: none"> I. Guide the committee (students) in formulating the following: <ol style="list-style-type: none"> a. Identification of developmental goal. b. Identification of strategic goals. c. Identification of routine tasks. II. Road map for completion of identified tasks. III. Oversight of conducting the scheduled meetings and ensuring the circulation of agendas and minutes. IV. Prepare the committee's annual report. V. Set the agenda for the subsequent committee, including the budget. VI. Submission of evaluations as per the academic calendar.
2.2.2	Mentoring of Corporate Immersion Program (CIP)	1 student= 0.1credit The maximum limit of ECS is 1.0 for that Academic Year/ Batch, irrespective of the number of student groups.	<ol style="list-style-type: none"> I. Monitor the student performance in companies during CIP. II. Evaluate the students at various intervals as per CIP policy. III. Interact with the industry mentor (at least 1 face to face/virtual interaction). IV. Be associated with the final CIP evaluation. V. Submit the final marks to the Exam Office per the academic calendar. VI. Guide students in developing the projects undertaken by the student cohort and allocated to faculty.
2.2.3	Mentoring for Social Immersion Program (SIP)	1 student= 0.1 credit The maximum limit of ECS is 1.0 for that Academic Year/ Batch, irrespective of the number of groups.	<ol style="list-style-type: none"> I. Monitor the student performance during SIP. II. Evaluate the students at various intervals as per SIP policy. III. Interact physically or virtually with the NGO coordinators to review students' performance, as stated in the SIP guideline. IV. Submit the final marks to the Exam Office after SIP as per the academic calendar. V. Guide students in developing the SIP project undertaken by the student cohort and allocated to faculty.
2.2.4	Mentoring of Research Incubation (RI)	1 student =0.1 credit. The maximum limit of ECS is 1.0 for that Academic Year/ Batch, irrespective of the number of groups.	<ol style="list-style-type: none"> I. Guiding students in the crystallization of their research topic. II. Regular input is given to ensure that the quality of the paper is maintained. III. Meeting the students periodically for progress review.

			<p>IV. Selection of Scopus/WoS/UGC Care journal for the paper.</p> <p>V. Working on the reviews received from the journal.</p> <p>VI. Publish the paper in the journals mentioned or as a case study.</p>
2.2.5	Student Mentoring (from admission to placement)	0.5 ECS per group for that Academic Year / Batch, irrespective of the number of students per group.	<p>I. Discussions on the career path to be chalked out for mentees.</p> <p>II. Strengthening their mental health.</p> <p>III. Mentoring student cohorts on an as-needed basis before and during the placement season.</p>
2.2.6	Comprehensive Viva	0.1 Credit per day (any number of Groups). ECS -maximum limit for the Academic Year/ Batch is 0.5.	<p>I. Take part in the process with another faculty member and submit the marks to the PGP office.</p>
2.2.7	OBLP (Outbound Leadership Program)	2.0 ECS for the overall coordination, 0.5 Credit for 60 students for the faculty group coordinator	<p>I. Overall Co-ordination.</p> <p>II. Design and coordinate with external agencies to deliver. Create student profiles post psychometric assessments as an Individual Development Plan (IDP) leading to purposing.</p>

2.3 Institutional Roles Activities

Expectation: Min 2 ECS and Max 7 ECS

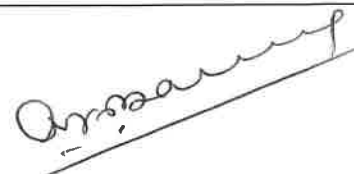
Sl. No.	Activity	Calculation	Roles/Expectations
2.3.1	Deans	Will be worked out basis the terms of engagement	Dean (Research) and Dean (Academics) will be mandated to provide leadership roles in respective functions of the institute and their KRA will be based on the institutional priority and the faculty KRAs.
2.3.2	Assistant/Associate Dean	-Role-based ECS minimum for Institutional Building – 9 ECS Teaching- 6 ECS Research- 5 ECS	<p>Oversight of management and programs</p> <p>I. Statutory accreditation and ranking</p> <p>II. Credit articulation with partner schools</p>
2.3.3	PGP Chair/Faculty In-Charge of Academic Administration	- 4 credits for PGDM Chair - 2 credits for Faculty-In-Charge of Academic Administration of Programs	<p>Plan the Academic Calendar for the MBA Program-</p> <p>I. Prepare the Student Guidelines.</p> <p>II. Coordinate with Area Chairs for faculty deployment.</p> <p>III. Coordinate with activity owners (SIP, CIP, RI) to ensure that activities are scheduled on the calendar.</p> <p>IV. Facilitate the PGP timetable through the PGP Office.</p> <p>V. Conduct moderation meetings.</p>

			<p>VI. Ensure that marks/grade declarations are as per academic guidelines.</p> <p>VII. Look into student indiscipline issues, including unfair means and practices.</p>
2.3.4	Faculty Chair- International Relations	-3 credits	<p>I. Identifying and cultivating partnerships with prestigious international universities and business schools for student exchange and dual degree opportunities, negotiating agreements, and managing relationships.</p> <p>II. Spearheading the development of student exchange and dual degree programs in collaboration with partner institutions, ensuring alignment with the school's academic goals and standards.</p> <p>III. Ensuring that courses offered through exchange and dual degree programs are compatible with the business school's curriculum, facilitating seamless integration of credits and academic requirements.</p> <p>IV. Providing guidance and support to students participating in exchange and dual degree programs, including assistance with course selection, academic advising, and logistical arrangements.</p> <p>V. Monitoring the quality and rigor of academic programs offered through exchange and dual degree partnerships, conducting evaluations and assessments to uphold academic standards.</p> <p>VI. Promoting student exchange and dual degree opportunities to the school's student body, faculty, and staff through marketing efforts, information sessions, and other outreach activities.</p> <p>VII. Overseeing the budget and financial aspects of student exchange and dual degree programs, including funding opportunities, scholarships, and tuition agreements with partner institutions.</p> <p>VIII. Facilitating cultural orientation and integration programs for students participating in exchange and dual degree programs, promoting cross-cultural understanding and sensitivity.</p> <p>IX. Coordinating administrative processes related to student mobility, such as visa applications, housing arrangements, health insurance, and academic</p>

			<p>transcripts.</p> <p>X. Collect feedback from students, faculty, and partner institutions to evaluate the effectiveness of exchange and dual degree programs, identify improvement areas, and implement enhancements.</p> <p>XI. Ensuring compliance with relevant regulations and policies governing international student mobility and managing travel, health, safety, and security risks.</p> <p>XII. Contributing to developing the business school's overall internationalization strategy, leveraging student exchange and dual degree programs to enhance its global reputation and competitiveness.</p>
2.3.5	Chairperson-MDP	-1 credit per MDP/FDP/EDP (minimum two days program)	<p>I. Plan and organize MDPs/FDPs/EDPs for corporates and academicians.</p> <p>II. Plan and design the Brochures.</p> <p>III. Promotion and Resource Management.</p> <p>IV. Coordinate with resource persons and the staff to conduct the program.</p> <p>V. Chairperson-MDP involved as a resource person will not earn any ECS.</p>
2.3.6	Chairperson-Ranking/ISO	-1 Credit for the Chair. -0.5 credit for members of the Committee, limited to 2 members. In the absence of the Chair, the member will earn the ECS on a prorata basis.	<p>I. Own the overall ranking process.</p> <p>II. Understand the thrust areas and plan for the ranking requirements.</p> <p>III. Gather relevant data related to the process.</p> <p>IV. Prepare necessary data points.</p> <p>V. Review the past performance, identify a plan of action concerning the requirements, and address them.</p> <p>VI. Oversee that the records of institutions are for ranking purposes.</p> <p>VII. Submit relevant documents and data to the accreditation and ranking agencies.</p> <p>VIII. Orient faculty and staff throughout the process.</p> <p>IX. Coordinate with the Ranking authorities.</p>
2.3.7	Chairperson-AACSB Accreditation/AoL Chair	-3 Credits for the Chair. -1 for members of the Committee, limited to 3 members.	<p>I. Own the overall accreditation process.</p> <p>II. Understand the thrust areas and plan for the accreditation requirements.</p> <p>III. Gather relevant data related to the process.</p> <p>IV. Prepare necessary data points.</p> <p>V. Review the past performance, identify a plan of action concerning the requirements, and address them.</p> <p>VI. Oversee that the records of institutions</p>

			<p>are for accreditation purposes.</p> <p>VII. Submit relevant documents and data to the accreditation and ranking agencies.</p> <p>VIII. Orient faculty and staff throughout the process.</p> <p>IX. Coordinate with accrediting bodies.</p> <p>X. This ECS is applicable for first-time accreditation. Subsequent to each renewal, the ECS will be @50% of the ECS.</p>
2.3.8	Chairperson- NBA/SAQS/NAAC and other	<p>-2 Credits for the Chair. -1 for members of the Committee, limited to 2 members.</p> <ul style="list-style-type: none"> Since for NBA accreditation a huge amount of backlog works for three years needed to be completed, the credits for the period ending June 2024 will be 4 credits up to June 2024 only. Subsequently it gets into a maintenance mode with credits as assigned. 	<p>I. Own the overall accreditation process.</p> <p>II. Understand the thrust areas and plan for the accreditation requirements.</p> <p>III. Gather relevant data related to the process.</p> <p>IV. Prepare necessary data points.</p> <p>V. Review the past performance, identify a plan of action concerning the requirements, and address them.</p> <p>VI. Oversee that the records of institutions are for accreditation purposes.</p> <p>VII. Submit relevant documents and data to the accreditation and ranking agencies.</p> <p>VIII. Orient faculty and staff throughout the process.</p> <p>IX. Coordinate with accrediting bodies.</p> <p>X. This ECS is applicable for first-time accreditation. Subsequent to each renewal, the ECS will be @50% of the ECS.</p>
2.3.9	Controller of Examinations (CoE)	<p>- 4 credits for PGDM Chair - 2 credits for Faculty-In-Charge of Academic Administration of Programs</p>	<p>I. Oversee the planning, scheduling, and execution of all examinations, ensuring adherence to academic calendars and regulatory requirements.</p> <p>II. Formulate and update examination policies, procedures, and guidelines in alignment with the school's academic standards and accreditation requirements.</p> <p>III. Implement measures to maintain the integrity and security of examination materials, including question papers, answer sheets, and digital assessment platforms.</p>

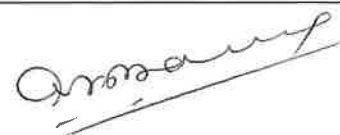
			<p>IV. Develop and implement mechanisms for quality assurance in examination processes, such as ensuring fairness, reliability, and validity of assessments.</p> <p>V. Explore and integrate innovative technologies for examination administration, including online proctoring, digital assessment tools, and data analytics for performance analysis.</p> <p>VI. Provide training and support to faculty, staff, and students on examination policies, procedures, and technological tools to ensure the smooth conduct of assessments.</p> <p>VII. Effectively manage examination-related data, including student records, assessment results, and feedback, and utilize data analytics to generate insights for continuous improvement.</p>
			<p>VIII. Stay updated with regulatory requirements and accreditation standards related to examinations and ensure compliance with relevant laws and guidelines.</p> <p>IX. Collaborate with student services departments to provide support and accommodations for students with special needs during examinations.</p> <p>X. Foster clear communication channels to ensure transparency and accountability in examination processes.</p> <p>XI. Develop contingency plans and protocols for handling emergencies or disruptions during examinations, such as technical glitches or natural disasters.</p> <p>XII. Engage in ongoing evaluation and refinement of examination processes to enhance efficiency, effectiveness, and satisfaction among stakeholders.</p> <p>XIII. Uphold ethical standards in examination administration, including confidentiality, fairness, and impartiality in decision-making processes.</p> <p>XIV. Engage in professional development activities to stay abreast of best practices, trends, and innovations in</p>



			examination administration and assessment methodologies.
2.3.10	Faculty Chair- Case Centre	- 2 credits	<ol style="list-style-type: none"> I. Integrate case studies effectively into the business school curriculum across various programs and courses, ensuring alignment with learning objectives and academic standards. II. Lead the development of high-quality case studies relevant to contemporary business issues, industries, and markets through in-house creation or collaboration with external authors and organizations. III. Identify, evaluate, and acquire case studies from external sources, such as publishing houses, academic institutions, and business practitioners, to enrich the school's case library and provide diverse learning materials. IV. Ensure the quality and rigor of case studies through thorough review processes, including peer review, expert feedback, and adherence to established case writing guidelines and standards. V. Provide support and resources to faculty members for effectively using case studies in teaching, including training workshops, instructional materials, and personalized assistance in case selection and teaching methodologies. VI. Encourage and support faculty members in conducting case-based research and publishing case studies in reputable academic journals, conferences, and case clearinghouses to contribute to knowledge dissemination and scholarly impact. VII. Establish partnerships and collaborations with industry organizations, companies, and practitioners to develop industry-relevant case studies, facilitate guest lectures, and provide opportunities for student internships and projects. VIII. Promote the case centre's resources and services to internal and external stakeholders, including faculty, students,

			<p>alumni, corporate partners, and the broader academic community, through marketing campaigns, events, and digital platforms.</p> <p>IX. Explore and leverage innovative technologies and digital platforms for case study dissemination, access, and interactive learning experiences, such as online case repositories, multimedia case formats, and virtual simulations.</p> <p>X. Effectively manage the case centre's budget and financial resources, optimizing expenditures on case acquisition, development, promotion, and operational expenses in alignment with strategic priorities and revenue generation strategies.</p> <p>XI. Build networks and collaborations with other Case centres, academic institutions, professional associations, and business networks regionally and globally to exchange best practices, share resources, and foster collaborations in case-related activities.</p> <p>XII. Develop and implement strategic plans and initiatives for the case centre's growth and sustainability, aligning with the business school's mission, vision, and strategic priorities and anticipating future trends and opportunities in case-based education and research.</p>
2.3.11	Faculty Chair- Entrepreneurship	- 2 credits	<p>I. Lead the development and enhancement of entrepreneurship-related academic programs, courses, and curricula, ensuring relevance, rigor, and alignment with industry trends and best practices.</p> <p>II. Provide guidance, mentorship, and support to students interested in entrepreneurship, including advising on business ideas, venture creation, access to funding, networking opportunities, and experiential learning initiatives.</p> <p>III. Cultivate and nurture an entrepreneurial ecosystem within the business school and the broader university community, fostering collaboration, knowledge</p>

			<p>sharing, and networking among students, faculty, alumni, industry partners, and start-up incubators.</p> <p>IV. Encourage and support faculty members in conducting cutting-edge research and scholarly activities in entrepreneurship, which can lead to publications in reputable journals, conference presentations, and contributions to the academic and practitioner communities.</p> <p>V. Forge strategic partnerships and collaborations with industry organizations, start-ups, venture capital firms, accelerators, and entrepreneurship support agencies to create opportunities for student internships, mentorship programs, guest lectures, and joint research projects.</p>
			<p>VI. Organize and facilitate entrepreneurship-related events, competitions, workshops, seminars, hackathons, and networking sessions to inspire creativity, innovation, and collaboration among students, faculty, and the wider community.</p> <p>VII. Develop and oversee entrepreneurship incubation and acceleration programs within the business school, providing resources, mentorship, and support to aspiring entrepreneurs in launching and scaling their ventures.</p> <p>VIII. Secure funding and allocate resources effectively to support entrepreneurship initiatives, including seed grants, scholarships, research grants, and infrastructure investments in labs, maker spaces, and innovation hubs.</p> <p>IX. Engage with the local community, government agencies, industry associations, and non-profit organizations to promote entrepreneurship education, foster economic development, and address societal challenges through innovative solutions.</p> <p>X. Evaluate the effectiveness and impact of entrepreneurship programs and initiatives through performance metrics,</p>



			<p>feedback mechanisms, and alumni tracking, and use data insights to inform continuous improvement efforts.</p> <p>XI. Advocate for policies and initiatives that support entrepreneurship education, innovation, and start-up ecosystem development at the regional, national, and international levels, contributing to thought leadership in the field.</p> <p>XII. Foster collaboration and interdisciplinary exchange between the entrepreneurship department and other departments within the business school and other academic disciplines to leverage diverse perspectives and expertise in addressing complex entrepreneurial challenges.</p> <p>XIII. Promote ethical business practices, social responsibility, and sustainability principles in entrepreneurship education and start-up ventures, emphasizing the importance of ethical leadership, environmental stewardship, and social impact.</p> <p>XIV. Develop and implement strategic plans and initiatives for the entrepreneurship department's growth and impact in consultation with stakeholders, including faculty, students, alumni, industry partners, and university leadership, to advance the mission and vision of the business school.</p>
2.3.12	Area Chair	-2 Credits	<p>I. Be responsible for the overall development of the Area.</p> <p>II. Lead curriculum development for the Area.</p> <p>III. Facilitate in recruiting visiting faculty.</p> <p>IV. Allocate faculty to various courses across Programs.</p> <p>V. Mentor new faculty.</p> <p>VI. Interact with students to understand their issues and aspirations.</p> <p>VII. Interact with industry bodies.</p> <p>VIII. Conduct BoS for the Area and Area Meetings.</p> <p>IX. Conduct events related to the Area.</p> <p>X. Create industry connections for possible career opportunities.</p>

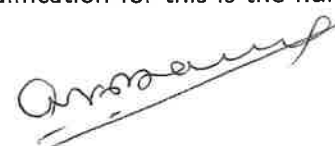
			XI. Conduct seminars/conclaves including confluence.
2.3.13	Research Chair	-3 credits	<p>I. Set the objectives of the Research Resource Center, including publication targets.</p> <p>II. Create a database for faculty publication.</p> <p>III. Develop the plan and Policy for RI.</p> <p>IV. Develop RI calendar and Guidelines.</p> <p>V. Ensure that research policy is being adhered to.</p> <p>VI. Encourage faculty to monitor the progress of RI projects regularly.</p> <p>VII. Prepare the presentation schedule.</p> <p>VIII. Submit data for AoL.</p> <p>IX. Organizing FDP / Working Paper series.</p> <p>X. Organize conferences and seminars.</p> <p>XI. Meet the publication targets.</p>
2.3.14	RI In-Charge	-3 credits	<p>To help the Research Chair in</p> <p>I. Successful conduct of the RI sessions for the students as per the agreed topics and timeline.</p> <p>II. Creating a database for faculty/ student publication from RI project.</p> <p>I. Developing the plan and Policy for RI.</p> <p>II. Developing RI calendar and Guidelines.</p> <p>III. Monitoring the progress of RI projects regularly and raising alert.</p> <p>IV. Prepare the presentation schedule.</p> <p>V. Submit data for AoL.</p>
2.3.15	Faculty Chair-EE	-3 credits	<p>I. Develop the overall plan and objectives for EE.</p> <p>II. Develop EE calendar and Guidelines.</p> <p>III. Coordinate with the program office to allocate committee members based on individual interests.</p> <p>IV. Monitor the progress of EE.</p> <p>V. Prepare evaluation template.</p> <p>VI. Coordinate with faculty to receive evaluation data in the Exam Office for compilation.</p> <p>VII. Annual report compilation of EE Projects.</p> <p>VIII. AOL data is to be submitted.</p>
2.3.16	Faculty Chair-SIP	-3 credits	<p>I. Develop the plan and objectives for SIP.</p> <p>II. Develop an SIP calendar and Guidelines.</p> <p>III. Develop MOUs with NGOs for SIP projects.</p>

			<ul style="list-style-type: none"> IV. Form student groups for SIP. V. Assign student groups to SIP projects. VI. Coordinate with the PGP Committee to allocate faculty. VII. Orient new faculty regarding SIP. VIII. Monitor the progress of SIP projects. IX. Prepare evaluation template. X. Ensure timely evaluation of SIP projects by faculty and submission of same to Exam Office. XI. Prepare presentation schedule by students. XII. Submit SIP data for AOL. XIII. Disseminate SIP information to external stakeholders. XIV. NGO Feedback to be collated. XV. Publish an annual report compiling the SIP projects in the form of working papers and or cases.
2.3.17	Faculty Chair-CIP	-3 credits	<ul style="list-style-type: none"> I. Develop the plan and objectives for CIP. II. Develop a CIP calendar and Guidelines. III. Coordinate with CRG (Corporate Relations Group) to identify suitable CIP projects. IV. Monitor the progress of CIP placements. V. Prepare evaluation template. VI. Monitor evaluation of CIP projects by faculty. VII. Prepare presentation schedule for students' viva. VIII. Collation of CIP Feedback. IX. Annual report compilation of all CIP projects. X. Coordination with CRG for viva. XI. Submit CIP data for AoL. XII. Coordinate with faculty to receive evaluation data in the Exam Office for compilation.
2.3.18	Faculty Chair-Mentoring	-1 credit	<ul style="list-style-type: none"> I. Develop the plan and objectives for student II. Mentoring. III. Develop a Mentoring Calendar and Guidelines. IV. Form student groups for Mentoring. V. Assign student groups to Faculty and Industry VI. Mentors. VII. Collate and compile the feedback of all mentors on the mentoring program. VIII. Monitor the mentoring from time to time.

2.3.19	Faculty Chair-Placement	-3 credits for the Chair -1 for members of the Committee, limited to 2 members.	<ol style="list-style-type: none"> I. Formulate placement objectives and guidelines. II. Coordinate with the Corporate Relation Group to invite companies. III. Interact with companies as and when required. IV. Monitor placement progress and ensure effective implementation of placement guidelines. V. Taking feedback from companies after the round of interviews. VI. Achieving placement outcome for the batch. VII. Compilation of annual placement report for the year. VIII. Planning of Final Placement Policy, Calendar for the batch Ideation, and Brochure and Batch Profile Preparation.
2.3.20	Faculty Chair-Admission	-3 credits for Chair -1 credit for members, limited to one member	<ol style="list-style-type: none"> I. Formation of admission guidelines and calendar. II. Coordinate preparation of assessment tools. III. Ensure timely evaluation of assessment. IV. Faculty allocation for admission in consultation with the program chair. V. Coordinate with the program chair to decide on the faculty panel for GE/PI. VI. Plan faculty travel in coordination with the Admin dept. VII. Declaration of results. VIII. Compilation of annual admission report for presentation to the Governing Board.
2.3.21	Faculty Chair-Institutional Branding and Digital Marketing	-2 credits (In case of an FIC for partial delivery, prorated ECS will be provided.	<ol style="list-style-type: none"> I. Digital Media Marketing. II. Digital Asset Management III. Alignment of the proposition across stakeholders' touchpoints.
2.3.22	Special Events (External Audience)	-2 Credits for the Chair. -1 Credits for the Co-chair -0.5 for members, limited to 2 members.	<ol style="list-style-type: none"> I. Serve on the respective Committee and ensure the effective functioning of activities. II. Presence in the meeting. III. Achieve activity objectives.
2.3.23	Batch Counsellors	-1 credit	<ol style="list-style-type: none"> I. SPOC for students. II. Act as counselor. III. Student leave management. IV. Coordinate with the program chair to achieve program objectives.

All faculty are mandated to take CIP, SIP, RI, and Mentoring roles.

The Faculty in Charge of any Centre of Excellence or conducting PG Certificate course/ online certification course will earn additional ECS credit (maximum three credits). The qualification for this is the number of



certifications done, uniqueness created student participation in related challenges/ competitions, projects carried out, and learner success regarding placement in related areas.

Eligibility for an appraisal is subject to contribution in each of four broad areas: Teaching, Mentoring Practice Courses and Initiatives (SIP/RI/CIP), Institutional Roles Activities, and Research (see Policy for Research and Intellectual Contributions for ECS calculations).

There may be instances where a faculty member contributes to an activity for the institute that is not defined in the scope above. In such cases, the faculty and the Director/Dean will mutually agree on the ECS to be assigned to such efforts.

Note: A faculty member must earn 23 ECS during an academic year while maintaining the minimum ECS requirement across the four areas to be eligible for appraisal/ annual increment/ bonus pay.

3.0 Min & Max ECS for Faculty by each of the four Components

Components	Minimum Credits	Maximum Credits
Teaching	9	16
Mentoring Practice Courses and Initiatives	3	7
Institutional Roles	2	7
Research*	4	No Cap

The rest of the credits to complete 23 ECS can be on any of the form heads.

For IP faculty, the minimum expected credit for research is 2 ECS, and the maximum teaching credits are capped at 18 ECS.

*This also includes patents (please see the Policy for Research and Intellectual Contribution).

4.0 Expectations

- I. Starting from June 01, 2024, one ABDC-'B category publication in a block of two years for the SA & SP category* faculty.
- II. PA & IP category* of faculty will need to publish a minimum of 2 ICs / [Case Studies/ books/ Book Chapters/ Industry Research Projects/consulting projects/peer-reviewed study materials] in a block of two years.
- III. Faculties in the administrative positions of Assistant Dean and above will need to publish at least 1 IC [Case Study/ book/ Book Chapter/ Industry Research Project/ consulting project/peer-reviewed study material] in a block of 2 years or two broad audience category publications in leading National /International outlets and/or conference proceedings.

* Category of faculty as per the AACSB Standard 3 - BIM Classification (Annexure A)

5.0 Institute Building Contribution

With the restructuring of the curriculum aligned with Industry 5.0, continued upgradation of the faculty talent pool, relentless nurturing of high-performance work culture, and the institutional journey that lies ahead for BIM, it is perhaps the right time to incorporate Institutional Building as a critical element in the faculty experience cycle in addition to Institutional Roles. While institutional roles are 'listed' in addition to the core activities listed above, institution building goes beyond such listed roles.

Institution-building initiatives undertaken by faculty extend into non-designated areas beyond the regular call of duty and add significant value to the brand BIM.

Institution-building activities on the part of faculty would include, to start with, the following areas: -

- Corporate Training and MDPs.
- Industry Projects.
- Management Consultancy.
- Invitation to International Seminars & Conferences of repute as a speaker.
- Organizing International Conferences under the BIM brand name.
- Forging mutually beneficial academic partnerships.
- Any other activity of Institutional significance.

To drive the Institution Building initiative as well as recognize & reward significant contributions under the ECS system, a framework for incentives & rewards is proposed as follows: -

- I. ECS incentives are calculated for the calendar year's appraisal period from July 01 to June 31.
- II. Significant contribution in terms of non-designated group tasks aiding institution building and significant individual contribution outside the scope of the ECS incentive—a budget for the same will be derived as a percentage of (Net Tuition Revenue Less Cost of sales) to be approved by the BoG. The institutional head is to propose a qualitative report with specific recommendations for such an incentive and approve it by the BoG.
- III. Additional credit points under ECS.
 - a. INR 50000 per credit for extra ECS earned.
 - b. Maximum ECS that can be earned in a year across all components is capped at 30
 - c. To be eligible for incentive payment, the minimum requirement for ECS in all components must be fulfilled.
 - d. To be eligible for payment towards extra ECS earned, the faculty must fulfill the minimum ECS requirement across all four components as in point 3.0 above.
 - e. For any unique business/academic requirements, the Director can allow payment on extra credit with intimation to the Board.

Note:

1. Appraisal Cycle: July to June.
2. ECS for Institute Building Roles not clearly defined here will be based on the achievement of KRA metrics and drawn by the director with the faculty concerned.
3. The director/dean will draw the rubric for the credits in the ECS system individually with each faculty member. This rubric will define the percentage of effort credit each faculty member will receive. This means that merely holding a position will not automatically entitle the full credit, and the percentage of credit will depend on fulfilling the position's expectations per the rubrics. The director/dean will set the expectations with the concerned faculty at the beginning of the appraisal cycle.

ANNEXURE: A

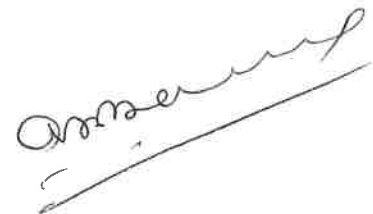
1. **Scholarly Academics (SA):** An 'All but Dissertation' (ABD) faculty member can be considered SA if they have submitted their thesis for review and are awaiting defense. However, they must earn their doctoral degree within a 3-year timeframe.

Fresh doctorates hold their SA status for five years after their PhD, when they must undertake and complete Intellectual Contribution (IC) in areas deemed Discovery Scholarship/Peer peer-reviewed journals. For SA classification maintenance of faculty members who have completed five years post-PhD,

the faculty can choose to contribute in IC categories of Discovery Scholarship, Application Scholarship, or Teaching Scholarship. However, among these options, the faculty must contribute at least 2 IC in Peer Reviewed Journals (PRJ) from the BIM Peer Reviewed Publication List over five years. An exception may be granted if a faculty member works on a large project to develop books/monograph writing. Given the substantial volume of work involved, this IC is acceptable instead of PRJ and conference proceedings.

2. **Practicing Academic (PA):** Faculty members who hold a doctoral degree and have industry experience through leadership roles (over seven years of experience), consulting (at least 2 in the past five years), or training programs (at least 3 in the past five years) are classified as PAs.
3. **Scholarly Practitioners (SP):** Faculty with over three years of industry experience and a master's degree or equivalent such as PGDM or a professional degree/certification such as Chartered Accountant, Company Secretary, etc., meet the initial qualification criteria for SP. They maintain their qualification by publishing scholarly work (At least 1 IC within five years) and pursuing a doctoral degree. They could also be publishing practice articles in newspapers and magazines.
4. **Instructional Practitioners (IP):** Faculty members with at least five years of industry/professional experience in their areas of expertise and a master's or professional degree possess the qualification for IP. This faculty group focuses on skill development, knowledge application, and training.

.....XXX.....

A handwritten signature in cursive script, possibly reading 'Annam', is written over a horizontal line.

