Promotional Policy of the Institution

BJES Higher Education Policy, Grades and Promotions

Higher Education Policy - Rationale:

A scientific framework to recruit, relate, retain, and remunerate faculty is expected to create a professional climate in our colleges and also motivate faculty to engage in high-end quality research, publishing and consultancy. Such a framework is expected to serve the Management and the faculty as an objective, ready-reckoner, dispel perennial comparisons and discontent among faculty, and help focus in productive activities.

Preamble:

St Joseph's College was founded in 1882, ever since, it has been in the forefront of Higher Education in the city of Bengaluru and the nation at large. Its academic quality and its intellectual commitment have served the public immensely. It has also served the poor and the marginalized by its admission policy of preferential option. In fact, it is an institution that encourages and promotes inclusivity through freeships and scholarships. SJC is also at the cutting edge of research and innovation producing new knowledge that pushes the boundaries of specific academic fields.

The three major pillars by which we know Jesuit Higher Education are 1) Competence 2) commitment and 3) compassion. These three highly valorised ideals actually translate as a) the pursuit of academic excellence, b) a commitment to social concern and equity and c) an engagement with social transformation. These aims and aspirations form, for all practical purposes, the bedrock on which

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any policy on Jesuit Higher Education should be based. These notions of academic excellence, the commitment to social equality and the engagement with social transformation are based on three important intellectual and transformative practices namely a) critical thinking b) cultural sensitivity and c) the discourse/practice of social justice.

Critical Thinking:

Jesuit institutions need to be geared to enable and enhance ideas and actions that are modern, secular, logical and just in every way possible. It should seek after an academic architecture that develops conditions and spaces for critical evaluation and scientific study of ideas and thoughts, materials and practices necessarily connected to the community, the nation and the world at large. This includes the development of research in the Pure Sciences, the Social Sciences, the Languages, Humanities and Communications. It also entails that we offer courses that are imbued in the modern ideas of secularism, scientific temper and social justice. The idea of social concern translates on the ground on at least two major actions, namely constituting learning as a progressive change making process and being involved in actual social action. This implies that we formulate curriculum, that is world-class, research that is cutting edge and teaching-learning that is progressive. It also implies that we evolve social action that is inevitably linked to our social vision as represented and included in our curricula.

Cultural Sensitivity:

In order to achieve academic excellence, we need to have and be inclusive institutions that takes in students from specifically marginalized positions and locations, so that we may distribute educational opportunities to one and all. This inclusiveness will then constitute the potential for any social change that can be sought after. While our interest is with minority communities and we are profoundly committed to their progress, we also should remain in dialogue with other faiths, religions and communities which would create then a multi religious, multi-cultural environment for true inter-cultural and inter-faith harmony in our institutions

Social Justice:

We need to discern social justice as the centre of all academic work. Towards this purpose, we need to mobilize both curriculum and practice into one well-rounded intellectual and empowering process and action, without compartmentalizing one from the other. Hence the notion of social justice must inculcate ideas and practices that are essentially conscientizing the consciousness of learners. Teaching and learning should involve egalitarianism in every sphere.

Science Education:

The St Joseph institutions are predominantly invested in Pure Science education rather than many other forms of technical science education. Our strength lies therefore in the teaching learning of and research in the primary sciences. Our work in these fields have been highly appreciated. It is therefore important to foster these fields of study specifically through differing forms of experimentation. Communicating existing knowledge, analysing and evaluating it and producing new knowledge in these primary fields should constitute the agenda for the future of science education in our colleges.

While our general science endeavours are pertinent and relevant, the current needs in the sciences relate to both multi-disciplinary and inter-disciplinary academic collaborations. While we do have enough multi-disciplinarity, given our three major system, we have yet to fill the gaps in inter-disciplinarity.

Hence it may be productive to begin new courses that could bring varied disciplines into a productive dialogue between one and another. Simultaneously, we do require to provide inclusive social and transformative outreach that would engage society with actions for social change. Hence the following has to be undertaken:

- Continue to foster Primary/ General Science Courses by including new research elements into them
- Devolve existing into a liberal choice based credit system so that learners may also develop their goals as they learn along
- Master's Programs by research in the General/Primary Sciences could be started and promoted
- Interdisciplinary courses, particularly in "sustainability" and "town-planning" could be started and promoted
- intellectual and financial investment in Research and academic infrastructure could be enhanced

Humanities and Social Sciences Education:

Over some years now, Humanities and Sciences education has altered its orientation in many academic spheres. While many disciplinary changes have taken place in different academia, most of these changes have been governed by empirical and management-driven practices. In other words, ideas and perspectives, which formed the basis of much of social action, have now been abandoned to the paradigm of number-crunching, graph-making and statistical analysis. While we do not grudge the management sciences of its contributions to social sciences, it would be essential to restore the world of praxis into social sciences. This implies that we restore ideas to their appropriate space determine will lead to action and not struggle simplistically with the graphology of numbers. Hence the following need to be undertaken;

- Change curriculum to meet with the current expectations of the fields of Social Sciences.
- Devolve programs into a choice-based credit system — a truly cafeteria system.
- Begin inter-disciplinary courses that combine different fields in the Social Sciences.
- Restore the Humanities: the teaching of History and Philosophy to be promoted.
- Start courses in education and educational philosophy.
- Research that is socially inclusive should be emphasized.

Languages and Communication Studies

There has been much work in the languages and emerging new fields of Communication and media. While Literary Studies and linguistics have had a long run, the local languages have somehow not been promoted. Given the variety emerging out of the cosmopolitanism in the state, the native/ local languages can energise studies both in the Sciences and Social Sciences. The possible impetus these may serve for the rest of the fields of study is immeasurable, while immensely supporting our commitment to the socially and educationally marginalized. There is therefore a need to enhance the study of Language, literature and linguistics in the light of the academic work in the Humanities. By that what we need to do is largely enable work in the local languages, spread its potential across disciplines, and impact the Social Sciences differently through the imagination. This means the following:
- Start new courses with local/native languages that will be for everyday use
- Initiate Foundational courses in foreign languages
- Enhance different but emerging trends in literary studies
- Develop skill-based language studies for other fields such as journalism, other media, and communication systems
- Develop research in the areas of Digital Humanities
- Collaborate with Communication in research

As regards the field of media and communication, it seems essential to enhance its scope and relevance in the current context. Therefore we may need to invest in specific state of the art studios and labs for the progress of these educational processes. Hence the following may be undertaken:
- Setting up new infrastructure for communication studies
- Starting courses that foreground sustainability studies
- Collaborate with languages, humanities and social sciences on research projects Research:

In view of the current concerns in the field of Higher Education, it is certain that the more traditional notion of Undergraduate /Postgraduate education as teaching-learning enterprises has been replaced by facilitatory modes of self-learning and knowledge production. Hence it is incumbent on Higher Education to enhance research in every possible field of study. This implies that one emphasises research at the level of Staff recruitment and promotion. Eventually it appears that no direct teaching is essential as much as learning by research will be emphasized in the future. Hence the following may be followed:

- The policy of recruitment may be revised in order to include research interest and experience
- Hiring criteria should include research commitment and other such creative academic endeavours, such as archiving, mapping and digitalizing academic work
- Employment incentives and Promotion in the academia should be based on research output and not only by criteria of seniority

Infrastructure:
Given the demands of contemporary education, it is essential to consistently upgrade infrastructure on our campuses. We need to streamline what exists and add new element as and when required. Given the changes being felt particularly in e-learning, it seems essential for us to engage with such new features in the field of education. That implies that we invest in relevant technology for purposes of more enhanced forms of study and learning. The above may further be segmented and a more extended explication of each category may be articulated.

Any policy statement is predominantly about a vision and agenda for action in the future. Therefore its primary orientation should be made out in the light of the objectives and goals of Education we set out for ourselves. Indeed this draft policy is aimed at rearticulating the goals of Jesuit Higher Education and situating an agenda for implantation in the future.

The goals and objectives of any policy are realised through concrete steps worked out for its day-to-day functioning. The University Grants Commission, the highest body to monitor Higher Education in the country, has put in place some clear guidelines regarding eligibility and qualifications for the recruitment and promotion, and obligations and privileges of the faculty in institutions of Higher Education, and has worked out Academic Performance Indicators based on Performance Based Appraisal System to serve this purpose.

The Committee suggests that BJES consider these recommendations which are reworked on the principles laid down by the UGC, keeping in mind the local needs, and implement them for better academic and professional environment in its institutions of Higher Education. The quantum of the API scores has been

retained to avoid any confusion in calculating and assessing the achievements of faculty. This will help the external teams to understand our system easily and on a par with the UGC.

Qualifications and Eligibility of Faculty:
In accordance with the UGC framework, there shall be three grades of faculty in Higher Education administered by BJES: Assistant Professor (Asst Prof.), Associate Professor (Assoc. Prof.), and full Professor (Prof.). While a Masters degree from a UGC-recognised university in a relevant discipline is the minimum qualification to teach in an Undergraduate (UG) programme, a similar degree with a doctorate (Ph.D.) is mandatory for any teacher to teach in a postgraduate (PG) programme in any institution of Higher Education of BJES.

Since the University Grants Commission (Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education) (4th Amendment), Regulations, 2016, (notified on 11 July 2016), the minimum eligibility to teach in any institution of Higher Education is National Eligibility Test (NET) or its equivalents like UGC-CSIR or State Level Eligibility Test (SLET).

Exemption from the eligibility of NET/ CSIR/ SLET: The following are exempted from NET/ SLET requirement:
Any candidate who possesses an M.Phil./Ph.D. registered prior to 01.01.2009, is governed by the Regulations of the degree awarding University at that point of time

OR

Any candidate who possesses a Ph.D. registered after 11 July 2009 with following conditions
- In regular mode only,
- Whose thesis was evaluated by at least two external examiners,
- Had open viva-voce,
- With two research papers published based on their thesis, one of which in a refereed journal,
- Has made at least two presentations in conferences/ seminars based on Ph.D. Work. Adherence to the above conditions for exemption need to be certified by the Vice Chancellor/ Pro-Vice-Chancellor/ Dean (academic affairs)/ dean (university instructions).

Teaching Assistants & Experts: If a candidate possesses a Ph.D. degree registered after 11 July 2009, without fulfilling the above-mentioned conditions and an NET/ SLET (hitherto simply Eligibility), may be considered for teaching as Teaching Assistant in the Colleges run by BJES on a contractual basis and on a pay lower

than an Eligible candidate, until the time they complete the same Eligibility or a suitable replacement is found.

This Eligibility criterion may not bind "visiting" teachers or invited experts from professional fields. This is especially relevant to fields such as management, information technology and Journalism and communication.

Grades and minimum qualification:
Asst Professor:
NET/ UGC-CSIR/ SLET (Karnataka), or Ph.D. (as per UGC Regulations 4th Amendment notified on 11 July 2016), as mentioned above.

While a candidate with the said eligibility is paid an Asst Professor's salary as per BJES scale, an NET/UGC-CSIR/SLET candidate with a Ph.D. may be paid two extra increments.

An Asst Professor's (Stage 1) tenure is of four years . After that and the necessary API score (170), s/he may be promoted to Asst Prof. Stage 2, and to Stage 3 after four more years in Stage 2 (API:200). An Asst Professor's (Stage 3) tenure is three years of completed, full-time service.

Associate Professor: An Asst Professor (Stage 3) may be promoted to Associate Professor (Stage 4), provided s/he has obtained a minimum API score of 225 as mandated by the BJES API-index. An Associate Professor's (Stage 4) tenure is three years of completed service.

Or, in rare circumstances, an Asst Professor (Stage 2) with an exceptional API score (80+250) and verifiable records, may be promoted to Assoc. Professor (Stage 4) after completing five years of full-time teaching and research.

Professor: An Assoc. Professor (Stage 4) may be promoted to Professor (Stage 5), if one has engaged in three years of full-time teaching and research, and obtained a minimum score of 250 on API-index.

Or, in rare circumstances, an Associate Professor with exceptional API score (75+300) and verifiable records, may be promoted a Professor.

Only a professor with exceptional research and consultancy, may be promoted Professor of Eminence within the University framework, after s/he has served the Institution for at least 10 years as Professor (+API 670).

Those employed without the Eligibility: Any candidate without NET/UGC-CSIR/SLET or a research degree as mentioned above may be given a two-year

notice period to complete NET/UGC-CSIR/ SLET to earn the grade and relevant pay package, failing which s/he may be replaced.

While all candidates registered for Ph.D. after 11 July 2009 are encouraged to obtain the UGC-specified eligibility, those candidates registered after 11 July 2016, must necessarily obtain the NET/SLET eligibility in addition to fulfilling the other conditions laid down by the UGC Regulations - 4th Amendments, 11 July 2016.

Those with Eligibility but without research/ publication: Those with the minimum Eligibility and found to be good as teachers, but without a Ph.D., could be given a maximum of six years to complete Ph.D. (in regular mode, as mentioned above) in a field deemed necessary by the Department concerned and the College, failing which BJES may replace them or continue them in Asst Professor Stage 1. The successful candidates may be rewarded with suitable increments.

Upon attaining minimum eligibility and qualifications, any more promotions shall be governed strictly by API scores as laid down by BJES. A failure to research and publish in high-quality journals could result in freezing of the salary or discontinuation of the candidate in service in the BJES institutions.

Consultancy: In accordance with the UGC, BJES expects its faculty to engage in Regular consultancy and contribute to public policy making and public impact.

Besides the advantage of API scores, the revenue generated from consultancy could be shared 60:40 in favour of the faculty concerned. In case the faculty use the College time and infrastructure for consultancy, the revenue-sharing formula could be reversed to 40:60 in favour of the Management.

Calculating API:
Academic Performance Indicators (API) scores are essential for all recruitments, promotions, and rewards and incentives at BJES-governed Institutions.
Based on the teachers' self-assessment, API scores are assigned for a) teaching related activities, domain knowledge, b) participation in examination & evaluation work, and c) contribution to innovative teaching, new courses, etc. Each category of promotion demands a different level of API scores.

In every instance/ category, self-assessment must be objective, and be accompanied by documentary evidence, which shall be verified by a screening-cum-evaluation committee set up by the Institution.

Workload

Grade	Direct teaching work hours per week	Direct teaching hours per (Science)	work week
Assistant Professor	16	20	
Associate Professor	14	18	
Professor	14	18	

Direct Recruitment
CATEGORY I: TEACHING, LEARNING AND EVALUATION RELATED ACTIVITIES

Category	Nature of Activity	Asst. Prof.		Assoc. Prof		Professor	
		Max. Score**	Actual Score	Max. Score	Actual Score	Max. Score	Actual Score
1	a. Direct Teaching*	70	Actual Hrs / year÷7.5	60	Actual Hrs / year÷7.75	60	Actual Hrs/ year÷7.75
2	Examination duties (paper/ invigilation/	20	Actual hours/ Year =10	20	Actual hours/ Year =10	10	Actual hours/ Year =10
3	Innovative teaching learning methodology/ updating subject content/course/ mentoring/ etc.	10	Actual hours/ year =10	15	Actual hours/ year =10	20	Actual hours/ year =10

* Direct teaching includes lectures/tutorials/practicals/project supervision/field work. ** BJES could prescribe a minimum cut-off - say 75%.

CATEGORY II: Professional Development, Co-curricular & Extension Activities

Category II	Nature of Activity	Max. API Score	Actual Score
a	i) Co-curricular activities ii) Extra-curricular activities iii) Extension & dissemination - seminars/ talks/ lectures/ etc.	15	Actual Hrs / year÷10
b	Contribution to the department and institution through participation in academic and administrative committees and responsibilities. i). Administrative responsibility (including as Head/ Dean/ Principal/ Chairperson/ Convener/ Teacher-in-charge/ and similar duties) (ii). Participation in Board of Studies, Academic and Administrative Committees	15	Actual Hrs / year÷10

c	Professional Development activities (participation in seminars, conferences, short term training courses, industrial experience, talks, lectures in refresher / faculty development courses, dissemination and general articles and any other contribution)	15	Actual Hrs / year÷10	

CATEGORY-III: RESEARCH AND ACADEMIC CONTRIBUTIONS

Category	Activity	Faculty of Sciences	Faculty of Languages/ Arts/ Humanities/ Social Sciences/Business & Management/Library/ Physical Edu/Law	Max. score
III (A)	Papers in	Refereed Journals	Refereed Journals as notified by the Institution/ UGC	25/ paper
		Other Reputed Journals as notified	Other reputed journals as notified institution/UGC	10/paper
III (B)	Publications other than journal articles (books, chapters in books)	Text/Reference, Books by International Publishers, with ISBN/ISSN as in UGC list	Text/ Reference, Books by International Publishers, with ISBN/ISSN as in UGC list	30/ book for single author
		Subject Books published by National publishers, with ISBN /ISSN number or State/ Central Govt. Publications as approved and updated by the authority.	Subject Books published by National publishers, with ISBN /ISSN number or State/ Central Govt. Publications as approved and updated by the authority.	20/ book for single author
		Subject Books published by local publishers, with ISBN/ ISSN number as approved and updated by the authority	Subject Books published by local publishers, with ISBN/ ISSN number as approved and updated by the authority	15/book for single author
		Chapters in Books published by National/ International publishers, with ISBN/ISSN number as approved and updated by the authority.	Chapters in Books published by National/International publishers, with ISBN/ISSN number as approved and updated by the authority.	International - 10/ chapter; National - 5/chapter

III: C				
	RESEARC H PROJECTS			
III: C(i)	Sponsored Projects	a) Major Projects above Rs 1 Crore	a) Above 20 Lakhs	30/ project
		b) 60 Lakhs to Rs. 1 Crore	b) Rs 10-20 Lakhs	25 / project
		c) Major Projects worth Rs. 30 Lakhs-60 Lakhs	c) Major Projects Rs. 5 - 10 Lakhs	20/ Project
		d) Major Projects worth Rs. 5 Lakhs - Rs.30 Lakhs	b) Major Projects worth Rs. 3 Lakhs-Rs. 5 Lakhs	15/ Project
		e) Minor Project worth Rs. 1 Lakh - Rs. 5 Lakhs	c) Minor Project worth Rs. 1 Lakh - Rs. 3 Lakhs	10
III: C(ii)	**Consultancy**	a) Amount mobilized minimum Rs. 10 Lakhs	Amount mobilized minimum Rs. 2 Lakhs	10 / Rs. 10 Lakhs & 2 Lakhs
	Additional	b) For every Rs 10 Lakhs	For every Rs 2 Lakhs	10
III:C (iii)	**Projects Outcome/ Outputs**	Patent/Technology transfer/Product/ Process	Major Policy document Prepared for international bodies like WHO/UNO/	30/international; 20/ national output/ patent.

Based on Self-Assessment and verifiable documents of the faculty. Minimum API score required for promotion to higher grades are different for different grades, and to be scrutinized by a screening – cum – evaluation committee.

			UNESCO/ UNICEF/ Central/ State Govt/ Local Bodies.	Major policy document for international bodies-30; Central Govt.-20; State Govt.-10; Local bodies-5
III:D	**RESEARCH GUIDANCE+**			
III:D(i)	M.Phil.	Degrees awarded	Degree awarded	5/ candidate
III:D(ii)	Ph.D	Degree awarded/ Thesis submitted	Degree awarded/ Thesis submitted	15/ 10/candidate
III:E	**Fellowships, award & invited delivered in conferences/ seminars**			
III-E(i)	Fellowship/ awards	International award/ fellowship from academic bodies.	International award/ fellowship from academic bodies.	15/ award/fellowship
		National award/ fellowship from academic bodies.	National award/ fellowship from academic bodies.	10/ award/ fellowship
		State/ university award from academic bodies.	State/ university award from academic bodies.	5/ award

III:E(ii)	Invited lectures/ papers presented	International	International	7/ lecture; 5/paper
		National	National	5/ lecture; 3/paper
		State/ university level	State/ university level	3/lectures; 2/paper
		The score under III:E (ii) shall be restricted to 20% of the minimum fixed for category II for any assessment period.		
III-F	Development of e-learning delivery process/ material			10/module

*API score for paper in referred journal would be augmented thus:
i) paper with impact factor less than 1 – by 5 points, ii) paper with impact factor 1-2 by 10; iii) paper with impact factor 2-5 by 15 points; iv)paper with impact factor 5-10 by 20 points; v) paper with impact factor above 10 by 25 points.

**API for joint publication sharing: 70% score shared by the first & principal/ corresponding author/ supervisor/ mentor; remaining 30% shared equally by others. +Research departments and scholars are expected to maintain records of their regular work.

Appendix – III Table-II(A) of 4th Amendment

Minimum APIs from Table I to be applied for promotion of teachers

Category	Activity	Asst Prof-I(stage 1 to 2)	Asst Prof-II(2 to 3)	Asst Prof-III to Assoc	Assoc.(4) to Prof.(5)	Prof (5) to prof (6)
I	Teaching learning evaluation related.	80/year	80/year	75/year	70/year	70/year
II	Professional development & extension – min. required to be assessed cumulatively	50/assessment period	50/assessment period	50/assessment period	50/assessment period	50/assessment period
III	Research & academic contributions – min. sored required to be assessed cumulatively.	20/assessment period.	50/assessment period.	75/assessment period.	100/assessment period.	400/assessment period.
II+III	Min. total API*	90/assessment period	120/assessment period	150/assessment period	180/assessment period	600/assessment period.
IV	Expert assessment system	Screening + evaluation committee.	Screening + evaluation committee.	Selection committee.	Selection committee	Selection committee
V	% distribution of weightage points in the expert	No separate points. Screening	No separate points.	30% research 50% assessment of	50% research 30%	50% research 50% assessment

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assessment (total=100. Min needed 50)	committee to verify API scores.	Screening committee to verify API scores.	domain knowledge & teaching practices. 20% interview.	assessment of domain knowledge & teaching practices. 20% interview.	of domain knowledge & teaching practices. 20% interview.

*Teachers may score the balance of points from Category II or III to achieve the minimum score required under Category II+III.

Appendix – III Table II(B)
Minimum API scores required for direct recruitment, and weightage in selection committees to be considered along with other eligibility qualifications.

Min. API scores.	Asst Professor (Stage 1) Min. Qualifications	Assoc. prof.(stage4) Consolidated scores of 300 from II+III of API	Professor (stage 5) Consolidated scores of 400 from II+III API.
Selection committee criteria/ weightage (total=100)	a) Academic record & research performance 50%. b) Assessment of domain kn + teaching skills 30%. c) Interview performance 20%.	a) Academic background 20%. b) Research performance & quality of publications 40%. c) Assessment of domain kn + teaching skills 20%. d) Interview performance 20%.	a) Academic background 20%. b) Research performance & quality of publications 40%. c) Assessment of domain kn + teaching skills 20%. d) Interview performance 20%.

Appendix – III Table: III

Sl. No.	Promotion through CAS*	Service Requirement	Min. Academic Performance & Screening/ Selection Criteria.	
1	Asst Prof. from stage 1 to 2	Asst prof. stage 1 completed 4 years, with Ph.D; or 5 yrs with M.Phil in professional courses such as LLM; or 6 yrs of (without Ph.D/M.Phil/PG) in professional courses.	i) ii) iii)	Min. cumulative API as per table II(A) One orientation & one refresher/ research methodology course of 2-3 weeks duration. Screening cum verification for recommending promotion.
2	asst. prof. stage 2 to 3	asst prof. with completed service of 4 years in stage 2.	i) ii)	Min cumulative API in table II(A). One course / programme from refresher courses, methodology workshops, training, teaching-learning-evaluation technology programmes, soft skill development programmes and faculty development programmes of 2/3 week duration.

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			iii)	Screening cum verification process for recommending promotion
3	Asst prof. stage 3 to assoc. professor	Asst prof. with 2 years completed service in stage 3.	i)	Min. cumulative API from table II(A).
			ii)	Min. 3 publication in the entire period as asst professor(college teachers with M.Phil may get exemption of 1 paper, Ph.D may exertion of 2 papers)
			iii)	Screening cum verification process for recommending promotion.
4	Assoc. prof. 4 to professor 5.	Associate professor with 3 years of completed service in stage 4.	i)	Min. cumulative API as in table II(A). teachers may combine two assessment periods (in stages 2 and 3) to achieve min. API scores, if required.
			ii)	Min. 5 publications since the teacher is placed in stage 3.
			iii)	A selection committee process as in Tables II(A).

Minimum academic performance & service requirements for promotion.

Physical educators – recruitment and promotion: Appendix – III Table IV
API for CAS – promotions of Asst directors, by directors & director of physical education & sports.

	Direct working hours/week	Weightage
Asst Director of Physical Education.	40	100
Dy Director of Physical Education	36+4*	90
Director of Physical Education	32+8*	80

Self – assessment for API based on verifiable records.
Lecture/practice – based and training related activities.
Organizing and conducting sports/games/athletics and management related activities upgradation of sports infrastructure & extension services, etc.
Min. API required for each level varies.

*Hours spent on administrative responsibilities, innovation, upgradation of services, extension services, etc.

Category I: Teaching, training, coaching, sports person development & sports management activities.

Nature of activity	Asst dir/ college dir		Dy director		Director	
	Max score	Actual score	Max score	Actual score	Max score	Actual score
Lecture cum practice based athlete/ sports classes, seminars undertaken as per allotted hours/ organizing and conducting coaching camps/ sports person programmes (**50 points**) Identifying sports talents and mentoring sports excellence among students (**20 points**) development maintenance of play fields, purchase and maintenance of other sports facilities (**10 points**)	80	Actual hours spent/ year ÷ 17.5	70	Actual hours spent/ year ÷ 17.25	60	Actual hours spent/ year ÷ 16.75
Management of physical education & sports program for students (planning, executing and evaluating the policies in physical education & sports) (**10 points**). Organising & conducting sports & games competition outside college levels (10 points)	10	Actual hours spent/ year ÷ 10	10	Actual hours spent/ year ÷ 10	10	Actual hours spent/ year ÷ 10
Upgradation of scientific and technological knowledge in physical education and sports (**10 points**). Extending services, sports facilities & training on holidays to the institutions & organisation (**10 points**)	10	Actual hours spent/ year ÷ 10	10	Actual hours spent/ year ÷ 10	10	Actual hours spent/ year ÷ 10

Category II: Professional developments, co-curricular & extension activities

Nature of activity	Max. API score	Actual score
a) Student related co-curricular, extension & field activities. (i) Discipline related co-curricular activities (cultural, sports, NSS, NCC etc) (various levels of intra & extramural programmes) (ii) Extension and dissemination activities (public/popular lectures/ talks/seminars etc.)	15	Actual hours spent/ academic year ÷ 10
b) Contribution to corporate life & management of the sports units and institution through participation in sports and administrative committees and responsibilities(including as director/convener/similar other duties that require regular office hrs for its discharge)	15	Actual hours spent/ academic year ÷ 10
c) Professional development activities (participation in seminars,	15	Actual hours spent/ academic year ÷ 10

	conferences, short term training courses, camps & events, talks, lectures in refresher/ faculty development curses, membership of associations, dissemination and general articles and any other contribution)		

Category – III: Research and Academic Contributions

Category	Activity	Faculties of physical education and sports	Max. score for
III-A	Research publications in	Referred journals as notified by the UGC#	25/publication
		Other reputed journals as notified by the UGC#	10/publication
III-B	Publications other than journal articles (books, chapters in books)	Text/reference books published by international publisher, with ISBN/ISSN number	30/book for single author.
		Subject books published by national level publishers, with ISBN/ISSN number or state/ central govt. publications.	20/book for author
		Subject books, published by other local publishers, with ISBN/ISSN number	/book for single author
		Chapters in books published by national and international level publishers, with ISBN/ISSN number.	International:10/chapter. National:5/chapter
III-C	**Research projects.**		
III-C(i)	Sponsored projects	Major projects above Rs. 5 Lakhs	20/project.
		Major projects with grants above Rs. 3 lakhs up to Rs. 5 lakhs.	15/project.
		Minor projects with grants above Rs. 1 lakh up to Rs. 3 lakhs.	10/project
III-C(ii)	Consultancy projects	Amount mobilized with a minimum of Rs. 2 lakhs	10/Rs. 2 lakh project.
III-C(iii)	Project outcomes	Major policy document prepared for international bodies like WHO/ UNO/ UNESCO/ UNICEF etc. central/ state/ govt./local bodies.	Major policy document of international bodies – 30 central govt – 20, state govt – 10 local bodies – 5
III-D	**Research guidance**		

III-D(i)	M.Phil	Degree awarded	5/candidate.
III-D(ii)	Ph.D	Degree awarded/ thesis submitted	15/10/candidate
III-E(i)	**Awards/ fellow hips/ invited lectures/ papers presented in conferences/ seminars.**		
	Award/ fellowship	International award/ fellowship from government/ recognised international sports bodies/ international sports organisations.	15/award/fellowship
	Award/fellowship	National award/fellowship from govt/ recognised national sports bodies/ national sports organisations.	10/award/fellowship
	Award/ fellowship	State/ university award/ fellowship from govt/ recognised state sports bodies/ state sports organisations	5/award
III-E(ii)	Invited lectures/ papers	International level	7/lecture; 5/paper
		National level	5/lecture; 3/paper
		State/ university/ inter-college level	3/lecture; 2/paper
	The scores in the sub-category shall be restricted to 20% of the minimum fixed for category III for any assessment periods.		
III-E(iii)	Development of e-learning delivery process/material		10/module

*API augmentation and sharing may be done as per the guidelines given for teaching faculty **Appendix – III Table – V(A)**
Min. API (from Appendix – III table – I) to be applied for the CAS promotion of Asst/College.

Director & Dy Director of Physical Education and Weightage for Expert Assessment in Selection Committee

Category	Activity	Asst Dir of physical edu. Stage 1 to 2	Asst/college dir stage 2 to 3	Asst/college dir (stage 30 to dy dir (stage 4)	Dy. Dir (stage 4) to director (stage 5)
I	Teaching, training, coaching, sports person development and sports management activities.	80/year	80/year	75/year	70/year
II	Professional Developmen	50/assessment period	50/assessment period	50/assessment period	50/assessment period

	t and Extension activities – Minimum score required to be assessed cumulatively				
III	Research and Academic Contributions – Minimum score required – to be assessed cumulatively	20/assessment period	50/assessment period	75/assessment period	100/assessment period
II+III	Minimum total API score under categories II and III*	90/assessment period	120/assessment period	150/assessment period	180/assessment period
IV	Expert assessment system	Screening evaluation committee	Screening evaluation committee	Screening	Screening committee
V	Percentage distribution of weightage points in the expert assessment (total weightage = 100. Minimum required 50)	No separate points. Screening committee to verify API scores.	No separate points. Screening committee to verify API scores.	30% - research 50% - assessment of domain knowledge and teaching practices 20% - interview.	50% - research 30% - assessment of domain knowledge and teaching practices 20% - interview.
One may score balance points from either category II or category III to achieve the minimum score required under category II+III					

Appendix – III – Table – VI
Minimum API and services required for promotion of physical education cadres

No.	Promotion and physical education cadres through CAS	Service (MHRD notification) requirement.	Minimum academic performance requirements & screening/selection criteria.
1	Asst DPE to Asst DPE (Sr Scale) (Sr Scale; Stage 1 to 2)	Asst DPE completed 4 yrs service in stage 1 with Ph.D. or 5 yrs of service with M.Phil or 6 yrs without Ph.D/M.Phil	i) Min. cumulative API scores table V:(A) ii) One orientation &/or refresher/ research methodology course of ¾ weeks duration.

			iii) Screening cum verification process for recommending promotion.
2	Asst DPE (Sr scale) to Dy DPE/ asst DPE (Selection grade) (Stage 2 to Stage 3)	Asst DPE (Sr scale) with completed 5 yrs service in Stage 2.	i) Min. cumulative API scores table V(A) ii) One course / programme from among refresher courses, methodology workshops, training, teaching-learning-evaluation technology programmes, soft skills development programmes and faculty development programmes of ¾ week duration. iii) Screening cum verification process for recommending promotion.
3	Asst DPE (Selection Grade) to deputy DPE / (Selection Grade) (Stage 3 to 4)	Asst DPE (Selection Grade) with three years of completed service in stage 3.	i) Min. cumulative API scores as in table V(A). ii) At least three publications in the period as asst/ college DPE (12 yrs). However, an exemption of one publication may be given to M.Phil holders and an exemption of two publications of Ph.D holders. iii)Evidence of having produced teams/ athletes.

Library faculty – recruitment and promotion

Appendix – III: table VII

API for the direct recruitment and promotion Of Deputy Librarian and Librarians

Workload:

	Direct working hours/ week	Weightage
Asst Librarian	40	100
Deputy Librarian (if applicable)	36+4*	90
Librarian	32+8*	80

*Hours spent on administrative responsibilities, innovation, upgradation of services, extension etc.

Nature of activity	Asst. Librarian		Dy Librarian		Librarian	
	Max. score	Act. Score	Max. score	Act. Score	Max. score	Act. score
a) Library resources organization and maintenance of books, journals, reports; Provision of library reader-services, literature retrieval services to researchers and analysis of reports; Provision of assistance to Departments with the required inputs for preparing reports, manuals and related documents; Assistance towards updating institutional website with activity related information and for bringing out institutional Newsletters, etc. (40 Points) Development, organization and management of e- resources including their accessibility over Intranet / Internet, digitization of library resources, e-delivery of information, etc (15 Points) User awareness and instruction programmes (Orientation lectures, users' training in the use of library services as e-resources, OPAC; knowledge resources user promotion programmes like organizing book exhibitions, other interactive latest learning resources, etc. (15 Points)	70	Actual hours Spent/ year 20	60	Actual hours Spent/ Year+20	55	Actual hours Spent/ Year+ 20
b) ICT and other new technologies' application for upgradation of library services such as automation of catalogue, learning resources procurement functions, circulation operations including membership records, serial subscription system, reference and information	15	Actual hours Spent/ year+ 10	15	Actual hours Spent/ year+ 10	15	Actual hours Spent/ year+ 10

services, library security (technology based methods such as RFID, CCTV), development of library management tools (software), Intranet management						
c) Additional services such as extending library facilities on holidays, shelf order maintenance, library user manual, building and extending institutional library facilities to outsiders through external membership norms	15	Actual hours Spent/ year+ **10**	15	Actual hours Spent/ year+ **10**	15	Actual hours Spent/ year+ **10**

Category II: Professional Development, Co-curricular & Extension Services (Library)

Nature of Activity	Max API Scores	Actual Scores
a) Student related co-curricular, extension and field based activities (such Cultural exchange and Library service Programmes (various level of extramural and intramural programmes); extension, library literary work through different channels.	15	Actual hours Spent/ year+ **10**
b) Contribution to Corporate life and management of the library units and institution through participation in library and administrative committees and responsibilities	15	Actual hours Spent/ year+ **10**
c) Professional Development activities (participation in seminars, conferences, short term, e- library training courses, workshops and events, talks, lectures, membership of associations, dissemination and general articles, not covered in Research & Academic Contributions)	15	Actual hours Spent/ year+ **10**

Category III: Research and Academic Contributions (Library)

Category	Activity	DU/College Librarians	Max.Scores*
III-A	Research Publications	Refereed Journals as notified	25/ Publication
		Other Reputed Journals as notified	10/Publication
III-B		Text/ Reference Books, published by International Publishers, with ISBN/ISSN number as approved by the Institutions	30 per Book for Single Author

	Publications other than journal articles (books, chapters in books)	Subject Books, published by National level publishers, with ISBN/ISSN number or State/ Central Govt. Publications as approved by the Institutions	20 per Book for Single Author
		Subject Books, published by Other local publishers, with ISBN/ISSN number as approved by the Institutions.	15 per Book for Single Author
		Chapters in Books, published by National and International level publishers, with ISBN/ISSN number as approved by the Institutions.	International- 10/chapter National- 5
III-C	**Research Projects**		
III-C(i)	Sponsored Projects	Major Projects with grants above Rs. 5 lakhs	20 per Project
		Major Projects with grants Rs3 lakhs to Rs 5 lakhs	15 per Project
		Minor Projects with grants Rs 1 lakh to Rs 3 lakhs	10 per Project
III-C(ii)	Consultancy Projects	Amount mobilized with a minimum of Rs. 2 lakhs	10 for every Rs.2 lakhs
III-C(iii)	Projects Outcome /Outputs	Major Policy document prepared for international bodies like WHO/UNO/UNESCO/UNICEF etc. Central/ State Govt./Local Bodies prepared	For International bodies -30; Central Govt -20 State Govt-10 Local bodies -5
III-D	**Research Guidance**		
III-D(i)	M.Phil.	I Degree awarded	I 5 / candidate
III-D(ii)	Ph.D.	I Degree awarded/ thesis submitted	I 15/10/candidate

III-E	Awards/ Fellowships/Invited lectures / papers presented in conferences/seminars		
III-E(i)	Award/Fellowships	International level	15 per Award/Fellowship
	Award/Fellowships	National Level	10 per Award/Fellowship
	Award/Fellowships	State/University/ Academic bodies	5 Per Award
III-E(ii)	Invited lectures/ papers presented	International level	7/lecture; 5/paper
		National Level	5/lecture; 3/paper
		State/ University/inter-college	3/lecture; 2/paper
	The score under this sub-category shall be restricted to 20% of the minimum fixed for Category III for any assessment period		
III-E(iii)	Development of e-delivery process/material	10/module	

*The principles for augmentation and sharing of API score will be as in the case of Faculty.

Appendix - III: Table-VIII (A)

Minim.um. APis for the Career Advancement Scheme (CAS) Promotion of Asst & Dy Librarian and Weightages for Expert Assessment in Selection Committees.

Category	Activity	Asst Lib Stage 1 to 2	Asst Lib: Stage 2 to 3	Asst Lib.: Stage 3 to Dy Lib. (4)	Dy Lib. (Stage 4) to Lib.: Stage 5
I	Procurement, organisation, delivery ofKnowledge, information through Library service	80/year	80/year	75/year	70/year
II	Professional development & Exten sion activities - Min. score required for cumulative assessment	50/ Assessm ent period	50/ Assessment period	50/ Assessment period	50/ Assessment period
III	Research & academic contributions - Min. score required to be assessed cumulatively	20/ Assessm ent period	50/ Assessment period	75/ Assessment period	100/ Assessment period
II+III	Min. total API score underII+III*	90/ Asse ssment period	120/ Asses sment period	150/ Assessment period	180/Assessm ent period
	Expert Assessment system	Screening+ evaluati on committ ee	Screening + evaluation committe e	Selectio n commit tee	Selection committee
IV	%ge distribution of Weightage Points in Expert Assessment (Total: 100. Min. required: 50)	No separate points. Screening Commit tee to verify API	No separate points. Screening Committee to verify API	30%-Library related research papers evaluation 50%Assessme ntof domain knowledge automation & Organisationa l skills 20% - Interview performance	50%- Library publication work 30% - Assessment of innovative Library service& organization of digital library services 20% - Interview performance

*One may score the balance points from either Category II or III to achieve the minimum score required under I + III.

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Appendix-III; Table - VIII (B)
Direct recruitment of Librarians, and weightages in Selection Committees

Min. norm/ criteria	Asst Librarian (stage 1)	Dy Librarian (state 4)	Librarian (Stage 5) (only in University)
API score (CategoryIII)	Min. qualification as stipulated	Consolidated API score requirement of 300 points from II &III API (cumulative)	Consolidated API score requirement of 400 points from II & III (cumulative)
Selection Committee criteria/ weightages (total: 100)	a) Teaching/ computer & communication skills by a lecture demonstration (50%) b) Record of Library management skills (20%) c) Interview performance: (30%)	a) Library related research/Theme papers (3 no.) Evaluation: (50%) b) Library automation skills & organisation plans (20%) c) Interview performance :(30%)	a) Library research papers (5 no.) evaluation (60%) b) Organisational track record of innovation library service & vision plan (20%) c)Interview performance:20%

Appendix-III; Table IX

Sl. No.	Promotion through CAS	Service requirement	Min. Academic Performance required and Screening/Selection criteria
1	Asst Librarian toLib (Sr Scale) Stage 1 to 2	Complete 4 yrs as Asst Librarian withPh.D. or 5 yrs withM.Phil. or 6 yrs without Ph.D./M.Phil.	i) Min. API score as in Table VIII-A of App.III ii) One Orientation & one Refresher Course of3/4 weeks duration iii) Screening-cum- Verification process for recommending promotion.
2	Asst Librarian (Sr scale) to Asst Librarian (Selection grade) (Stage 2 to 3	Asst Librarian (senior scale) with completed 5 years' service in Stage 2	(i) Min. API scores in Table VIII (A) of Appendix III for Librarians (ii) Two refresher courses, of minimum 3-4 week duration during the assessment period. (iii) Screening cum Verification process for recommending promotion.
3	Asst Lib. (Selection Grade) to Deputy Librarian (Selection Grade) (Stage 3 to 4)	Dy Librarian (Selection Grade) with 3 years of service in Stage 3.	(i) Minimum API scores in Table VIII (A) of Appendix III. Three publications over twelve years. An exemption of one publication may be given to M. Phil holders and two for Ph.D. Holders. (ii) One course/training under the categories of Library automation/ Analytical tool Development for academic documentation. (iii) A selection committee process as in the Regulation and in Table VIII (A)
4	University Librarian (Stage 5) (Only in DU case)	Deputy Librarian in universities with 3 years' service completed in Stage 4.	(i) Min. cumulative API scores in Table VIII (A). Librarians may combine two assessment periods (in Stages 3 and 4) to achieve minimum API scores, if required.

			(ii) A minimum of five publications since the period that the s/he is placed in stage 3
			(iii) Evidence of innovative library service and organization of published work.
			(iv) A selection committee process as in the Regulation and in Table VIII (A)

Min. Academic performance & service requirements for Promotion of Librarian cadres

Note: The explanatory note provided for Table IIA for CAS for teachers is also applicable for the Librarian cadres as per the API score specified for this cadre

Grade	Direct Teaching/Week	Reduction of Hrs/ Week/MRP*	Reduction of Hrs/ week for every 2 Ph .D. scholars [+ (not counting students working on MRP)]**
Teaching Asst	16	3	1
Asst Prof	16	3	1
Associ Prof	14	3	1
Prof	14	4	2

*MRP=Major Research Project.

*The teaching hours from the Researching Faculty are made good by Project/ Research Fellows.
** Each Doctoral student/JRF is expected to teach up to 4 hours /week.

*The faculty with MRP and faculty without MRP but with 4 doctoral students could be exempted from 50% of their examination (not involving valuation) work, whereas Assoc. Professors with 4 or more scholars and an MRP, as well as Professors with more than 4 doctoral students and an MRP could be exempted from all the Examination (not involving valuation) work.

* The Examination work hours from the Researching Faculty are made good by Project/ Research Fellows.
++ All faculties are expected to bear full teaching/ examination workload if they do not have MRPs and doctoral students.

Conclusions and Recommendations:
1 a. Option One: Withdraw the recent hike: Rectify the anomalies in salaries by withdrawing the 2016 June hike com pletely . The raise in salary paid so far may not be retrieved; instead, it could be considered a 'gift' to the faculty. Those who don't fall under the re-worked criteria, can benefit from the suggested revisions, working with greater intent to attain the specific goal in sight. They could be

incentivised to earn API (thus better salaries) through their UGC-mandated qualification and research and publication. Though this may feel a unpleasant measure, there are instances of the State Government retrieving even the paid salaries under similar circumstances (including at SJC).

Those coming under the ambit of the suggested criteria could benefit from the regular increments under the 2016-17 scale, and a drive for constant self-enrichment and the good of the institution and its students.

1 b. To improve quality in teaching-learning and research-publication-consultancy, those faculty who don't have the necessary eligibility and qualification could be given a two-year deadline to obtain the same. From then on, research and publication could be the driving factor in their retention, and general recruitment and promotion in grades and salaries of the teaching, physical education and library cadre staff.

2. Option Two: Freeze the hikes: The hikes could be frozen at the current point, till the ineligible and/ or unqualified faculty meet the required standards as suggested in this proposal until the time the current scale brings them to the standards desired by this report, but without increments (or through token gradual increments).

3. If these recommendations are accepted, BJES could -
a) Collect the credentials (Eligibility and qualifications) as well as the verifiable records of their works (Categories I+II+III) for verification from all its faculty.
b) Set up a screening committee to verify these documents comprehensively - nature of qualification (regular or distant mode, and documents to prove that M.Phil/ Ph.D. - FIP/ fellowships/ JRF/ open viva/ two external examiners, etc) as well as research, publications and projects and consultancy. After the committee is convinced of the claims by the applicant faculty, it could recommend the candidates for promotions in grades.

c) In the meantime, set up a committee consisting of office staff (who deal with finances) and faculty with the required knowledge to fix the scale according to the criteria suggested, and work out its implemention.

4. While it is recommended to follow these principles and criteria to nurture a spirit of research, high quality, and standards, it is also advised that the Management could devise its own scale different from the UGC's (with lower pay), but strictly according to the criteria suggested here, to avoid any confusion, heartburns, or changes in leadership at various levels of BJES.

5a. As part of the institutions' intent on encouraging research and its faculty, the BJES colleges could adapt a flexible work policy for its teaching Ph.D. scholars and make it convenient for them by assigning half-a-day teaching (though full time) to leave the other half free for research.

5b. In the last year of their Ph.D., the teaching Ph.D. scholars of the three colleges could be given a year of paid-leave to complete their work. This could be subject to certain conditions (undertaking) of continuance in service for a fixed number of years, failing which the teacher-scholars would be expected to reimburse the amount with interest.

5c. If required, teaching Ph.D. scholars may be accommodated in shift-systems of our colleges to make more time available for their research.

6. Establish a Human Resources Development (HRD) Centre to train the staff and faculty in various aspects of academics, research, management, and organisation. The Centre could arrange programmes to suit the local faculty and staff needs such as Orientation and Refresher courses, staff evaluation and enrichment programmes, work out and suggest measures for further growth and enrichment of the BJES faculty, staff and students. Gradually, it could also reach out to other academic and related institutions and network with them. Within the BJES framework, it could network with Cells for collaboration with Governments/ UGC and similar National and International bodies as well as student placement. Land at Nelamangala could be gainfully used for this purpose.

7. The Institutions should collect student feedback about the staff-on- probation and those due for promotions. The colleges could also collect feedback from their peers (Peer-feedback could be had on an experimental basis to assess its validity). These data could be used along with self-appraisal and API scores to arrive at final decisions on retention and promotions

This may be applied to all the Jesuits in administration, as well.

8. It is suggested that officials such as faculty heads of various student associations, class mentors, programme-coordinators, Heads of Departments, Deans, Campus Minister, Student Governor, Welfare Officers, Block Coordinators, Vice Principals and Directors may not be paid any extra remuneration. Instead, the College Management Board could meaningfully support some of them by reducing some of their teaching workload on case-to-case basis.

9. Work out mechanisms to recognise the faculty's significant contribution to research or public life at public programmes organised by BJES.

10. Non-teaching Technical and Managerial Staff:
Managerial level posts could be considered as special category above the clerical category for the responsibility and work they entail. Besides their qualification and experience, the type and amount of work could also be considered for fixing the scale.

Technical staff such as studio technicians, system administrators, and hardware maintenance staff should be considered as special category placed above clerical category. Besides their qualification, experience, and expertise, the type and amount of work could also be considered for fixing the scale.

Definition of Terms:
UGC - University Grants Commission
Faculty - teachers, physical educators, and librarians - (in principle) those eligible for UGC pay scale
API - Academic Performance Indicators based on Performance Based Assessment Scheme (PBAS), which are, in turn, based on verifiable records

Self-assessment - self-evaluation of oneself by faculty based on verifiable records
CAS - Career Advancement Scheme for the already-recruited faculty
Institutions - Colleges administered by BJES
Authority - Institutions administered by BJES, or as accepted from UGC lists
University - applies to the proposed Deemed University, when it becomes operational

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