



St. Joseph's Institute of Management

POST GRADUATE DIPLOMA IN MANAGEMENT(PGDM)

Policy Handbook

2021

28/1, Primrose Road (off MG Road)

Bangalore - 560 025

Karnataka



Overarching Policies

A Jesuit Education	2
Vision, Mission and PEO at SJIM	3
Governance Structure	4
Committees	7
Bangalore Jesuit Educational Society (BJES) Service Conditions and Rules	9

Faculty-centric Policies

SJIM Recruitment Policy	41
SJIM Promotion Policy.....	44
Outcome Based Education (OBE) Policy.....	45
Industry Collaborative Education	52
Center For Corporate Relationship and Engagement (CCORE).....	54

Student-centric Policies

Admission Policy for Full-Time PGDM	57
Industry Internship Programme (IIP) Policy for Full-Time PGDM.....	62
Placement Administrative Policy and Process.....	64
Student Research.....	67
Mentoring Policy	71
Policy Applying to Students with Disability (SwD)	74
Alumni Engagement	79

Other Policies

Policies and Procedures on Academic Misconduct	81
Policy on Upholding Human Rights	83
Freedom of Expression.....	85
Environment, Health and Safety	90
Diversity, Equity and Inclusion	92



A Jesuit Education

The term ‘management’ refers to the process followed to achieve organizational goals. Management refers to a set of functions designed to get things done through and with people, through efficiency in resource utilization, to effectively attain predetermined goals. At the same time, the concern of Jesuit education is preparation for life. Formation of the individual is not anything abstract but depends on today’s requirement.

Jesuit education is concerned with the ways in which students will make use of their formation within the human community, in the service of others. Jesuit education stresses and assists in developing the role of each individual as a member of the human community. Students, teachers, and all members of the educational community are encouraged to build solidarity with others that transcends race or culture. Jesuit education includes formation in values and attitudes. Jesuit education takes place in a moral context where knowledge is joined to virtue.

Jesuit education includes personal development through the training of character. It tries to develop in students an ability to know reality and to evaluate it critically. Jesuit education helps students to realize that talents are gifts to be developed, not for self-satisfaction or self-gain, but rather, for the good of the human community.



Vision, Mission and PEO at SJIM

Vision

To be a management institute of excellence committed to nurturing responsible business leaders who have concern for society and the environment.

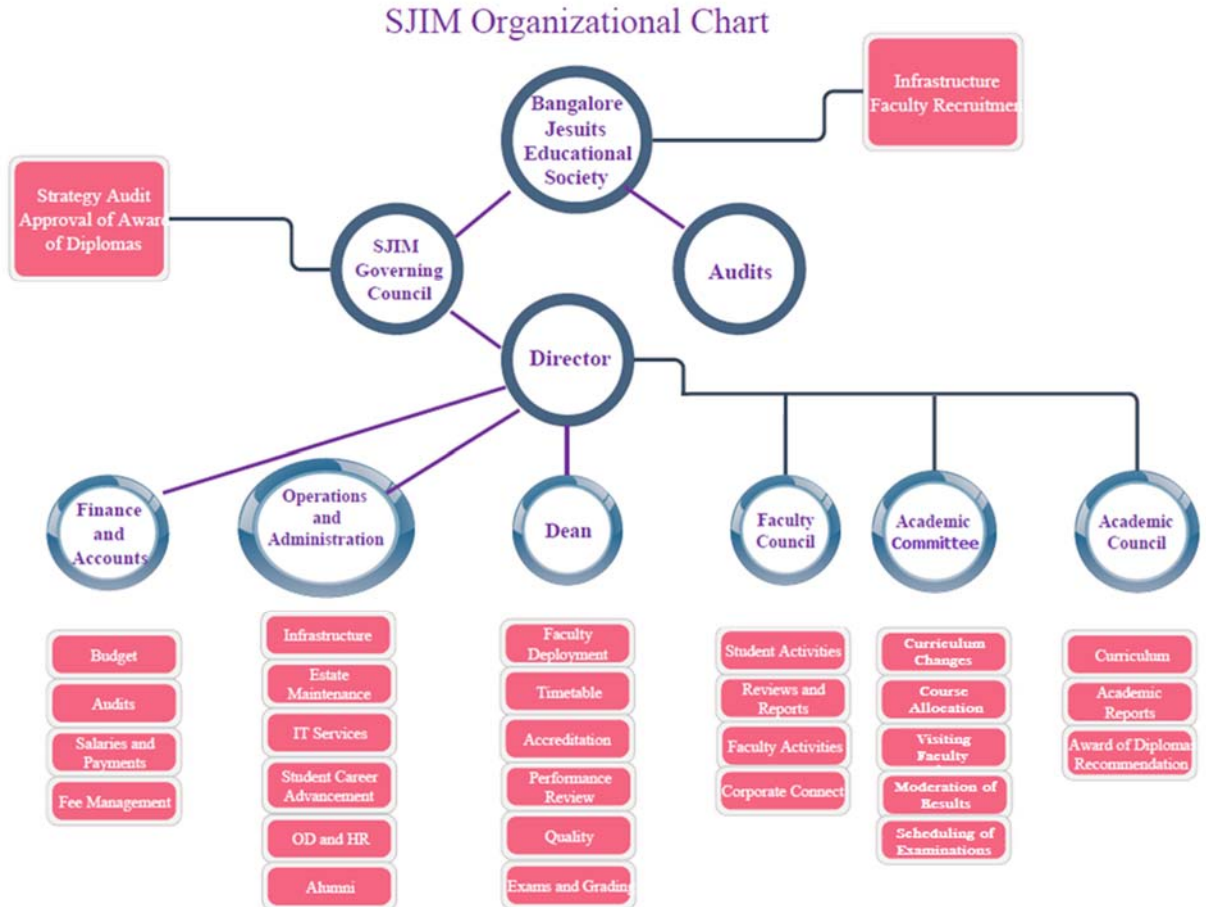
Mission

- M1: To impart contextual management education focused on ethics and social issues
- M2: To produce impactful research
- M3: To promote institute-industry interface on a continual basis
- M4: To employ teaching pedagogy that promotes critical thinking, innovation and entrepreneurship

Program Educational Outcomes (PEO)

- PEO1: To equip students with theoretical and application-based management education
- PEO2: To inculcate the desire to pursue lifelong learning
- PEO3: To develop capabilities for effective communication, presentation, teamwork and leadership skills
- PEO4: To develop industry ready graduates with emphasis on integrity, ethics and social responsibility

Governance Structure



Bangalore Jesuit Educational Society (BJES)

The Bangalore Jesuit Educational Society (BJES) is a registered non-profit making, non-sectarian, non-governmental, educational organization engaged in education, research and training. BJES constantly strives to attain its objective to prepare men and women for the service of others through its educational institutes. A list of the educational institutes also run by the BJES include:

- St. Joseph's Boys High School
- St. Joseph's Pre-University College



- St. Joseph's PU Evening College
- St. Joseph's College
- St. Joseph's College of Commerce
- St. Joseph's Evening College
- St Joseph's Institute of Management
- St. Joseph's College of Law

Governing Council

St. Joseph's Institute of Management (SJIM), Bengaluru has a Governing Council consisting of members from the Bangalore Jesuit Education Society, professionals from industry and academicians.

The SJIM Governing Council is responsible for:

- Guide in strategy formulation, planning and providing strategic direction
- Annual and Half-yearly reviews of all activities
- Reviewing the performance of the Institute
- Approving faculty recommendations for the award of the SJIM Post Graduate Diploma in Management

Frequency of meetings: Twice a year.

Academic Council

Academic Council of SJIM meets on a regular basis to discuss academic matters and suggest policy changes to the Director for consideration. The academic council meetings are presided over by the Director and consists of faculty members of the institute, academicians from other institutes, industry professionals and alumni of the institute. The membership of the SJIM Academic Council is given in the following table:

Duties, responsibilities and powers of the SJIM Academic Council include,

- To consider matters of academic interest to SJIM brought forth on its own or by the SJIM Governing Council or by a department and to discuss, act upon or recommend an action



- To exercise such methods of supervision / call for reports on matters related to teaching, learning, evaluation and grading processes and suggest revision / changes / new processes that will provide improved standards in SJIM academic administration
- To provide impetus to those activities, such as research, case writing, conduct of conferences and workshops, guest lectures and so on, that will develop the intellectual capital of the institute that in turn will provide an improved engagement with the students
- To review the relevance of curriculum in the changing business context and demands of the industry and suggest such of those changes / revamp of the entire curriculum that will keep the institute in tune with time
- To review the outcome of the academic activities by examining institute data such as, PO / CO attainment, pass percentage, placement performance, and to recommend suitable suggestions and changes
- To recommend improving standards through suggestions on benchmarks related to reference material, teaching standards, learning methods, evaluation criteria and so on.

Frequency of meetings: Twice a year.

Academic Committee

Academic Committee of SJIM meets on a regular basis to discuss academic and related operational matters. The committee comprises of faculty members from SJIM. The committee's duties include updating and making changes in the curriculum, allocation of courses to respective faculty, matters related to the visiting faculty, discussion and moderation of results, scheduling of exams, make up and improvement exams and any other matter which the Director deems it necessary to discuss. The academic committee meetings are presided over by the Director.

Frequency of meetings: whenever any matter arises with a minimum of one meeting every semester.



Committees

There are several committees constituted at SJIM as required by the AICTE. The details and composition of these committees are given below.

Committee	Composition	Reference
Disciplinary Committee	<ul style="list-style-type: none">• Dean as Convener• Three faculty members, of which at least one is a woman• One male student• One female student	
Appellate Committee	<ul style="list-style-type: none">• Director as Convener• Dean• Two faculty members at minimum Associate Professor level	
Internal Complaints Committee (ICC)	<ul style="list-style-type: none">• Woman faculty member as Convener• One faculty member• One office (non-teaching) staff• One female student	As per Section 4 of AICTE's (Gender Sensitization, Prevention and Prohibition of Sexual Harassment of Women Employees and Students and Redressal of Grievances in Technical Institutions) Regulations, 2016 vide No. F. AICTE/WH/2016/01 dated 10th June, 2016.
Grievance Redressal Committee	<ul style="list-style-type: none">• Dean as Convener• Three faculty members at minimum Associate Professor level• One office (non-teaching) staff	As per All India Council for Technical Education (Establishment of Mechanism for Grievance Redressal) Regulations, 2012, F. No. 37-3/Legal/2012, dated 25.05.2012) SJIM is required to constitute a Grievance Redressal Committee



Anti-Ragging Committee	<ul style="list-style-type: none">• Director as Convener• Three faculty members, of which at least one is a woman• One office (non-teaching) staff• One male student• One female student	As per All India Council for Technical Education notified Regulation for prevention and prohibition of ragging in AICTE approved Technical Institutions vide No. 37-3/ Legal/ AICTE/ 2009 dated 01.07.2009.
Committee Under the SC / ST Prevention of Atrocities Act, 1989	<ul style="list-style-type: none">• Dean as Convener• Two faculty members• One office (non-teaching) staff	Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989, Circular No. 33 of 1989, dated 11.09.1989



Bangalore Jesuit Educational Society (BJES) Service Conditions and Rules

The Bangalore Jesuit Educational Society, hereinafter called BJES, is a registered, non-profit making, non-sectarian, non-governmental, educational organization engaged in education, research and training.

The service conditions and rules of service of BJES governing the employees of BJES have been in existence for many years and have been revised from time to time. The revised version given below has been approved by the Governing Body of BJES and will come into effect from January 21, 2014.

General Principles

The purpose of Service conditions and rules is to provide the employees of BJES with a statement of a basic personnel policy.

The service conditions and rules enunciated herein are not exhaustive, but they do provide a sufficient foundation for guiding both the employer and the employees in the interpretation and implementation of personnel policy.

The employees of BJES (the ones who are in employment or those who will be employed in future) are governed by the terms and conditions of their appointment and also by these service conditions and rules and any other that may be stipulated by the Governing Body from time to time.

The Governing Body of BJES is responsible for prescribing and interpreting the Service Conditions and Rules. The Director/ Principal /Headmaster/ Headmistress (HM) shall administer them.

Where questions of interpretation or implementation arise, the interpretation and decision of the Governing Body shall be final and binding.



Nothing in these Service Rules and Conditions shall preclude the Management from making additional rules as may be deemed fit. The Governing Body of BJES reserves the right to amend, alter, delete or add to any of these rules without giving any prior notice to the employees of its Institutions. Such a modification will be binding on the employees from the date specified while making the modification.

Director/Administrator

He is the authority to appoint the acting Principal/HM in the prolonged or temporary absence of the Principal/HM.

The Director/Administrator is the Chief Executive Officer of the Institution. He represents the management in the Institution. As such, he plays the role of liaison between the Management and the employees. Ordinarily, it is the Director/Administrator who is the bridge between the Management and the Institution. Hence all the correspondence is to be routed through him.

Some of the main features of his functions are:

- He plays an active role in the overall management of the Institution. He participates in all meetings and chairs them.
- As the representative of the Management, he is the ex-officio member of all policy making bodies of the Institution- the Governing Body, Academic Council, and other important committees.
- He is primarily responsible for the recruitment, confirmation, promotion and discharge of the staff and also the admission of students.
- He is responsible for all legal matters and matters pertaining to the general administration of the Institution. He represents the management before all the Government/regulatory agencies.
- He maintains the Service Registers of the employees and administers the salary of the staff, sanction of increments, sanction of loan, recovery of loan, sanction of all kinds of leave (except casual leave), deduction towards income tax, Provident Fund, etc.



- He guides and supervises the Principal/HM, who is the academic head of the Institution, in the day-to-day running of the Institution.
- He appoints the heads of Departments in consultation with the Principal/HM.
- He oversees the functioning of the Finance Office, Maintenance Manager and Information Centre.
- He is in charge of all the financial transactions of the Management, giving scholarships for the poor and any other financial assistance to the students and the staff. He mobilizes resources for the infrastructural and overall development of the Institution. He supervises and maintains the properties, both movable and immovable, of the Institution.

Principal / Headmaster/ Headmistress (Hm)

The Principal / HM shall normally be chosen from among the qualified members of the Society of Jesus. He will be the Chief Executive Officer of the Institution and, unless otherwise provided, shall also be the Correspondent of the Institution. It shall be his primary duty to maintain high academic standards, discipline among staff and students, inculcate in students a sense of values and concern for the disadvantaged and attend to the on-going formation of students and faculty.

The Principal / HM shall act as the coordinator between the Management and the staff and shall be responsible for communicating to the staff the guidelines and policies evolved by the Management and for ensuring their proper implementation. He/she shall also provide the Management with requisite information for the proper Management of the Institution. He/ she shall be accountable to the Management in all aspects of the life and work of the Institution he/she heads.

The Principal / HM shall have to maintain a healthy blend of academic interest and administrative responsibility. He/she will organize workshops and seminars for the faculty and staff and encourage them to participate in seminars at the State and National levels. He/she shall maintain healthy relations with the Board of Education, the University and the Government and adopt a proactive approach.



The Principal / HM will have the autonomy concerning the prescribed Departmental / University fees charged to students, where he/she is accountable to the Education Department or University. He/she shall maintain proper accounts as per departmental rules and regulations.

As regards financial management, he/she shall prepare the annual budget as per the proforma in use or prescribed from time to time and submit it to the Director/ Vice President by the end of January. All the funds of the Institution will be invested through the centralized pool of accounts by the Vice-President and the Treasurer of the Society.

The Principal / HM shall, when deemed necessary by the Management, be assisted by a Correspondent who will be a Jesuit.

The Principal / HM may be appointed among the lay people also. He/she may be guided/assisted by a Director who will be a Jesuit.

Registrar, Controller of Examinations

Registrar, Controller of Examinations, and any other posts that may be created by the BJES, will have their role and job description given in their appointment letters.

Recruitment And Appointment of Principal / HM and Regular Teaching Staff

Committee for selection of principal/HM:

- President of the Governing Body
- Vice-President of the Society
- One member of the Governing Body to be appointed by the President.

Committee for selection of teaching staff:

- Vice President of the Society /his representative
- Principal/ HM and Director of the Institution concerned
- Head of the Department / Subject Expert



Non-Teaching Staff

Categories:

Non-teaching staff in an Institution belong to the following categories:

- Administrative and Clerical: Office Superintendent, Accounts Officer, Assistant Office Superintendent, Assistant Accounts Officer, Assistant Librarian, Secretary, Receptionist, Typist, etc.
- Technical: Lecture Assistants, Laboratory Technicians, Library Assistants, Library Clerks. Laboratory Assistants. Electricians, Storekeeper, etc.
- Support: Peons, Bearers, Chowkidars, Library Attendants, Laboratory Bearers, Attendants, Mali, Head Mali

Qualifications:

The minimum educational qualification for appointment to various categories shall be as under:

Category	Qualification
Office Superintendent Grade-I Accounts Officer	M.A. JM.Com. /M.Sc. or equivalent degree with seven years' experience as Assistant Office Superintendent / Assistant Accountant or equivalent post
Assistant Office Superintendent Assistant Accountant	A Graduate or equivalent degree with 5 years' experience of office work
Assistant Librarian	Bachelor of Library Science or Library Assistant with 10 years' experience.
Library Assistant Other technical staff	PUC and technical course certificate
Support staff (Store-Keeper, Library Attendant, Lecture Assistant, Laboratory Assistant, Laboratory	SSLC



Appointment of Non-Teaching Staff:

Committee for selection of non-teaching staff:

- Vice President of the Society /his representative
- Principal /HM and Director/Administrator of the Institution concerned
- Office Superintendent

The appointment of non -teaching staff may be made by direct recruitment, promotion or transfer. When making appointment by promotion to a higher post, due consideration shall be given to seniority-cum-merit as well as to the recommendation of the Principal / HM, and also to the work and the conduct of the staff.

However, a temporary appointment for a period up to three months may be made by the Jesuit Principal, under intimation to Vice President. A Non-Jesuit Principal is not authorised to appoint any staff.

Selection Process

The normal procedure of appointment of staff is as follows:

The Director or Jesuit Principal informs the Vice President of the vacancies and with his approval starts the recruitment process, which may include issuing advertisements, inviting applications and holding interviews, etc.

Each Institution shall have the same standard format for evaluating the candidates during the personal interview. After the interview, each committee member will record the marks in the evaluation form, sign it and place it in a sealed envelope. The Director and also those who conduct the interview will submit their evaluations in sealed envelopes. The sealed envelopes will be submitted to the Vice President who will submit them to the governing body for its approval.

Appointing Authority

The letter of appointment of the Principal/ HM will be signed by the President.



The letter of appointment of teaching and non teaching staff will be jointly signed by the Vice-President I Secretary and Administrator I Director.

Recruitment/Appointment of Part-Time and Temporary Staff

If the Principal is a Jesuit, he is empowered to appoint part-time and temporary staff under intimation to the Vice President.

If the Principal is a lay person, then the Jesuit Director may appoint the part-time and temporary staff.

A non-Jesuit Principal is not authorised to appoint any staff member or issue any letter of appointment.

Probation and Confirmation

On initial appointment, the staff will be on probation for a period of two years and will be paid a consolidated salary. They will not be entitled to any increments or other allowances.

The completion of the probationary period will not entitle any person to the right for appointment as a tenure Staff.

The probation period may be extended by six months at a time and up to a maximum period of one year, if his/her performance is not satisfactory.

The probationary period shall, in no case, be extended beyond three years from the date of appointment.

The Management, upon assessing the evaluation reports, will decide if the probation has been successfully completed or not. Those who have successfully completed their probation period (based on a thorough self-evaluation, evaluation by the students, staff and the committee constituted by the Management) will be confirmed in their position.

After declaration of the satisfactory completion of the probationary period, the salary of



the staff may be fixed in the salary scale as applicable to the staff.

Tenure Staff

On successful completion of the probation period, the staff will be appointed on tenure for a period of five years.

The Management will normally extend the tenure appointments by further periods of five years at a time so long as the Management finds the performance of the staff member satisfactory. The extension of the tenure will be at the sole discretion of the Management and no staff shall claim it as a matter of right.

Employment to Immediate Family Members

No person who has a member of his or her immediate family (parents, siblings and children) already employed in an Institution belonging to BJES shall be employed in the same Institution, unless the management in rare cases and for very important reasons, which should be recorded in writing, chooses to make an exception. Consequently, if any two employees working in the same Institution get married, one of them, preferably the junior in service, will leave the job or seek a transfer to another Institution.

Age of Entry

No person who has not attained 18 years of age shall be appointed to any post.

Service Record

Service Record of every staff of the Institution shall be maintained by the Director in the printed service books similar to those prescribed for government officials. Besides, separate personal files of the staff shall be maintained by him. If the Principal /HM are Jesuits they will maintain the service records.



Annual Confidential Report in a format similar to those prescribed for government officials, should be prepared in respect of each staff member and shall be maintained by the Principal / HM. Adverse remarks, if any, shall be communicated to the person concerned by the 31st May of the year and the concerned employee shall have the right to appeal within 30 days of receipt of the said remarks. The orders passed by the appointing authority in this regard shall be final.

Job Description

Every employee shall be provided with a job description of his/her specific assignment. The job description may be changed or modified by the Management at its sole discretion.

All are expected to carry out their responsibilities as described in their respective job description faithfully and to the satisfaction of the Management. Any failure by an employee to carry out his/her prescribed duty will be treated as misconduct.

Hours of Work

The working hours may be fixed from time to time by the Management.

Employees appointed to posts involving different timings and/or working hours will be notified by the Principal/ HM.

Performance Appraisal

All the employees of BJES will undergo an Annual Performance Appraisal in order to enable the Management to document the employee's performance during the year for current and future reference; and to take steps, where needed, for improvement. Through this exercise the capabilities and the performance of each employee during that year will be appraised and rewarded if so decided by the Management.



This exercise has several stages:

- Each employee will appraise himself / herself.
- Students will appraise the employee (teaching staff member)
- The Head of the Dept will appraise each employee of the Dept.
- The Principal /HM will appraise the staff and send the final report to the management.

Transfers

The management shall have the right to transfer or depute its staff from one Institution to another, without affecting his/her length of service, scale of pay and service conditions.

Salary

Employees of BJES shall be governed by the salary scale applicable to him/her as stated in the letter of appointment.

Payment of Salary

The salaries of the employees shall be paid not later than the tenth day of the month following that for which salary is due.

Normally salaries of employees shall be paid without any deduction except the following:

- Deduction for absence from duty.
- Deduction for damage to or loss of goods entrusted to an employee for custody and for loss of money which he/she is required to account for, when the damage or loss is attributed to his/her fault and negligence.
- Deductions towards income tax, professional tax, provident fund, ESI or any other tax payable by the employees and deductible at source.



- Deduction required to be made by a court order or by an authority competent to do so.
- Deduction for allowances such as food, lodging, electricity, etc. where applicable.
- Deduction for repayment of loans advanced to the employees.

Vacation Salary

The teaching staff, whether permanent, on probation or temporary, shall be entitled to summer vacation salary as under:

- Those that have served more than nine months will be paid full salary during vacation.
- Those who have served more than four months but less than nine months will be paid in proportion to their service.
- No employee who has served for less than four months will be entitled to any summer vacation salary.
- No one shall draw salary for the period of summer vacation from two sources.
- An employee who leaves service of his/her own accord shall not be entitled to summer vacation salary.
- A part-time employee is not entitled to summer vacation salary

Increment

The annual increment is one step higher in the scale of pay applicable to the employee

An employee will be eligible for increment based on satisfactory performance of his / her responsibilities during the preceding year.

No increment shall be payable if an employee has reached the maximum of his/her scale of pay.

A tenure staff shall be entitled to annual increments based on satisfactory self-evaluation of his/her services, evaluation by the students, other staff and a committee of the Management.



The Management reserves its right to withhold an increment if it is not satisfied with the performance of the staff member.

The management may, in deserving cases, award more than one increment and other incentives if the performance of the Tenure Staff is found outstanding.

Only those staff members who have completed a minimum of 12 months of service will be eligible for annual increments.

Gratuity

A tenure staff who retires upon superannuation or leaves service on completion of the given tenure period or resigns but not discharged for misconduct or convicted for a criminal offence shall be entitled to gratuity provided the total number of years of service including the period of probation is not less than 5 completed years. The calculation of gratuity will be as per the provisions of the Gratuity Act. Salary for this purpose shall be deemed to be the basic salary at the time of retirement or resignation as the case may be, along with dearness allowance only.

Provident Fund

The Institutions will follow the general pattern of the contributory Provident Fund Rules.

Leave

There are different types of leave provided for the employees of BJES.

While leave is the privilege of an employee, it is granted subject to the exigencies of work. Hence, the concerned authority has the discretion to refuse, postpone, curtail or revoke leave according to the exigencies of service and the situation.

All leaves are in proportion to the number of days worked.

An employee seeking leave shall submit an application before proceeding on leave.



He/she shall not proceed on leave unless the said leave has been approved by the authority concerned. Application for leave for more than three days should be made at least four days in advance. Application for leave for more than ten days should be made at least fifteen days in advance and should bear the leave address.

In case of an emergency or unforeseen circumstances when an employee may not be able to obtain prior approval of leave, he/she shall immediately contact and/or inform his/her authority about his/her inability to attend office and the period as well as the reason for which such leave is required. If the grounds for leave are not acceptable to the authorities, then the employee must report for duty immediately. If such oral intimation is accepted by the authority it should be followed by a written leave request immediately on rejoining duty.

If an employee does not have leave to his/her credit, the days of absence from duty, if sanctioned, shall be treated as leave without pay.

An employee who has absented himself I herself without prior approved leave for a period of more than 10 consecutive calendar days shall be deemed to have left his/her job on his/her own accord.

No two types of leave can be combined.

Any holiday falling within the leave period shall be treated as part of the leave.

Taking leave during the term of work should be avoided as far as possible in the interest of the students. However, the management will sympathetically consider an application for leave due to emergency.

To avoid inconvenience to the students a teaching staff member availing himself/herself of leave should either arrange for his/her classes to be conducted by other teachers/colleagues, or on return, should conduct additional classes to make good the missed classes.

Types of Leave

Casual Leave- CL



An employee is entitled to 12 days of casual leave in a year.

Casual leave can be availed of for a maximum of 3 days at a time.

For faculty and staff on probation or on contract, one CL per calendar month is allowed.

An employee who joins after the 15th of the month will not be eligible for CL during that month.

Casual leave can be taken for half day also.

Casual leave shall always be applied for before it is availed of. In case of urgency, however, this condition may be waived at the discretion of the sanctioning authority.

The authority competent to grant casual leave shall be the Principal/HM in case of teachers I other staff working under his administrative control.

In the case of Principal/HM, leave will be sanctioned by the Vice President/ Secretary or any other person authorized by the Governing Body.

Earned Leave - EL

The teaching staff is not entitled to EL as they have vacation

Confirmed Administrative and Supportive Staff who have completed one full academic year will be eligible for EL of 25 days in a year.

For those who join in the middle of the academic year, EL will be on a prorated basis.

Probationers shall not be entitled to any earned leave during the first year of probation.

If a staff member is asked to work during EL, he/she shall be paid an additional allowance fixed by the management.

The non-teaching staff shall arrange with the Principal /HM in advance before availing himself/herself of the earned leave during the summer vacation.

In the case of exigency of work, the Principal or the Head of the Institution may direct the non-teaching staff member who intends to avail himself/ herself of earned leave, to



remain on duty during the earned leave period and he/she will be paid salary and allowances on pro rata basis in respect of the days during which he/she could not avail himself/herself of the earned leave.

Maternity Leave

Female staff, excluding those on contract appointment, temporary, probationary and part-time service, are entitled to maternity leave on full pay for a period not exceeding 90 days. This leave will be available up to twice in the entire career of the concerned staff. Only those having less than two surviving children are eligible for this benefit.

Paternity Leave

A male staff, excluding those on contract appointment, temporary, probationary and part-time service, with less than two surviving children may be granted paternity leave for a period of 15 days during the confinement of his spouse i.e. up to 15 days before or up to six months from the date of delivery of the child. If such leave is not availed of within this period it shall lapse. This leave will be available up to twice in the entire career of the concerned staff.

Duty Leave

Duty leave may be allowed to the teachers for attending meetings of the University, NCERT, State Government Seminars, Conferences, Workshops etc. and for presenting extension lectures, if the sanctioning authority is satisfied that such attendance / participation is in the interest of the Institution. In such a circumstance, the concerned teacher should make suitable alternative provision, as far as possible, that neither the work nor discipline suffers.



Sick Leave

Every employee is entitled to 3 days of sick leave in a year.

Request for sick leave should be supported by a medical certificate.

Management may grant an additional leave of 15 days for serious accidents or hospitalization for serious ailments.

Marriage Leave

The management gives 6 days of marriage leave for the marriage of the concerned staff member. This is not applicable to those on contract, temporary, probationary and part-time employment.

Ph.D Defence Leave

The teaching staff that do their doctoral studies with the approval of the management are eligible for 6 days of leave for the defence of their thesis.

Extraordinary Leave on Loss of Pay

The management may, at its discretion, sanction extraordinary leave on loss of pay.

Unauthorised Absence

Absence without leave shall be construed as misconduct unless it is satisfactorily established that circumstances beyond one's control occasioned the lapse.

Except in the case of sudden illness, previous permission should be obtained from the Principal/H M for availing oneself of leave, and arrangements made before classes begin. Furnishing information after the commencement of the classes will be considered highly irregular and leave may be refused except under extraordinary circumstances.



Salary for the day/s of absence without authorized leave shall be deducted from the monthly pay unless satisfactory reasons are provided by the staff to the Principal / HM. Any salary paid during the period of absence or for any other reason shall be recoverable if it is found to be irregular.

Discipline

By accepting employment with BJES an employee agrees:

- To work in a responsible, disciplined, harmonious and productive manner;
- To be loyal to the Institutions of BJES and to act in a manner conducive to the accomplishment of its objectives;
- To abide by the service conditions of BJES as well as any other lawful and reasonable instructions, written or verbal, given by his / her Superiors.

Rules for Employees

No employee shall keep in person or take out of the office, any document of the Institution, either original or copies, without the explicit written permission of the Management.

Matters relating to the affairs of BJES, its members, its clients or its students shall not be divulged by any employee to an unauthorised person (whether staff, students, employees or outsiders).

Employees shall not represent BJES or any of its Institutions without the prior permission of the Management/ Principal/ HM.

No employee should sign any document or financial vouchers on behalf of BJES or any of its Institutions unless authorised by the Management/ Principal/ HM.

No employee is permitted to carry on any private business or undertake any part-time job.



No teacher shall engage in any kind of private tuition or regular teaching in any other institution.

All employees should record/sign the attendance register twice daily - the first time while reporting for duty in the morning and the second time while reporting for duty in the afternoon.

Every employee should be present for his/her duty on time. Every three instances of late attendance of 10 minutes will be considered as half a day of casual leave. In case no leave is available it will be considered as loss of pay.

When someone needs to go out of the premises during working hours for any work, he/she should obtain the prior permission of the Principal/ HM.

While on duty, employees should not entertain personal visitors.

No employee is permitted to bring his/her child/children to the office or place of work during the working hours.

All official communications should normally be done in writing.

Teaching staff must be present on the premises of the Institution for eight hours of work every day and a minimum of 44 hours a week.

Teaching staff will devote their whole time to the duties of their employment.

The teaching staff shall not arrange for substitutes or exchange their hours of work with those of other teachers without the prior sanction of the Principal I H M. Teachers shall not change the rooms they are assigned to teach in.

The teaching staff should be punctual for their classes. They shall be present at their classroom at the first bell and enter it at the second bell (where such system exists) to begin the class without delay. Teachers may not dismiss the classes earlier than the close of the assigned hour. They shall not cancel any class without prior permission of the Head of the Institution.

Teachers shall be available in the campus for helping students in their studies outside the class hours. All teachers shall deem it their duty not only to teach the matter contained in



the syllabus but also endeavour to inculcate both by example and work a value system articulated in the Institution calendar, in keeping with the aims and objectives of the Institution.

The teaching staff members shall devote their energies to develop and improve their academic and professional competence by availing themselves of all opportunities to attend and participate in academic programmes such as seminars, orientation courses and in-service programmes. Whenever such programmes are arranged on the campus and relevant notice is given, participation in the same shall be obligatory on all staff members.

Annual or bi-annual evaluation of the performance of teachers in teaching, research and training programmes will be part of the annual evaluation required for increments and promotions and other decisions regarding tenure, extension or termination of contract, probation, etc.

The workload of teachers shall be as prescribed by the University/ Government from time to time. However, the Management may, depending on the kind of projects that they are asked to handle, make adjustments in the workload of staff members in research and evaluation project and the workload may be increased by the Management to meet specific needs of the students.

The teaching staff shall take great care in the use and handling of equipment and tools as well as all facilities, study materials and such other objects placed at their disposal for the purpose of work, recreation and general welfare.

In addition to the duties of teaching and allied activities, every teacher shall strive to make himself/herself useful to the student body and the management of the Institution by organizing useful and relevant honours programmes and extracurricular activities. They shall also be required to do examination work within the Institution without any remuneration.

No teacher shall discriminate against students on political / social / religious grounds or for other reason and shall not incite students against other students or other teachers, colleagues or the Management.



A teacher shall not be partial in assessment of students and shall ensure that the evaluation of students reflects their true merits. He/she shall not indulge in victimization (of students or colleagues) on any ground.

The working hours of non-teaching staff will be as specified either in the appointment letter or changed and fixed through written or oral communication; for class III and IV employees they would be 48 hours per week of six working days. The total span of duty for class IV employees should not exceed 12 hours a day.

All members of the staff shall show due respect to the legitimate authorities governing the Institution. They are expected to receive guidance and instructions from the Principal as the Head of the Institution/Deans/ Heads of Department and others who hold authority over them in the discharge of their duties.

No member of the staff shall approach higher authorities of the Institution or of the Education Department or of the Government in connection with any matter connected with the Institution except through the Principal/ Head of the Institution.

Every staff member shall attend the Institution dressed in a manner befitting his/her profession. The Management may, if it finds necessary, prescribe a dress code for the staff and students.

No Tenure staff shall apply for appointment elsewhere except through the Principal I HM. However, staff members may apply for appointments outside without reference to the Principal/HM within one month prior to the completion of the probation period or three months prior to the completion of a given tenure.

All members of the staff shall help the Institution authorities to enforce and maintain discipline and inculcate good habits among students.

An employee shall not refuse to carry out the decisions taken by appropriate administrative and governing bodies of the Institution and shall not disrupt functions or activities sponsored or authorized by the Institution.

An employee shall not engage himself/herself in any act prejudicial to the interests of the Management or Institution



An employee is not permitted to join any association or trade union within or outside the Institution.

No staff member may join a political party or directly allow himself or herself to be elected or nominated as a member of a political party or a legally banned organization. No staff member can participate in any activity

questioning the lawful authority of the government, or join organizations whose philosophy and ideology runs counter to the philosophy and principles of the Society.

A staff member offering himself/ herself for election to any public office shall have to first resign from service; provided that on the date, the nomination of the teacher for any public office is filed, he/she would be deemed to have automatically vacated his/her office, even if he/she had not resigned or his/her resignation has not been accepted.

No employee shall, except with the previous permission of the Governing Body, participate in the editing or managing of any newspaper or periodical, or act as a correspondent of a newspaper or periodical.

No employee shall in any manner criticize in public any administrative action of the Governing Body.

No employee shall, except in accordance with any special or general order of the governing body or in the performance in good faith of the duties assigned to him/her, communicate, or pass on, directly or indirectly any official document or information to any employee or to any other person to whom he/she is not authorized to communicate such document or information.

No employee shall, except with the previous sanction of the Governing Body, engage directly or indirectly in any trade, occupation or business.

No employee shall appear for any examination without obtaining prior permission of the Principal/ H M.

An employee may undertake honorary work of a purely social or charitable nature or occasional work of a literary, artistic or scientific character, subject to the condition that his/her official duties do not thereby suffer, but he/she shall not undertake or shall



discontinue such work, if so directed by the Director/ Principal of the Institution, and in case of the Principal, if so directed by the Governing Body.

No employee of the Institution shall write a guide or edit a book. He/she shall follow the procedure laid down by the University in case he/she intends to publish any work with the prior approval of the Governing Body.

An employee shall avoid habitual indebtedness or insolvency. An employee who becomes the subject of legal proceedings on account of his/her debts or insolvency shall forthwith report the full facts to the Principal/ HM.

No employee shall bring or attempt to bring any outside influence to bear upon the authorities of the Institution to further his/her interest in respect of matters pertaining to his/her service in the Institution

The regular staff shall be at the disposal of the Institution in such capacity and at such places as may, from time to time, be directed by the Principal/ Governing Body.

Persons appointed on contract basis may apply for a job or a post outside the Institution if the post or the job for which they are applying is to commence from a date after the expiry of the period of contract.

No employee shall absent himself/herself from his/her duties without having first obtained the permission of the authority as provided in the leave rules.

No employee shall take part in any activity which in the judgment of the Principal/ HM will lead to indiscipline in the Institution.

Resignation

A tenure staff member may, at any time, resign his/her post by giving the Management three months notice in writing or three months salary in lieu thereof. Resignation becomes effective only when it is accepted by the management.

An employee who has given notice regarding his/her intention to resign from the services of BJ ES will not be allowed to withdraw the same after the said notice has been accepted



by the Management.

In the interest of the students and to maintain overall administrative efficiency no staff member, permanent or otherwise, shall leave service in the middle of the academic year. If any staff member leaves the job during the academic year or in violation of any part of this rule shall not be eligible to receive the service certificate from the management.

Age of Retirement/Superannuation

Regular/tenure staff shall retire from the service of the Institution on completion of 58 years of age. In case he/she attains 58 years of age during the academic year the management may permit him/her to continue till the end of the year.

The superannuated staff may be re-employed on contract basis for 11 months at a time, on a consolidated honorarium and subject to specific terms and conditions.

Return of Property

A staff member, before leaving the service, shall give an account of all property of the Institution in his / her possession, custody or charge.

He /she shall hand over the charge of his / her post to a duly authorized employee and shall return to the Institution all books, apparatus, furniture, etc. issued to him/her. If he/she fails to do so, the management shall recover the amount due from him/her, in respect of the above items from his/her last salary or from the gratuity amount payable to him/her. The amount to be so deducted will be decided by the management.

Termination of Probationary Staff

The services of a staff member that is on probation may be terminated at any time without assigning any reason, after giving one month's notice or paying one month's salary in lieu of the notice.

If during the period of probation, the work or conduct of an employee is not found



satisfactory, the appointing authority may (i) In the case of a person appointed by promotion/transfer, may revert him/her to the post held by him/her immediately before such appointment and (ii) in the case a person appointed by direct recruitment, terminate his/her services.

Termination of the Regular/Tenure Staff

The services of regular/tenure staff may be terminated for any of the following reasons:

- If the employee becomes of unsound mind or physically incapacitated. If the employee becomes insolvent.
- If the employee is convicted of any criminal offence involving moral turpitude.
- If the management loses confidence in the employee.
- The nature of service rendered is no more required by BJES.
- The employee absents from duty for more than ten consecutive days without leave or overstays beyond the sanctioned leave.
- Dereliction of duty like not engaging oneself in the allotted classes or not completing the prescribed syllabus or not doing the allotted work.
- Absence from duty without previous intimation
- Negligence of academic or extracurricular or clerical or other duties that may have been assigned by the Head of the Institution /Principal
- Non-discharge of duties in relation to the assigned examination work
- In spite of repeated instructions, failure to keep up-to-date in academics and keep one's knowledge abreast.
- Failure to complete teaching of the prescribed syllabus within the stipulated period.
- Such other deficiencies in teaching or assigned work as would lead to failure in imparting instruction to students, or be detrimental to the smooth running of the Institution.
- Unsatisfactory service.
- Inefficiency, incompetence or indiscipline which is liable to bring down the



reputation of the Institution

- Misconduct
- Willful and persistent neglect of duty
- Participation directly or indirectly in unauthorized coaching classes/ tuitions.
- Any activity objectionable in the opinion of the Management or expressly forbidden by these rules.
- If the employee indulges in such acts of conduct which are prejudicial to the interests, objectives or reputation of BJ ES.
- In the opinion of the Management, any serious violation of service rules.

Misconduct

Different types of misconduct mentioned below are intended to provide examples of behaviour inconsistent with the principles held by BJES and hence they shall not be understood to be a complete listing of behaviour or activities that may be deemed to constitute misconduct.

Acts Amounting to Minor Misconduct

Absence from duty up to three days without proper permission from the concerned Superior.

Idling or loitering during the duty hours.

Entering or leaving, attempting to enter or leave the office except in accordance with the rules and orders.

Late attendance or leaving the place of work earlier than the appointed time without proper approval from the concerned official.

Low work production.

Abetting any minor misconduct.

Failure to sign/record the daily attendance register.



Penalty for Minor Misconduct

An employee found guilty of minor misconduct may, amongst other punishments:

- be warned by a letter.
- be censured.
- be fined
- be suspended without pay for a period not exceeding four days.
- Before imposing a minor penalty the concerned staff member shall be given an opportunity to explain in writing why he/she should not be punished in respect of the misconduct on his/her part. The nature and quantum of punishment shall be decided in the light of the explanation given by the concerned staff member.

Acts Amounting to Major Misconduct

Furnishing at the time of employment or during employment wrong or incomplete information or suppressing any information regarding age, qualification, previous service or experience, conviction in a court of law, dismissal, removal or compulsory retirement by the previous employer, etc.

Deliberately making false statements or by concealment of his/her true references which would have prevented his/her appointment.

Breach of service conditions of BJES.

Giving or accepting bribes or receiving kick-backs in any form, including money, services or gifts.

Any action which may result in or create a situation detrimental to the reputation of BJES Institutions, outside or within the office.

Engaging directly or indirectly in trade or commercial activity, other employment or any activity without the written permission of the Management.

Sexual harassment.

Borrowing money from subordinates, colleagues, outsiders or people with whom BJES



Institutions conduct business.

Defamation of fellow employees.

Impertinence, insubordination or disobedience, whether willful or otherwise and whether or not in combination with others, to any lawful or reasonable order of the superior or the commission of any act subversive of discipline or of good behaviour.

Participation in a strike or abetting, inciting, instigating or acting in furtherance thereof.

Willful slowing down in performance of work, malingering or abetting or instigation thereof, or interference with the work of other employees.

Misuse of the vehicles of the Institution: i.e., carrying unauthorized passengers, driving without valid Driving License, using vehicles for personal trips without proper authorization, permitting unauthorized persons to drive, rash and negligent driving, driving under the influence of alcohol/drugs and any other use of the vehicle which negatively affects the reputation of the Institutions run by BJES.

Theft, fraud or dishonesty in connection with the business or property of the Institutions or of the property entrusted to the Institution or of any other employee of BJES, or of any visitor to the premises of the Institutions.

Acceptance of gifts from other employees especially from subordinate employees.

Absence without leave for more than 3 days or over-staying the sanctioned leave, for more than 3 days, without sufficient grounds or proper or satisfactory explanation.

Absence from employee's appointed place of work without permission or sufficient cause.

Irregular and habitual late attendance.

Habitual negligence or neglect of work.

Willful absence from duty.

Breach of any law, rules or orders amounting to indiscipline.

Carrying or possession of any lethal weapon or instrument within the premises of the Institutions.



Use of physical violence.

Collecting any money within the premises without the permission of the Management/Principal.

Engaging in any business or trade within the premises of the Institution.

Drunkenness, riotous, disorderly or indecent behaviour, gambling, extortion or committing nuisance in the premises of the Institution.

Being found in a state of intoxication or drug abuse.

Maliciously writing anonymous letters criticizing the Superiors or the Institutions run by BJES.

Willful damage to work in progress or to any property of the Institutions.

Interference with any safety device installed in or around the premises or willful breach of any expressly prohibited act as regards the safety and health of employees and the safety of the property of the Institutions, or an act exposing the Institutions to any penalty under any applicable law.

Organizing, attending or holding any meeting or taking out processions inside the premises of the Institutions without the prior permission of the Management.

Disclosure to any unauthorized person any information relating to BJES or its Institutions or communicating directly or indirectly to any outside party any document or information which has come into his/her possession, or of which he/she has secured knowledge in the course of his/her duties unless expressly permitted in writing by the Management.

Smoking within the premises of the Institutions.

Sleeping while on duty or in any part of the premises of the Institution, except in the place and time specifically notified for the purpose.

Conviction in any court of law for any criminal offence involving moral turpitude.

Willfully making statements which are, or which are known to be, false or a



misrepresentation of facts

Interfering or tampering with the official records, attendance registers, documents, identity cards, etc. pertaining to himself/herself or any other employee or the staff or the students.

Purchasing or selling properties, machinery, stores etc., of the Institution without the explicit permission of the Management/ Principal.

Unauthorized removal or defacement of notices on the notice boards.

Smuggling, aiding or being involved in any way in smuggling in contravention of any of the rules and regulations of the government.

Unlawfully dealing in foreign exchange.

Wearing unauthorized badges/uniforms/signs or distributing or exhibiting within the premises unauthorized bills/placards, pamphlets, posters, etc.

Incivility to Superiors, co-employees and visitors.

Use of abusive language against the management or anyone connected with the Institution

Threatening or attempting to threaten or intimidating or using any force or violence against an employee or Superior, or any person within the premises or outside - if such behaviour has direct bearing on the discipline and reputation of the Institution.

Refusal to accept a charge sheet, order or other communication served in accordance with these service conditions.

Insubordination

Failure to inform the concerned officials/authorities of the occurrence of a notifiable or contagious disease contracted by an employee or any member of his/her family or any visitor/relative residing with him/her for the time being.

Failure on the part of an employee to present himself/herself for periodic medical checkup when so directed.



An act prejudicial to the proper management of the Institution.

Indulging in activities likely to cause communal or sectional disharmony or promote anti-secular feelings amongst the students or staff or create disaffection among any section of society.

Engaging in any activity during or outside duty hours which causes public scandal or is considered unethical or bringing disrepute to the person or to the Institution.

Penalty for Major Misconduct

An employee found guilty of major misconduct may be awarded, amongst other punishments, the following:

- Warning or censure or reprimand.
- Fine.
- Suspension from work with loss of pay.
- Withholding or stoppage of increment or promotion.
- Demotion (including reduction to a lower stage in the same scale of pay).
- Compulsory retirement
- Recovery from pay or from such other amount as may be due to the staff, the whole or part of any pecuniary loss caused to the Institution by the negligence or breach of trust on the part of the staff member.
- Dismissal / Termination of service

Procedure for Major Disciplinary Action

The Charge Sheet: If there seems to be a reason for believing that a major misconduct has been committed, the concerned employee shall be given a charge sheet, stating the allegation against him/her, and asking for a written explanation within a specified time.

Consideration of the employee's reply to the charge sheet: The explanation to the charge



sheet will be considered by the Management. If the employee admits to the charges the Management shall take appropriate disciplinary action. If the explanation given by the employee is found to be unsatisfactory, the Management will inform the concerned employee that there will be a domestic inquiry into the matter.

Intimation of the Inquiry: If after due consideration, the Management finds the explanation given by the employee unsatisfactory it will appoint one of its personnel or an outsider to conduct a hearing on the matter. A letter will be given to the employee informing him/her of the date, place and time for the inquiry and the name of the inquiry officer.

Domestic Inquiry: The purpose of the inquiry is to give the employee full opportunity to prove his/her innocence of the charge. The charge- sheeted employee will be entitled to be represented by a co-employee and he/she will not be allowed to be represented by a lawyer or a person from outside St Joseph's Institutions.

Governing body may suspend him/her with immediate effect. The period of suspension shall not exceed three months within which the enquiry must be completed. During the period of suspension the staff member shall be paid an allowance equal to half the amount of his/her salary.

An employee shall remain under suspension until a final decision is taken by the Management. Should an employee be exonerated he/she shall be paid his/her full salary for the period of suspension after deducting the subsistence allowance already paid to him/her. If found guilty he/she will not be entitled to his/her salary other than the subsistence allowance for the period of suspension already paid to him/her.

Findings of the Inquiry Officer: The inquiry officer will record his/ her findings on the basis of the testimony presented and give his/her decision with regard to the charge, clearly stating the reasons for his/her conclusion.

The decision by the Management on the penalty if the guilt is established: The Management will decide on the appropriate penalty according to the gravity of the misconduct and pass an order.

Ex-parte Inquiry: If an employee concerned fails to appear before the inquiry officer at



the appointed time and place without showing sufficient cause to the satisfaction of the Inquiry Officer, then the inquiry will be heard in his/her absence.

Power to Impose Penalties

The power to impose penalties on the staff will rest with the management in respect of major misconducts and with the Director/Principal/HM in respect of minor misconducts.

Complaints (Grievance Procedure)

All complaints arising out of employment, including those relating to unfair treatment, shall be submitted by the employee to the Director/Principal/ HM in writing within 24 hours of occurrence of the cause for complaint.

If an employee feels that he/she has not obtained redress within 72 hours, he/she may submit his/her grievance in writing and present it to the Vice President.

On receipt of a complaint, the Vice President will examine the complaint (if he thinks fit he may appoint a Committee for this purpose) and give his decision within 30 days.



SJIM Recruitment Policy

Objective

To recruit potential employees who have the relevant skills, qualifications and experience to make a positive, innovative contribution towards the development of the Institution.

Strategy

Identify vacancy

The identification of vacancies,

- A. Existing changes arising due to termination, resignation, superannuation, leave and/or
- B. New workload requirements such as creation of new position or temporary additional workload

Advertising the vacancy

An advertisement with the following generic information will be displayed in the newspaper as well as in the college website.

Title of the Position

Faculty / Department

No. of positions to be advertised

Eligibility

Closing Period

Proposed Interview Date (if known)



Short-listing

In this process applications are evaluated to determine the most suitable applicants for interview. These will be the applicants that most closely match the needs as defined in the person specification. Shortlisted candidates will be informed to attend the interview on a specified date.

Arranging interviews

- For eligible applicants, Institution/ Department in-charge shall send email and also call them over phone to inviting them for interview.
- For unsuccessful applicants, Institution/Department in-charge shall send email and also call them over phone informing them that they have been unsuccessful.
- Applicant Feedback - If an unsuccessful applicant requests feedback constructive feedback as to

Selection committee

The Selection Committee is appointed by the management and composed of the following members. Interview will be conducted by a minimum of two members:

1. Management representative
2. Subject Experts (Two Members)

Conducting Interview

Interviewing is the process of asking questions in order to gather evidence about a candidate's ability to fulfil the job role. An interview is the compulsory element of the selection process. This enables an informed decision to be made about who is the best person for the job. It is also an opportunity for the candidate to learn more about the job and institution.



Decision Making

Following the interview, panelists will be discussing each individual's performance and feedback will be provided to the Director to decide whether they are suitable for recruitment. It is important to conduct this stage properly to ensure an objective and sound decision.

Formal offer

Selected candidates will be offered formal appointment letter from the Management.

Service Conditions

The Service Conditions for all academic, administrative and technical staff members of the institution shall be as prescribed in Services Rules and Conditions of BJES.

Code of Ethics

There shall be a Code of Ethics to be strictly followed by all academic, administrative and support staff, as prescribed in the Services Rules and Conditions of BJES



SJIM Promotion Policy

Promotion of a faculty is dependent on both years of teaching experience and performance:

A. Assistant Professor: Assistant Professor with Pay Scale of Rs.15,600 – 39,100 with Academic Grade Pay of Rs. 6,000 shall be moved to the next higher grade (Academic Grade Pay of Rs. 7,000) within the same cadre after completion of five years of service.

B. Assistant Professor: Assistant Professor with Pay Scale of Rs.15,600 – 39,100 with Academic Grade Pay of Rs. 7,000 shall be moved to the next higher grade (Academic Grade Pay of Rs. 8,000) within the same cadre after completion of five years of service.

C. Associate Professor: Assistant Professor with Pay Scale of Rs.15,600 – 39,100 with Academic Grade Pay of Rs. 8,000 with three years of service shall be promoted as Associate Professor in a pay band of Rs.37,400 – 67,000 with academic grade pay of Rs. 9,000 (the candidate should possess a PhD degree).

D. Professor: Associate Professor with Pay Scale of Rs.37,400 – 67,000 with academic grade pay of Rs. 9,000 with five years of service shall be promoted as Professor in a pay band of Rs.37,400 – 67,000 with academic grade pay of Rs. 10,000.

Minimum number of years of teaching required to be promoted from an Assistant Professor grade to Associate Professor grade is 8 years.

The candidate needs to satisfy sufficient API score pertaining to student development, institution development and self-development in Performance Based Appraisal System of the College as specified in the Faculty Handbook.



Outcome Based Education (OBE) Policy

Preamble

St. Joseph's Institute of Management is a place where search for knowledge complements a sense of responsibility to the life of the community, where understanding is coupled with commitment, and where academic excellence goes with the refinement of virtues. The institution is committed to equipping students with Business education and skills. These skills instilled in the students during their study tenure makes them highly competent and they are able to fit themselves in various employments and engagements worldwide in the domain of management.

Continuing with this quest and having realized the role and importance of outcome-based education system in providing the right learning environment/ situations, SJIM ventured into OBE concepts in the year 2018. Since then, constant efforts have been taken to make OBE the means to achieving the end of creating men and women with and for others.

Objectives of the Policy

- To create and maintain a favourable and empowering learning environment and facilitate learner-centric teaching and learning process in the institution.
- To impart quality learning experiences that lead to attainment of the PEOs, POs, and COs and demonstrate the graduate attributes focused on by the institution.
- To organize the curriculum content, teaching, learning and assessment methods in alignment with COs, POs, PEOs and mission statement of the institution constructively.
- To define course outcomes that reflect higher order thinking skills of cognitive domain as per classification of revised Bloom's Taxonomy and are in terms of requisite global competencies for the sustainable future.
- To adopt multiple and customized assessment tools and methods that suit the students of diverse nature and serve as a background for measuring learning outcomes performances.



- To contribute to the Total Quality Management of the institution and initiate a wide concept for the quality enrichment and enhancement initiatives.
- To practice Continuous Quality Improvement (CQI) on real time basis through reviews, feedbacks, need gap analysis and corrective actions.

Definitions & Overview

Outcome Based Education

Outcome-based education (OBE) is an educational theory that bases each part of an educational system around goals (outcomes). By the end of the educational experience, each student should have achieved the goal. There is no single specified style of teaching or assessment in OBE; instead, classes, opportunities, and assessments should all help students achieve the specified outcomes. The role of the faculty adapts into instructor, trainer, facilitator, and/or mentor based on the outcomes targeted.

The core philosophy of outcome-based education rests in adhering to a student centric learning approach used to measure students' performance based on a predetermined set of outcomes.

Programme Education Objectives

Programme educational objectives are broad statements that describe what graduates are expected to attain during the years of graduation. Programme educational objectives are based on the needs of the Programme's constituencies.

The Programme Educational Objectives (PEOs) designed are driven by SJIM's mission and provide distinctive paths to achieve the stated institutional goals. For instance, each discipline/ domain along with core and elective courses should work towards solving problems and challenges faced by society at global or national levels.

Programme Outcomes



Programme outcomes are the central organising feature of student learning. They are developed from the complex interaction of a range of competing and complementary factors. Since Programme outcomes can only be achieved and demonstrated through component courses, course learning outcomes and their assessment are integrally related to Programme outcomes.

Course Outcomes

Course outcomes are narrower statement which describes what the students will be able to do at the end of learning experience. COs are defined in terms of knowledge, skills, attitudes and competencies:

- What is essential for all students to know at the end of their learning experience- Knowledge
- What is essential for all the students to do at the end of their learning experience-Skills
- What attitude is essential for all students to have at the end of their learning experience-Attitude
- What competencies are essential for all the students to equip themselves at the end of their learning experience-Sum total of Knowledge+ Skill+ Attitude
- After defining the course outcomes, curriculum content is organized. Then, the process of teaching and learning is designed keeping in view both curriculum content and course outcomes. Finally, assessment is determined taking both course outcomes and teaching & learning process.

Outcome Based Assessment

Bloom's Taxonomy of learning and its implications on course outcomes and its function is all - pervasive in all three aspects of the educational system such as curriculum development, teaching and learning and assessment.

Outcome based education (OBE) is student-centered instruction model that focuses on measuring student performance through outcomes. Outcomes include knowledge, skills



and attitudes. Its focus remains on evaluation of outcomes of the Programme by stating the knowledge, skill and behavior a graduate is expected to attain upon completion of a Programme and after years of graduation. In the

OBE model, the required knowledge and skill sets for a particular graduate is predetermined and the students are evaluated for all the required parameters (Outcomes) during the course of the Programme.

Formative assessment is a range of formal and informal assessment procedures used by teachers during the learning process so they can modify teaching and learning activities to improve pupil attainment.

Summative assessment comes at the end of a learning sequence and is used to acknowledge, record and report on pupils' overall achievement at a given point.

The OBE model measures the progress of the graduate in three parameters, which are

- Programme Educational Objectives (PEO)
- Programme Outcomes (PO)
- Course Outcomes (CO)

The method of assessment of the candidates during the Programme is left for the institution to decide.

Measurement of Course Outcomes and Programme Outcome

The various assessment tools for measuring Course Outcomes include Continuous Internal Assessment (Tutorials, Assignments, Project work, Labs, Presentations), Mid-Term Test and End Semester Examinations, Employer/Alumni Feedback etc. These course outcomes are mapped to Programme Educational Objectives and Programme outcomes based on relevance. This evaluation pattern helps to measure the Programme Outcome. The Programme Educational Objective is measured through Employer satisfaction survey (Yearly), Alumni survey (Yearly), Placement records and higher education records.



OBE Implementation and Mapping Process

SJIM is committed to initiate the transitional mode of implementation out of the prevailing traditional mode, so that the advantages of both the modes can be taken for the implementation of OBE in the institution.

To implement Outcome Based System of education, a dynamic and flexible model of OBE Framework is developed, that allows the institution to design its institutional specific Programme Education Objectives to evolve continuously along with the evolution of social systems, ever changing national and regional interest.

This model of OBE Framework constantly interacts with ever-changing environment factors and stays relevant to the contemporary needs of students and fulfils aspirations of all the stakeholders in entirety.

The implementation process of OBE framework is broadly classified into two:

- Development process of OBE framework
- Attainment of process of OBE framework

The steps taken towards the implementation are as follows:

- Designing of mission statements, Programme educational objectives.
- Mapping of mission statements with Programme educational objectives (PEOs).
- Define Programme outcomes (POs).
- Mapping of Programme educational objectives (PEOs) with Programme outcomes (POs).
- Defining course outcomes (COs) with Bloom's Taxonomy for each course.
- Mapping courses with PO at suitable levels of Bloom's Taxonomy.
- Mapping CO with PO at suitable levels of Bloom's Taxonomy.
- Mapping assessment pattern with CO of each course.
- Mapping content/Module/Topics with COs.
- Defining pedagogical tools for course outcomes delivery.
- Preparing session-wise Course Lesson Planner.
- Mapping questions with COs at Bloom's Taxonomy levels & assessments.



- Defining rubrics with Bloom's Taxonomy and COs.
- Tracking students' performance through proper remedial measures.
- Measuring students' performance against CO threshold, course- wise.
- Measuring students' performance against PO threshold, semester- wise.
- Measuring the attainment of each PO through direct/indirect assessments.
- Comparing PO for last 3 academic years and proposing remedial actions.
- Assessing the attainment of Programme Educational Objectives.

Mapping Process

Level 1: PO-Course Mapping

This first and foremost step is that Courses should be mapped with Programme outcomes. Programme Outcomes which were earlier referred to as Graduate Attributes is all about what is expected from a graduate in his years of graduation. Compliant with Bloom's Taxonomy, this level of mapping lets the instructor set up threshold value alongside the Programme learning.

Level 2: CO - PO Mapping

Aligning Programme level outcomes with course-level outcomes is the second level of mapping. This level of outcomes mapping focuses on student learning and it allows faculty to create a visual map of a Programme. It is also the exact place to explore how students are meeting Programme-level outcomes at the course level.

Level 3: Assessments - CO Mapping

This level of mapping facilitates the alignment of various Assessments with the Courses Outcomes. The following visual represents what will the students know and be able to do as a result of his course at the course-level. If in case the course outcome relates to a campus-wide learning outcome, they get featured too. In that case, what are the ways used to assess the outcome? Is it by writing a report that you score a rubric or by a presentation? What was the total student performance on the assessment? Was he able to achieve the desired percentage levels? Lastly, as an instructor what did the instructor learn from



assessing students which altered his way of teaching?

Scope and Enforcement of the Outcome Based Education Policy

The OBE policy allows the institution to redesign a flexible and responsive OBE framework that meets contemporary needs of students and demand of environment periodically. It also permits the institution to identify the type of performance that students of this institution would take up in future proactively. This policy enables the institution to capture the aspirations of stakeholders from time to time and provides equal opportunity to all the students of this institution to experience superior learning that paves the way for the fulfilment of higher possibilities. The scope of this policy aids in providing an effective organizational structure. It plays a supplementary and supportive role in giving suggestions to the Academic Council and the IQAC.



Industry Collaborative Education

The Context

The range of skills expected by diverse segments in the industry change as the industry evolves every day. This requires Higher Education Institutions to update themselves with regard to the developments in the industrial world. The teaching-learning framework at SJIM supplements theoretical approaches with experiential learning. The collaborators contribute significantly to the development and enhancement of the curriculum, as they are instrumental in designing and implementing a flexible and industry-centric curriculum. The professional programmes offered by the college provide practical exposure to the students and prepare them for the challenges that emerge in the industry. The industry collaborations help the institution in instilling skills that enhance academic excellence and character formation, in the students.

Objectives of the Practice

- To design a flexible and industry-centric curriculum that is deeply rooted in the contemporary developments in the world of finance and business
- To equip students with skills that enhance the scope of their employability
- To organize seminars, conferences, guest lectures and FDPs to contribute to student and staff enrichment
- To provide students and faculty members with opportunities for industry exposure and experiential learning

The Practice

SJIM collaborates with prominent organizations to enrich the curriculum and overall learning experience of students. The institution has entered into various Exchange programmes, International Academic Partnerships, Partnerships with Professional Institutions, Industries and NGO's, to foster educational excellence and create an



environment for promoting innovative learning practices. The industry collaborations provide students with opportunities to gain professional exposure. The collaborations help the institution in identifying experts from the industry for teaching selected courses. They play an important role in integrating the industry developments into the curriculum. In collaboration with renowned organizations in the industry, the college organizes Faculty Development Programmes (FDP) at regular intervals. The college also organizes seminars, conferences and guest lectures for students and staff members. The collaborations have been influential in enhancing research on emerging trends in the industry. Thus, industry collaborations create platforms conducive for gathering relevant inputs from industry experts and broaden the scope of experiential learning.

Advantages

- Greater scope for interaction between academia and industrial experts
- Enhances the quality of research carried out on topics related to emerging trends in the industry
- Students get the much-needed industry exposure that prepares them for professional challenges
- Students and staff get opportunities to develop a broader understanding on topics related to finance and business
- Increased networking with industry augments the scope for professional development

Challenging Issues

- Identifying potential collaborators
- Availability of professionally certified faculty members
- Availability of experts capable of designing and executing cutting-edge courses
- Organizing programmes taking into consideration the schedule of students, faculty members and industry experts



Center For Corporate Relationship and Engagement (CCORE)

This section describes SJIM’s policy, operational guidelines, role and responsibilities of members associated with the Center for Corporate Relationship and Engagement, committees related to this entity and other related matters.

Preamble

Management education originates from the fundamental principle of developing necessary competencies to perform tasks that are needed to create and manage businesses of the time. Therefore, it becomes incumbent on the part of the institute to keep abreast of the developments currently happening in businesses and economy around the world and country in particular. The institute also should have capability to foresee changes that will emerge in the years to come. Keeping the above need in view, SJIM has formed an entity with the name Center for Corporate Relationship and Engagement (CCORE).

Policy

SJIM shall continually engage with industry in order to keep its curriculum focused on delivering the skills and knowledge that are current. SJIM shall also strive to keep its corporate branding at a very respectable level so that the companies see value in recruiting students for employment, approach the institute for its consulting need, executive development programs and internship requirements.

Center for Corporate Relationship and Engagement

The responsibilities of CCORE include, but not limited to, the following:

1.	Corporate Branding	CCORE will continually interact with companies to build partnerships for mutually beneficial activities. The tangible outcome expected of corporate branding is signing of memorandum of understanding documents.
----	--------------------	---



2.	Placement Services	CCORE will be involved continually in expanding the reach of SJIM to new companies for placement of students.
3.	Summer Internship	Internship project forms a major academic requirement for the student and is executed at the end of the first year. CCORE will create a pipeline of companies that are looking to recruit interns. All projects executed by the students under the guidance of an internal faculty and with inputs from the company guide are to be treated as consultancy projects for the faculty.
4.	Industry Visits	Students are expected to have real-time exposure to functioning of companies. therefore, CCORE will organize industry visits at regular intervals.
5.	Guest Speakers	CCORE will organize guest lectures with speakers from industry. This is an essential component of students' exposure to industry trends.
6.	Course Related Lectures	SJIM has the practice of organizing at least one session by an external expert, normally from companies, for each elective course being offered in the term. CCORE will help the faculty to organize such sessions.
7.	MDP	Management Development Programs are the offerings of SJIM faculty to industry. SJIM draws 6-month calendar and is shared with the companies for nominations well in advance. These programs are normally planned in multiple of 6 hours, mostly offered by the faculty of SJIM. CCORE will see this an opportunity to reach out to the companies. The execution of MDPs will be the responsibility of the Corporate Programming Committee (CPC).
8.	EDP	Entrepreneurship Development Programs are designed to develop entrepreneurial abilities among the executives of companies. EDP offers scope and flexibility to interact with wide range of enterprises to position SJIM's Incubation Center and training capabilities. CPC will be responsible for the execution of EDPs also.

CCORE Committee - Responsibilities

- Responsible for developing strategies with respect to all activities of CCORE
- Responsible to seek and review reports of all activities of CCORE
- Responsible to provide targets, guidelines and directions with regard to all activities of CCORE
- Responsible for creating, forming and constituting committees / groups as necessary and prescribing responsibilities to those committees
- Responsible to seek reports on the functioning of all other committees
- CCORE Committee comprises of the Executive Director, Dean, Director of CCORE



and one member of teaching staff (nominee).

Placement Committee

- Responsible for developing strategies with the regard to placement for the current second year class
- Responsible for all operational, administrative and reporting activities
- The committee comprises Director of CCORE, placement officer and student elected members. Executive Director or Dean or both may be the special invitees to the meetings and will be decided based on the agenda. Director of CCORE will be the head of this sub-committee.

IIP Committee

- IIP committee is responsible for faculty guide allocation to the students, setting various deadlines, ensuring quality of reports and closure of IIP program of the year.
- IIP Committee comprises of Director of CCORE, faculty-in-charge (who will be in-charge of all activities of IIP) and Placement Officer. Executive Director or Dean or both may be invited to the meeting depending on the agenda of discussion. Director of CCORE will be the head of this sub-committee.

Corporate Programming Committee

- CPC will be responsible for MDP and EDP Calendars and will also be responsible for all related administration and operations
- CPC will comprise Director of CCORE, faculty-in-charge, Dean and Executive Director. Director of CCORE will be the head of this sub-committee.



Admission Policy for Full-Time PGDM

The two-year Post Graduate Diploma in Management (PGDM) at St Joseph's Institute of Management (SJIM), Bengaluru is a full-time programme for graduates from all disciplines desirous of a career in Management

Eligibility

- The candidate should have a consistent academic record – Preferably First Class (60% marks) in Standard X, Standard XII & Graduation.
- The candidate should have a graduate degree in any discipline from a recognized university under regular mode. Recognized implies any of the universities incorporated by an act of the Central or State legislature in India or other educational institutions established by an act of Parliament or declared to be deemed as a university under section 3 of UGC Act, 1956, or possess an equivalent qualification recognized by the Ministry of HRD, Government of India. The Bachelor's Degree or equivalent qualification obtained by the candidate must entail a minimum of three years of education after completing higher secondary schooling (10+2).
- Candidates who have cleared all the subjects in their first attempt will be preferred. However, candidates with a history of not more than two backlogs/ arrears could apply for the programme provided they have been cleared immediately, following the first attempt itself.
- One of the entrance exams (CAT, XAT, MAT, CMAT, ATMA) is a prerequisite to apply. Minimum of 60 % percentile. In case of MAT, score above 550.

Eligibility Guidelines

- Candidates appearing for the final year bachelor's degree/ equivalent qualification examination and those who have completed the degree requirements and are



awaiting results can apply.

- The percentage obtained by the candidate in the bachelor's degree would be based on the practice followed by the Institution/University from where the candidate has obtained the degree. In case of the candidate being awarded grades/CGPA instead of marks, the equivalence would be based on the equivalence certified by the institution/university from where they have obtained the bachelor's degree. In case the Institution/University does not have any such scheme, the equivalence would be established by dividing the CGPA by the maximum possible CGPA and multiplying the result by 100.

Admission Procedure

- Download Admission Prospectus / application form from the college website (sjim.edu.in)
- Make an online payment of Rs. 1000/- (towards application fee)
- Upload the filled in application form with the following attachments:
 - a) 10th marks card
 - b) 12th marks card
 - c) Degree marks cards of all semesters (as available)
 - d) Degree certificate (if available)
 - e) Entrance exam score card
 - f) Work experience certificate (if applicable)

Guidelines

- Admission Process will follow the norms stipulated in AICTE Approved Process Handbook.
- The Jesuit mission of achieving compassionate excellence and maintaining the religious minority character (Catholic Christianity) of the institute will be upheld in the admissions process.
- 50% of the seats are reserved for the Christian Minority



- Maintain gender balance (around 50% seats for female candidates)

Selection Procedure

- In the selection process the candidates will be shortlisted based on their academic performance, performance in the Entrance exam. The shortlisted candidates will be called for Personal Interview at SJIM, Bengaluru. Shortlisted candidates will receive PI call letters through email & SMS (Registered Mobile Numbers in the application). Candidates will have to meet their own travel expenses for appearing in the Interview session.
- The assessment of candidate is a two step process:
 - a) In the first step the candidates are assessed for their Communication skills. They are required to write a short essay on the topic assigned for about 15 minutes
 - b) The second step is the Personal Interview (by a panel of two members) which assesses a candidate's general awareness, application of theories learnt during graduation, technical concepts. It evaluates the purpose and clarity on the need to do a PGDM programme. Questions on extracurricular activities, leadership role, entrepreneurial skills and ability to cope with the rigour of a PGDM programme are assessed.
- SJIM normally conducts two rounds of Personal interviews – first round in Feb/ March and the second round in April/ May. The number of candidates selected in each round will depend on the suitability of the candidates

Selection List

Based on the performance of candidates in the entrance exam, Personal Interview and the academic scores a merit list will be generated. The weightages for each component in preparation of the merit list are as follows:



Weightages assigned for various components

	Component	Weightage (%)	
Academic	Degree (UG) marks	20%	40%
	XII / PUC marks	10%	
	X / SSLC marks	10%	
Entrance exam / Work experience	Entrance exam (<i>Percentile Score</i>)	15%	25%
	Work Experience	10%	
Personal Interview	Communication skills (<i>essay</i>)	10%	35%
	Personal Interview	25%	
Total			100%

The merit lists will be generated category wise :

- General – Male;
- General – Female;
- Christians – Male;
- Christians – Female

From the above merit lists, the Selection list and the waiting lists are prepared. Both the lists are announced within a week of the completion of the Personal interviews. The selected candidates will be issued an Admit Letter through email and information through Short Messaging Service (SMS) to the candidate's registered mobile number and the selected list with Application number, Name of the candidate will be displayed on the college portal (www.sjim.edu.in). The provisionally selected candidates should acknowledge the admission, produce their certificates in person and pay the first instalment of fees and meet the Director of SJIM within 7 days of announcement of the selection. Failure to do so will result in forfeiting the admission offer. The provisionally selected students who are in the final year of their degree while applying have to submit their Degree certificates on or before 30th September.



Waiting List

There will be a waiting list on the merit order-category wise. The vacant seats of students who did not join/withdraw from the course will be filled mainly through the waiting list.

Withdrawals

Students can withdraw voluntarily any time before the commencement of the programme. The Institute will refund the fee collected, after deducting an amount of ₹1000/- (Rupees One Thousand only) as processing fee if a student withdraws before the last date of admission



Industry Internship Programme (IIP) Policy for Full-Time PGDM

The two-year Post Graduate Diploma in Management (PGDM) at St Joseph's Institute of Management requires every student to compulsorily take up an Industry Internship Program (IIP) in any corporate body acceptable to the college.

The program

The Industry Internship Program (IIP) is structured at the end of the first year (after term 3) so as to provide the students exposure to real life challenges and an opportunity to apply their learnings in a real corporate world environment. It provides an opportunity for the companies to evaluate the students during their internship and offer full-time jobs in deserving cases. The program will help forge strong relationship between the Institute (SJIM) and the corporate world. It also helps the faculty assess and refine the course delivery outcomes to meet the dynamic industry requirements.

Duration and Credits

The Industry Internship Program (IIP) will be for a duration of 8 weeks (at the end of Term-3) and will be evaluated for 6 credits

Internship Types

- **Research Study:** It could be a research project with a well-defined problem(s), a formal design, appropriate data collection, thorough analysis and well-reasoned conclusions
- **On-the-job Training:** It is an internship built around work assignment from the company.



Internship Selection

The students will be briefed about the Industry Internship Program (IIP) after which they are required to identify and select an internship in their area of interest. The internship could be in one of the domains/ specializations – Marketing, Finance, Human Resources, Operations or in General Management (across multiple domains).

The internships could be selected from among those offered by Companies and notified by the Placement cell at SJIM or by directly approaching Companies. The process of selecting the internship should be completed well in advance before the start date of the internship.

Internship Evaluation

Depending on the domain of the internship each student will be allocated an internal faculty guide with whom the student needs to be in continuous contact throughout the internship period. In addition, the student will be working under the guidance of a company guide assigned for the internship.

The student is required to communicate with the internal faculty guide and submit the progress of the internship. The final report of the internship along with a completion certificate from the Company shall be submitted to the internal faculty guide within the specified time schedule. The faculty guide shall evaluate the work – through the process of continuous interaction, final report submitted and a viva - and submit the marks awarded.

The college shall schedule the IIP viva for the students within 4 weeks of reporting to the college for the Second year program. The Viva panel normally shall have two members – one industry expert and the second member shall be a faculty (other than the internal guide). The panel shall evaluate and submit the marks to the Dean. The final evaluation of the Internship will be computed based on both the elements of evaluation – internal faculty guide & Viva by the two member panel. The final marks/ results of the Internship shall be declared within one week of the conduct of IIP Viva.



Placement Administrative Policy and Process

The Training and Placement Cell of SJIM helps in guiding students to choose a right career and gives knowledge, skills, and aptitude to meet the manpower requirements of the industry.

The Placement Cell actively manages the job placement process with the support of The Director, The Dean, Faculty members, Student Volunteers and Alumni.

The Placement Cell also helps students secure summer internships by bringing together students and corporate recruiters. Successful internship experiences often lead to job offers upon graduation.

Placement Policy

- A student is allowed to participate in campus placements until he/she gets placed in one company. It is Single offer per student.
- Any student who does not want to avail placements from college, he/she is advised to inform the placement cell prior to the placement start date.
- A student is deemed as placed when the College receives an official confirmation from the Company - either by email or by letter – stating that the student has been selected finally and the CTC is confirmed.
- Once a student has been placed, he/she cannot participate in further campus placements. We also request the companies to share the date and time for further interviews for the shortlisted candidates, if any.
- Upon receiving the final confirmation from the company on the selected students, the placement officer will inform the students and henceforth confirm the company, that the selected students will not be participating in further placements initiating from college.
- The offer letters in respect of all campus placements are routed through the College. This rule has been brought in to ensure that the receipt of offer letters is monitored by the College. And in case of non-receipt or delay in receipt of offer



letters, the placement office would interact with the Company so as avoid the possibility of individual students dealing with the Company.

Student Discipline

- All communications related to campus placement / offer letters of the selected candidates should be routed through the Placement Officer and NOT to communicate directly with the students.
- Until a student joins the company, it is against the placement rules for a student to write to or establish any direct contact with the company.

Campus Placement Process

- The placement process starts in the month of September – October every year. During this phase, official invitations are mailed to different recruitment companies for their participation in campus recruitment process.
- In response to our invitations, the company share the details on the Job Role and the compensation offered.
- Based on the respective companies 'eligibility and other criterion, the T & P Cell opens the application for students' registration.
- The T&P Cell collects all the applicant information and sends it to the company. The company provides us date/time slots for the recruitment process.
- The Company visits the campus OR conduct Off-Campus drives and provides pre-placement talks, carries out different types of pre-informed tests/interviews based upon their needs.
- The Company shares the final list of selected students and feedback inputs with the T&P Cell.
- Job offer letters are generated and shared with T&P Cell by the company for the selected students.



Summer Internship Opportunities

The T&P Cell always strives to motivate the students especially pre-final/final year students for availing internships of summer sessions. Internship based training experience add up to their resumes and provides an added advantage for grabbing various industrial job offers.

- The Summer Placement will commence from April every year for a duration of 8 weeks' full time. The internship program is a mandatory affair for all the first year students.
- Companies can invite applications for summer placements by inviting student resumes.
- Every student is allowed to apply for as many companies as s/he wishes to. However, s/he will be out of placement process once an offer is received by him/her. No second offer is permissible.

T & P Cell Facilities

- The placement office smoothly handles and support the placement procedure at every stage. Arrangements for pre-placement talks, group discussions interviews, and are handled by the staff at the placement office.
- All the required logistics expected by the company is taken care.
- All the hospitality for the visiting team from the company is taken care by the College Placement Team.



Student Research

The Context

Research-oriented learning equips students to engage in meaningful academic work. Innovative practices that imbibe research culture in students need to be promoted in higher education institutions in India. This motivates students to engage in research activities outside the classroom through various initiatives. The institution encourages interdisciplinary and multidisciplinary research projects. Research-oriented learning motivates students to experiment with the learning practices through research activities. Such approaches aimed at promoting research culture in learners enhance the outcome of teaching-learning process.

Objectives of the Practice

- To create a research culture and develop intellectual curiosity among students
- To promote interdisciplinary learning and research
- To encourage research in emerging areas

The Practice

Research orientated learning has been included in the curriculum of the undergraduate and Postgraduate programmes. The college runs a Research Methodology course and a Business Analytics course to familiarize learners with the existing approaches and methods in the area of academic research. The college has also introduced a Course of Independent Study (CIS) to further encourage the research interests of second-year students. The Research Centre of the institution, along with the subject teachers guide and mentor students in their research work, specifically in writing research papers and dissertation. Students are encouraged to take up research projects in the field of business considering the scope for social change. Also, students are provided with opportunities to assist faculty members in their research projects.



Course of Independent Study (CIS)

Description: A CIS is an elective course that a student can take as part of their course requirements for the 6th semester.

Duration: The course will start in the 4th semester but it will end in the 6th semester, and thus be counted as a course for the 6th semester.

Characteristics

- Equal to a 3-credit course
- No formal class, but instead the faculty guide and student meet for an hour once a week for three semesters (which will be equal to the number of contact hours for a 3-credit course)

Evaluation

- Viva with the faculty guide and an external industry/academic examiner
- Evidence of publication
- In the event of the student failing the course (based upon the viva evaluation), the student must rework the CIS project by incorporating the suggestions given by the viva panel and resubmit within 30 days for reexamination.

Note: since the output is a journal article, it is possible to make the viva open to anyone else who is interested (like students or faculty); the evaluation, however, will still be done only by the faculty guide and the external examiner.

Restrictions

- A student can undertake a maximum of 1 such course
- A faculty member can guide a maximum of 2 CIS projects

Eligibility

- Student should have a CGPA of 7.50 or above in the first year
- All faculty can be faculty guides, but preferably faculty guides should have a PhD or should have submitted the first draft of their PhD thesis to their dissertation



committee

Expected output at the end of the course

- A journal publication with the student and faculty guide as co-authors.
- In order to maintain quality standards, the article should be published in a journal that is listed in the ABDC journal quality ranking list or the Harzing journal quality ranking list

Proposed Procedure

- Along with other electives, eligible students will be informed of the CIS opportunity.
- If these students opt for a CIS, they need to approach a faculty guide of their choice with a topic for the CIS.
- The faculty guide can accept or reject the student's proposal.
- If the faculty guide accepts the student's proposal, the CIS will be initiated, and the Dean's Office must be informed of the same.
- Within 1 week of starting the CIS, a detailed project proposal and tentative work plan must be submitted by the student to the faculty guide.
- The faculty guide and student need to meet once a week in all semesters of the second year in order to complete the requirements of the CIS. The faculty guide will keep a record of these meetings (similar to a class attendance record).
- It is expected that the faculty guide and student will complete the entire journal article by the end of the 4th semester, or latest by the middle of the 5th semester. This will allow the faculty guide and student to complete the publication process by the end of the 6th semester.

Advantages

- Provides students with an early introduction to research methods
- Helps students develop an enquiring attitude
- Motivates students to develop independent-learning habits
- Prepares students for higher education



Challenging Issues

- Identifying students with an orientation and commitment towards research
- Lack of motivation and focus among students to participate in research related programmes and activities
- Lack of platforms for students to showcase their research work
- Hectic academic schedules do not offer ample space for research
- Low acceptance rate maintained by research funding agencies and journals discourage students from taking up research projects



Mentoring Policy

Introduction

Mentoring at SJIM is a unique method of support students to improve their learning and leadership skills, motivating them towards their future career development, promoting among them constitutional values and social awareness and accompanying them in the creation of hope-filled future. The institution strives to provide 'CuraPersonalis' - personal care and concern for each student which is one of the hallmarks of Ignatian philosophy. The ultimate purpose is to help every individual achieve greater success in their academic sojourn through this Mentorship program.

Definition

Mentoring is a structured program through which a group of students are assigned to a faculty member at the commencement of the academic year, with an aim of providing holistic development. The system establishes a one-to-one relationship and provides comprehensive support system to help students balance their educational goals with their personal lives along with providing emotional encouragement during challenging times.

Objectives of Mentoring System

- To offer a smooth transition into campus life
- To motivate students, achieve learning goals and outcomes in terms of knowledge, skill, attitude, and competencies
- To provide access to a support system during the crucial stages of their academic, professional, and intellectual development
- To generate interest in academics and other institutional activities amongst students



- To ensure regularity and punctuality of students through mentoring sessions
- To proactively identify problems of the mentees, provide guidance and to bring them to the notice of the concerned authorities as per need

Benefits of Mentoring System

- A continuous effective mentoring system serves to help individuals in building personal and professional capabilities, advancing their career prospects, developing their leadership capabilities and their overall performance.
- Provides a pillar of support for the students and the attention of another caring adult throughout their academic sojourn
- Fosters positive, productive relationships with all members of staff, students, their families, and the wider community demonstrating respect for culture and diversity
- Provide constructive suggestions and guidance for the overall development of the student and advise the parents to encourage their wards in capitalizing their strengths.

Mentor

A Mentor is a faculty member who is a guide and an adviser to the mentees and provides each mentee with wisdom, assistance, empathy, and support throughout and often beyond the graduate life. They help students understand how their ambitions fit into graduate education, campus life and career choices. The mentee benefits from the mentor's support, skills, wisdom, and coaching.

Role of the Mentor

- Maintain a file consisting of the name and details of their mentees, update the file regularly and keep it available for reference whenever required.
- Holds a general meeting session with all the mentees for introduction and to create a rapport with them.



- Make known to the mentees about one hour in their weekly schedule as "Open hour" when the mentees could feel free to approach the mentor.
- Draw up a timetable with the mentees to meet them for a few minutes on a one-on-one level within the first two months of the semester.
- Creates an official group on WhatsApp or a mail to communicate easily with the mentees.
- Instruct mentees to keep the mentor informed if they are absent for more than three consecutive days.
- Inform mentees about the rules of leave application and the sanction of the concerned authority wherever required.
- Use the ERP to check mentees' attendance once in every 15 days.
- Keep a tab on the academic performance of the student.
- Refer students who need emotional support to the counsellors.
- Issue Warning letters for shortage of attendance to students if the need arises.
- Maintain confidentiality in respect of all matters disclosed by the mentee during mentoring sessions.

Conclusion

Ensuring that the students' academic journey is a safe, caring and a pleasurable experience is a priority for the institution. Mentoring system works towards success of the mentee's academic and personal life and aims at imbibing positive beliefs, social concern, and value systems in the mentees.



Policy Applying to Students with Disability (SwD)

Introduction

The Persons with Disabilities Act 1995 and the National Policy for Persons with Disabilities, 2006 indicates that differently abled persons should have access to education at all levels. In the higher education sector, the University Grants Commission (UGC) is supporting universities and colleges in the country to involve in special education activities to empower differently abled persons.

Keeping these guidelines in perspective, SJIM is committed to support equal educational opportunities to differently abled students by helping them reach their full potential through a structured Students with Disability (SwD) Policy and Procedures. While the institution follows the Persons with Disabilities Act and other legal provisions, the intent of this policy is to go beyond the legal requirements to provide a truly supportive environment to students with disabilities.

The institution provides a comprehensive support system for students with disabilities. To enrich higher education learning experiences of differently abled students, the institution ensures total inclusion of all individuals, with, full and equal access to the academic programmes, co-curricular and extra-curricular activities. None of the students will be subjected to discrimination under any programmes or activities offered by SJIM. The institute ensures that students with disabilities have the right to develop with dignity and equality by creating an enabling environment where students can exercise, enjoy equal opportunities, and participate with the rest of the student community.

Objectives

- To provide equal educational opportunities to differently abled students in higher education
- To promote and foster an environment which encourages positive, informed, and unprejudiced attitudes towards people with a Disability.



- To employ all reasonable and appropriate teaching strategies and methods without compromising the essential content of a course other requirement to demonstrate essential skills and competencies
- To equip the institution with the facilities that are aptly required by the differently abled students in relation to the physical environment of the campus and facilities whilst supporting online accessibility of educational resources
- To encourage disabled students of the Institution to voice out and claim their rights and sensitize all relevant stakeholders to the needs and challenges of students with disabilities through various workshops and campaigns.
- To implement all existing and future legislations and policies which are pertaining to higher education of differently abled students.

Scope of the Policy

The principle of individual rights and responsibilities being the prime objective for all pertinent activities involving the Institution's students, the policy applies to all campus activities including but not limited to admissions, academic Programmes, financial aid, mentoring, counselling, student health, and placement opportunities. Each Programme or activity, when viewed in its entirety, shall be accessible to otherwise eligible students with disabilities.

The guidelines of the policy are designed to be consistent with the Acts. However, it is possible that these statutes may be amended in the future, and, in such instances, the most current applicable laws shall represent Institution policy as it applies to non-discrimination based on disability.

Enabling Environment

As per the PwD Act, the enabling environment of the Institution premises where persons with disabilities have no barrier in entering it and using all the facilities therein:

- Entry gates



- Ramps in the building
- Emergency exits
- Parking
- Adaptation of toilets for wheelchair users.
- Auditory signals in elevators or lifts.
- Curb cuts and slopes in pavement inside the Institution premises.

The following facilities are also made available for the SWDs:

- Students may avail necessary auxiliary aids, services, including but are not limited to interpreters (sign or oral), readers, scribes, adaptive equipment, and other appropriate services or equipment necessary for course or Programme accessibility
- The Institution is responsible for ensuring that no qualified disabled student is denied the benefits of or excluded from participation in any Programme because of the absence of auxiliary aids & services.
- All Programmes, services, and activities would be conducted in the most integrated setting appropriate to a disabled student's needs and to encourage, as appropriate, interaction among all students, including SwDs.
- Reasonable classroom accommodations will be provided to otherwise eligible students with disabilities who have self- identified and provided satisfactory documentation in compliance with Legal mandates.
- Academic requirements should be modified, as necessary and appropriate, to ensure that they do not discriminate or have the effect of discriminating, based on disability, against SwDs.
- When assisting outside agencies, organizations, or persons in providing placement opportunities for students, the Institution would assure them that such opportunities are available to SwDs.
- Personal, academic, or career counselling, guidance, and placement services would be provided without discrimination based on disability



Procedure

The following procedures can be followed by SwDs to enjoy maximum access to the privileges and facilities offered by the institution.

Documentation Procedure

- All students seeking disability-related entitlement must disclose the presence of a specific disability to the Director of the Institution in writing.
- Students are accountable to self-identify and provide current and adequate documentation of a disability to the Institution. The students wherever necessary, may be required to provide additional documentation. All documentation related to an applicant or student's disability shall be kept confidential and retained by the Institution.

Examination Procedure

Subject to the norms fixed by the institute, candidates who are eligible to avail of the services of scribes, the Controller of Examinations is authorized to appoint scribes according to the following conditions:

- No separate criteria for regular examinations.
- The disability certificate issued by the competent medical authority at any place is accepted.
- The facility of Scribe is allowed to any SwD.
- The SwD can have the discretion of opting for his own Scribe with prior information.
- The person appointed as scribe shall not be an employee of the college
- He/ she shall not be a relative of the candidates who is appearing for the examination
- The educational qualification of the scribe shall be less than those of the candidates
- A proforma with declaration shall be obtained from the scribe
- The proforma signed by the scribe shall be forwarded to the office of the COE



- The procedure of availing the facility of scribe is simple with the necessary details recorded at the time of filling up of the form.
- The examination centre makes available suitable seating arrangement for giving examination.
- The examination for SwD is held at the computer centre and the examination centres is accessible for SwDs
- Compensatory time of examination is to be given for persons who are allowed use of scribe as per concessions mentioned below.
- The decision of the Chief Officer of examination will be final.
- Differently abled candidates who appear for examination are allowed concessions such as services of scribes at the examination, extra time to complete the examination, depending on the degree and nature of disability of the candidates subject to such norms as prescribed by SJIM.

Grievance Procedure

Any discrimination against students with disabilities or rude/insensitive behaviour will be taken seriously by the management. The Institution has established various grievance procedures for students to deal with complaints and allegations of noncompliance with Institutional Guidelines. Information concerning the Institution's grievance procedures and redressal policy as they apply to SwD may be obtained from Campus office or Institutional website or student handbooks.



Alumni Engagement

The Context

The Alumni Association was started to facilitate communication between the previous students and the college, while also contributing to the character formation of its current students. The alumni also provide curriculum-related feedback to the institution and help in reorienting its ways and practices, to stay relevant in the changing business world.

Additionally, they help students build networks for their future academic and business endeavours. Continuous engagement of the alumni members with the institution fosters a meaningful relationship between the two, as the accomplished alumni act as role models and leaders for the aspiring students.

Objectives

- To establish and maintain an Alumni Association
- To network with the successful alumni members who can inspire students
- To actively seek feedback and suggestions on curriculum, career opportunities for students and the overall development of the institution

The Practice

The alumni members interact with the institution in different capacities. The relationship is mutually beneficial for the institution and the members. The representatives from the Association take part in various panels and meetings to provide important suggestions for the quality enhancement of teaching- learning processes. In the same spirit, the alumni members also conduct quizzes, debating competitions, industrial visits and guest lectures on topics of emerging importance in the fields of business. This helps students in building networks with the well-established members of the Association and provides practical perspectives. These interactions inspire students to learn and excel from the exemplary



achievements of the alumni.

The Association's members can coordinate with the Placement Cell to provide employment opportunities for students at their own business ventures or with reputed companies through their personal contacts. They are meaningful investors in the standard of education imparted to the students, and contribute extensively to the personal and academic growth of every student in the college.

Advantages

- The Association contributes to the overall development of the institution and students
- Notable alumni members mentor the current students and help them set foot in the industry
- The college builds networks for the current students through the Alumni Association
- Association members give feedback on various practices followed in the institution

Challenging Issues

- Identifying responsible members who can lead the Association
- Effectively coordinating the activities of the Association in sync with students' requirements



Policies and Procedures on Academic Misconduct

Introduction

SJIM encourages academic excellence in an environment that promotes honesty, integrity, and fairness, and students are expected to exhibit those qualities in their academic work. It is through the process of submitting their own work and receiving honest feedback on that work that students may progress academically. Any act of academic dishonesty is seen as an attack upon the institute and will not be tolerated. Furthermore, those who breach the institute's rules on academic integrity will be sanctioned under this Policy. Students are responsible for familiarizing themselves with the School's Policy on Academic Misconduct.

Definition

Academic dishonesty may include misrepresentation, deception, dishonesty, or any act of falsification committed by a student to influence a grade or other academic evaluation. Academic dishonesty also includes intentionally damaging the academic work of others or assisting other students in acts of dishonesty. Common examples of academically dishonest behavior include, but are not limited to, the following:

- Cheating: intentionally using or attempting to use unauthorized notes, books, electronic media, or electronic communications in an exam; talking with fellow students or looking at another person's work during an exam; submitting work prepared in advance for an in-class examination; having someone take an exam for you or taking an exam for someone else; violating other rules governing the administration of examinations.
- Fabrication: including but not limited to, falsifying experimental data and/or citations.
- Plagiarism: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise; failure to attribute direct quotations,



paraphrases, or borrowed facts or information.

- Unauthorized collaboration: working together on work that was meant to be done individually.
- Duplicating work: presenting for grading the same work for more than one project or in more than one class, unless express and prior permission has been received from the course instructor(s) or research adviser involved.
- Forgery: altering any academic document, including, but not limited to, academic records, admissions materials, or medical excuses.



Policy on Upholding Human Rights

Preamble

Human Rights are all about equality, dignity, fairness, respect, freedom, independence and justice. As an institution of learning, that influences young minds, and is charged with the responsibility of enabling young men and women imbibe sound principles and values, as they prepare themselves for the journey of life, the institute is committed to upholding Human Rights in every area of activity. Through its commitment to upholding Human Rights, the institute also hopes that the students who pass through its portals, are inspired to make a personal commitment to upholding Human Rights in their journey ahead.

Statement of Principles

In pursuit of its Mission and Vision, the institute will always strive to uphold Human Rights by:

- Complying with all applicable constitutional and regulatory requirements to uphold Human Rights (as enshrined in the Universal Declaration on Human Rights, International Bill of Human Rights, ILO's Declaration on Fundamental Principles and Rights at Work, United Nations Global Compact);
- Valuing diversity, equal opportunity, freedom of expression, and the need to reach out to, and uphold the rights of vulnerable groups in particular;
- Ensuring there is no discrimination on the basis of race, religion, caste, ethnicity, social status, ancestry, gender or sexual orientation;
- Prohibiting all forms of child labour, forced/compulsory labour, all forms of discrimination and harassment;
- Promoting awareness of Human Rights among faculty, administrative staff and students through training and communication;
- Prohibiting any activity that abuses Human Rights;
- Ensuring that every person employed by the institute is paid a fair wage and terms



and conditions of service are administered in a fair manner and without preference or prejudice;

- Ensuring that any punitive action taken for misconduct is taken after due process, including adherence to the tenets and laws of natural justice.

The responsibility for ensuring that there is no infringement of these Principles, lies with the Director. Members of faculty, administrative staff and students are expected to bring to the notice any instances of infringement of the Principles of Human Rights that the institute is committed to. Such instances will be dealt with through counselling, followed by disciplinary action if warranted by the facts and circumstances of each case. A key focus area would be creating awareness of the Principles contained in the Policy on Upholding Human Rights.



Freedom of Expression

Preamble

The core dimensions of the institute are the pursuit of truth, the discovery of new knowledge through scholarship and research, intellectual openness, and an intense desire to prepare young men and women to make a difference, to impact change, and enhance their contribution to society and the nation, so that every citizen is able to live with social and economic dignity. Free expression among members of the academic community is central to this pursuit.

The freedom to teach and learn, depends on the creation of an environment that nurtures freedom of expression, creativity and innovative thinking in classrooms, lecture halls and across campuses as a whole. Rigid administration of rules and regulations does not create a vibrant academic environment - hence these guidelines to promote responsible freedom of expression, have been put in place. These guidelines are intended to clearly spell out expectations and commonly accepted standards of conduct among all members of the academic community – faculty, administrative staff and students.

Scope

These guidelines apply to all faculty, administrative staff and students as well as to third parties, to the extent of their interaction with the institute. Third parties are both protected by and subject to these guidelines. A third party may make a complaint or report a violation of these guidelines by any member of the academic community.

Academic Integrity

The ability of the institute to pursue its goals and objectives effectively, depends largely upon the quality and integrity of the academic work performed by its faculty, staff and students. Academic freedom can flourish among a community of scholars that recognizes that intellectual integrity, with its accompanying rights and responsibilities, lies at the



heart of its mission. Observing transparency and honesty in one's work, words, and actions, is the principle that all members of the community are expected to uphold.

Freedom of Expression

Because the institute is committed to free and open enquiry in all matters, it assures all members of the academic community, the freedom to speak, write, listen, challenge, and learn. While accepting that certain limits on freedom of expression are necessary for it to function effectively, the institute respects and supports the freedom of all members of the academic community to discuss any problem that presents itself. It is natural that the ideas of different members of the community often conflict with one another. However, it is not the role of the institute to attempt to shield individuals from ideas and opinions that they may find unwelcome or disagreeable, except when it violates norms of mutual respect.

The freedom to debate and discuss the merits of competing ideas does not give individuals unfettered freedom to say whatever they wish, wherever they wish. The institute may restrict expression that violates the law, that falsely defames individuals, that constitutes a genuine threat or incitement to violence or harassment, or that invades individual privacy or confidentiality. In addition, the University may reasonably regulate the time, place, and manner of expression to ensure that this does not disrupt the normal activities of the institute. However, it is important that these exceptions are never applied in a manner that is inconsistent with the institute's commitment to a completely free and open discussion of ideas.

While the institute is committed to protect free expression, members of the academic community are also expected to act in conformity with the principles of free expression. Although members of the academic community are free to contest views expressed on the campus, they may not instruct or otherwise interfere with the freedom of others to express views that may be different from their own. To this end, the institute has the responsibility not only to promote a lively and fearless freedom of discussion and debate, but it also has the responsibility to protect that freedom when others attempt to restrict it.



Respect for Others

As an academic community, while the institute supports and encourages freedom of expression and debate, it also attaches importance to mutual respect, and deplors expression of hatred directed against any individual or group. Respecting the rights and sensibilities of one another is essential in preserving the spirit and vibrancy of the academic community. Actions that create an atmosphere of intimidation, threat, or hostility towards individuals or groups, may be subject to disciplinary action. The institute expects all its members to display sensitivity and to challenge expressions or actions of racial, gender or ethnic bias whenever these might occur.

Peaceful Dissent

Free speech and peaceful dissent are a natural consequence in the pursuit of free inquiry and search for knowledge. However, this involves a concurrent obligation on the part of all members of the academic community to maintain an atmosphere on campus that is conducive to scholarly pursuit, and respects the rights and dignity of all its members.

It will be considered a violation of these guidelines pertaining to freedom of expression, whenever any individual prevents or willfully attempts to prevent, the orderly conduct of the functioning of the institute - such as lectures, meetings, interviews, ceremonies and public events; or blocks, or willfully attempts to block, the legitimate activities of any person on the campus or in any building or facility of the institute. Whenever a member of the academic community violates these guidelines, that individual will be subject to disciplinary action.

Use of Name, Marks and Seal

No individual or organization may use the institute's name, logos, restricted images, other identifiers, or any marks that represent the institute or any department, school or center of the institute, except when such individual or organization has been authorized to do so



by the appropriate institute official.

The above stipulations shall not apply to any academic work submitted for publication by any person to whom these guidelines apply, such as an article in a peer-reviewed academic journal, an independent monograph, or as a part of collection of works.

Members of the academic community are encouraged to take an active interest in public affairs and social responsibility initiatives. The institute considers self-chosen participation in social action by individuals and groups to be a part of the educational experience. However, such activities on the part of individuals or groups do not imply commitment of the institute to any partisan political position or point of view. In line with this, it is clearly understood that articles or opinion pieces, quotations or appearances in the popular media or in other public events, are the views held by individuals or groups and are not those of the institute.

The use of the seal of the institute on publications, articles, and the like is prohibited, except when specifically authorized by the institute administration. Applications for such authorization must be made to the Director.

Computer and Network Use

The institute makes available to its members, electronic and digital data and network resources, including shared technology information resources that use text, voice, images and video to deliver information. These resources are to be used in a manner consistent with the rules of the institute and law.

All usage of the institute's information technology and network resources are subject to institute regulations set forth by the administration. The IT policy document also provides information regarding copyright and other laws that are potentially applicable to certain uses of the institute's IT and digital resource and network access. Members of the academic community are expected to be familiar with and to adhere to these regulations. Members of the academic community who engage in any illegal or fraudulent use of the institute's technology resources, including infringement of copyrights, may be subjected to disciplinary action, including the termination or suspension of network privileges.



Members of the academic community shall not use the institute's IT and network resources for commercial purposes, including consulting services, unless they have received the prior permission to do so from the administration.



Environment, Health and Safety

Preamble

SJIM is committed to providing a safe and healthy environment for all its faculty, administrative staff and students and to managing and conducting all its activities in an environment- friendly manner, focusing on reducing carbon footprint and protecting and rejuvenating the environment.

Health

The institute encourages all members of the academic community to be mindful of their physical and mental wellbeing. Faculty, Administrative Staff and Students are encouraged to focus on their physical and mental wellbeing by engaging in physical regimens suited to their own needs and temperaments. Focus on physical wellbeing includes fitness regimens, active participation in sports and games, proper nutrition and healthy dietary habits, regular medical consultations and check-ups.

The institute will make efforts to provide space and other facilities for physical training, sports and games, canteens that serve nutritious food, open spaces wherever possible.

Efforts will also be made to provide a healthy environment – clean air, natural light, pure drinking water, hygienic sanitation facilities, ergonomic physical infrastructure etc. The institute will also take steps to ensure that classrooms, lecture halls, all other buildings on campus are maintained in a clean and hygienic condition with regular periodic disinfestation, and other measures to provide a healthy environment for all members of the academic community.

The importance of mental wellbeing can never be underestimated especially in times of stress, academic pressures, meeting timelines etc. The institute encourages all members of the academic community to seek opportunities to de-stress, engage in yoga and meditation, and/or other forms of mental relaxation, seek the assistance of trained and competent counsellors to help them deal with issues that could adversely impact their



mental wellbeing. Towards this end, the institute has full-time Counsellors, who members of the community may approach for assistance.

Safety

The institute accords the highest priority to the physical safety of members of the academic community. Periodic safety audits will be carried out at least twice each year to ensure safety of all electrical installations/fittings, structural safety of buildings, removal of potential fire hazards, etc. Weaknesses pointed out by such audits will be addressed and rectified immediately to ensure there is no risk to physical safety.

Fire drills will also be arranged periodically to create awareness and ensure that everyone on campus is alert and knows what procedures are to be followed in the case of occurrence of a fire.

Environment

The institute will work towards ensuring the adoption of resource-efficient and green methods and techniques in pursuit of a low carbon pathway – natural light, adoption of renewable energy mechanisms (increasing dependence on wind and solar energy), use of low carbon fuels, encouraging the use of bicycles and electric vehicles on campus, focus on an integrated water management approach that includes water conservation measures, waste-water treatment, rainwater harvesting and ensuring that water is not wasted and instead is used judiciously and sparingly.

Wherever possible, the institute will look at ways and means of enhancing the green cover on campuses by planting trees, other greenery etc. Another area of focus will be waste recycling, with the objective of becoming solid-waste re-cycling positive.

When constructing new buildings/facilities on campus, the institute will ensure that norms of 'Green Buildings' are applied and suitably certified. Even existing buildings will be re-visited from the sustainability perspective, to see what modifications and changes can be made in existing buildings to make them energy efficient and 'green'.



Diversity, Equity and Inclusion

Preamble

SJIM believes that a diverse academic community contributes to rich and meaningful discourse, promotes holistic perspectives and helps students to enhance their bandwidth, broaden their perspectives, and imbibe the virtues of mutual respect, tolerance, compassion, sensitivity and service to others.

Diversity and Equal Opportunity

- The institute is committed to building a vibrant academic community that is free from any form of discrimination based on caste, religion, disability, gender, sexual orientation, or ancestry. Merit and competence are fundamental to the dynamism and vitality of the University and academic community. The institute offers equal opportunity based on performance and ability in selection, progression, rewards and development. This is reflected through objective and outcome-based assessment systems.
- Members of Faculty, Administrative Staff and Students are encouraged to contribute views and perspectives, and adequate opportunities will be provided for the same. These will include, among others (a) one-on-one interactions, (b) town-halls, (c) task-forces, (d) structured small and larger group interactions, etc. The institute believes that 'listening' and 'dialoguing' are the pillars of meaningful discourse, which in turn builds a vibrant academic community.
- The institute is committed to building an academic environment that is free from harassment, including sexual harassment, and has zero tolerance for such unacceptable conduct. It encourages reporting of any harassment concerns and has in place systems that enable reporting of any unwelcome or offensive conduct.

