



GL BAJAJ
Institute of Management & Research
Greater Noida

FIND YOUR SPARK

(Approved by A.I.C.T.E., Ministry of Education, Govt. of India)

An ISO 9001 : 2015 Certified Institute



Structured **Today**, Successful **Tomorrow**





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Foreword

It gives me immense pleasure to present this Policy Book of GL Bajaj Institute of Management and Research (GLBIMR), Greater Noida, a comprehensive document that encapsulates the ethos, governance principles, and operational framework that guide every facet of our academic and administrative functioning. This Policy Book is not merely a compilation of rules and regulations—it is a reflection of our commitment to excellence, integrity, and continuous innovation in management education.

At GLBIMR, we believe that an institution's true strength lies in its ability to evolve with time while remaining grounded in its core values. Since its inception, GLBIMR has been dedicated to shaping future-ready leaders equipped with not just managerial knowledge but also ethical judgment, strategic vision, and social responsibility. This Policy Book represents our endeavor to ensure that these principles are deeply embedded in every academic, administrative, and co-curricular process across the institute.

In today's rapidly changing educational landscape, management institutions are expected to uphold high standards of governance, transparency, and accountability. This document serves as a guiding framework for all stakeholders—faculty, students, administrators, and collaborators—to align their actions with the institute's mission and vision. It clearly outlines the institutional policies related to academics, admissions, examinations, faculty development, student welfare, research, industry interface, and overall institutional governance. Each policy is designed not only to maintain quality benchmarks but also to create a culture of responsibility and shared purpose within our academic community.

The preparation of this Policy Book has been a rigorous and collaborative exercise. It has involved thoughtful inputs from the academic council, senior faculty members, administrative staff, and policy experts who share our commitment to institutional excellence. Their insights have helped in creating a document that is dynamic, inclusive, and aligned with the directives of national and international accreditation standards such as AICTE, NBA, and NAAC, while also reflecting our unique institutional character.

What distinguishes GLBIMR is its unwavering emphasis on student-centric learning and holistic development. Our policies are framed to foster innovation, critical thinking, and experiential learning through a variety of pedagogical approaches—ranging from case studies and simulation exercises to live projects, internships, and corporate mentoring. We envision our students not just as learners, but as co-creators of knowledge and contributors to society. Every policy, therefore, is structured to support an ecosystem that empowers students to grow intellectually, ethically, and professionally.

As the Vice Chairman, I take great pride in affirming that this Policy Book will serve as an enduring reference point for our stakeholders. It will ensure clarity, uniformity, and consistency in decision-making, thereby reinforcing institutional credibility and trust. Moreover, it stands as a testament to our institute's proactive approach in institutionalizing best practices and promoting a culture of excellence in management education.

I am confident that this document will not only strengthen the internal governance mechanisms of GLBIMR but also inspire a deeper sense of belonging and responsibility among all members of our academic fraternity. Let this Policy Book be a living document—constantly evolving with new insights, policies, and innovations that will continue to enhance our institutional effectiveness and academic vibrancy.

On behalf of the Management and the Governing Body, I extend my sincere appreciation to all those who have contributed to the preparation of this Policy Book. Their dedication and collaborative spirit reflect the collective vision that defines GL Bajaj Institute of Management and Research. As we move forward, may this document serve as both a foundation and a beacon—guiding us toward our larger goal of nurturing responsible leaders, competent professionals, and compassionate global citizens.

Shri Pankaj Agarwal

Vice Chairman

GL Bajaj Institute of Management and Research,
Greater Noida

Preface

The Policy Book of GL Bajaj Institute of Management and Research (GLBIMR), Greater Noida, serves as a vital instrument for ensuring discipline, professionalism, and operational excellence across all levels of the institution. It stands as a comprehensive reference document that clearly articulates the institutional policies, procedures, and service conditions applicable to both teaching and non-teaching staff. The intent behind this compilation is to ensure fairness, transparency, and consistency in the day-to-day functioning of the institute while upholding its long-standing commitment to academic excellence and ethical governance.

This document systematically outlines the classification of roles and responsibilities within the institution, encompassing Professors, Associate Professors, Assistant Professors, administrative officials, and support staff. Each role is defined with clarity in terms of duties, deliverables, accountability, and expectations, ensuring that every member of the GLBIMR community understands their contribution to the larger institutional mission.

Further, the Policy Book provides detailed guidance on critical areas such as the recruitment process, appointment terms, probation and confirmation procedures, working hours, attendance norms, and various categories of leave—including casual, earned, and maternity leave. By establishing these clearly defined standards, the institute seeks to promote a culture of fairness and mutual respect, fostering a work environment that values dedication, performance, and integrity.

In addition to administrative and service regulations, the Policy Book also highlights the Institute's focus on academic growth and faculty development. It encompasses policies related to faculty development programs, research incentives, travel grants, and participation allowances for conferences, seminars, and workshops. Provisions are also included for performance appraisal systems, career advancement mechanisms, and guidelines for resignation or termination of service. These policies are structured to encourage continuous learning, self-improvement, and research engagement among faculty members, thereby contributing to the institute's pursuit of academic distinction and innovation.

Approved by the Governing Body of GLBIMR, this Policy Book is a testament to the Institute's unwavering commitment to transparency, regulatory compliance, and alignment with national and international standards in higher education management. It also reinforces the institution's adherence to the values of accountability and ethical conduct as guided by AICTE and other statutory bodies.

More than a compilation of rules and procedures, this document serves as a guiding framework—a living document that embodies the vision and core values of GLBIMR: *integrity, respect, excellence, and continuous improvement*. It provides direction to every stakeholder, ensuring that all academic and administrative decisions are consistent with the broader goals of institutional growth and quality assurance.

The preparation of this Policy Book has been a collaborative effort involving the active participation of faculty members, administrative teams, and senior leadership. Their collective insights, experiences, and recommendations have contributed to the formulation of policies that are both pragmatic and forward-looking. The process of drafting and review reflects GLBIMR's culture of inclusivity and shared governance, where every policy is rooted in the philosophy of balancing institutional priorities with individual development.

As the Institute continues to evolve in a dynamic educational landscape, this Policy Book will serve as a cornerstone of good governance, guiding the institute toward sustained excellence and continuous improvement. It is expected that all members of the GLBIMR community will familiarize themselves with the contents of this document and adhere to the principles it enshrines. By doing so, the members collectively reaffirm the shared vision of nurturing a professional, ethical, and high-performing academic ecosystem that contributes meaningfully to society.



About GL Bajaj Institute of Management and Research

GL Bajaj Institute of Management and Research (GLBIMR), Greater Noida, was established in 2007 under the aegis of the GL Bajaj Group of Educational Institutions with the vision of developing responsible global business leaders sensitive to community and environmental needs.. The Institute is dedicated to delivering value-based, industry-oriented learning and offers a two-year full-time Post Graduate Diploma in Management (PGDM) accredited by NBA, recognized Association of Indian Universities (AIU) and approved by the All India Council for Technical Education (AICTE), Ministry of Education, Government of India.

GLBIMR provides students the flexibility to pursue dual or Major–Minor specializations in key domains such as Marketing, Finance, Human Resource Management, Operations, and Data Analytics. The Institute's modern campus features fully air-conditioned classrooms, a well-equipped Learning Resource Centre, digital access to global databases, state-of-the-art conference halls, an amphitheatre, and comfortable hostel facilities. With a strong commitment to academic excellence and industry integration, GLBIMR incorporates innovative pedagogies, including case studies, live projects, simulations, group discussions, industry visits, corporate mentoring, and international exposure programs.

Its well-established placement network of over 600 reputed recruiters—such as Accenture, HDFC, Wipro, Airtel, LG, and Reliance, ensures strong career opportunities for its graduates. Emphasizing holistic development, global outlook, and ethical leadership, GLBIMR prepares professionals who are equipped to succeed in a dynamic and competitive business environment.



Vision

To develop responsible global business leaders
sensitive to community and environmental needs.

Mission

To Create a Sustainable Learning Ecosystem
for Students, Teaching and Research Fraternity and Recruiters.

To Nurture Global Business Leaders
Contributing to an Inclusive and Diverse Society.

To Inculcate Entrepreneurial Mindset and Foster Innovation.

Preamble

*We, the faculty, staff, and administration of the GL Bajaj Institute of
Management and Research, solemnly pledge to uphold the principles of integrity,
excellence, inclusivity, and accountability to fulfill the institution's
vision and mission.*

*Committed to fostering a culture of ethical conduct, continuous learning, and
innovation, we strive to:*

Uphold transparency, trust, and respect in all our endeavors.

Pursue excellence in teaching, research, and administration.

Promote diversity, equity, and mutual respect within our community.

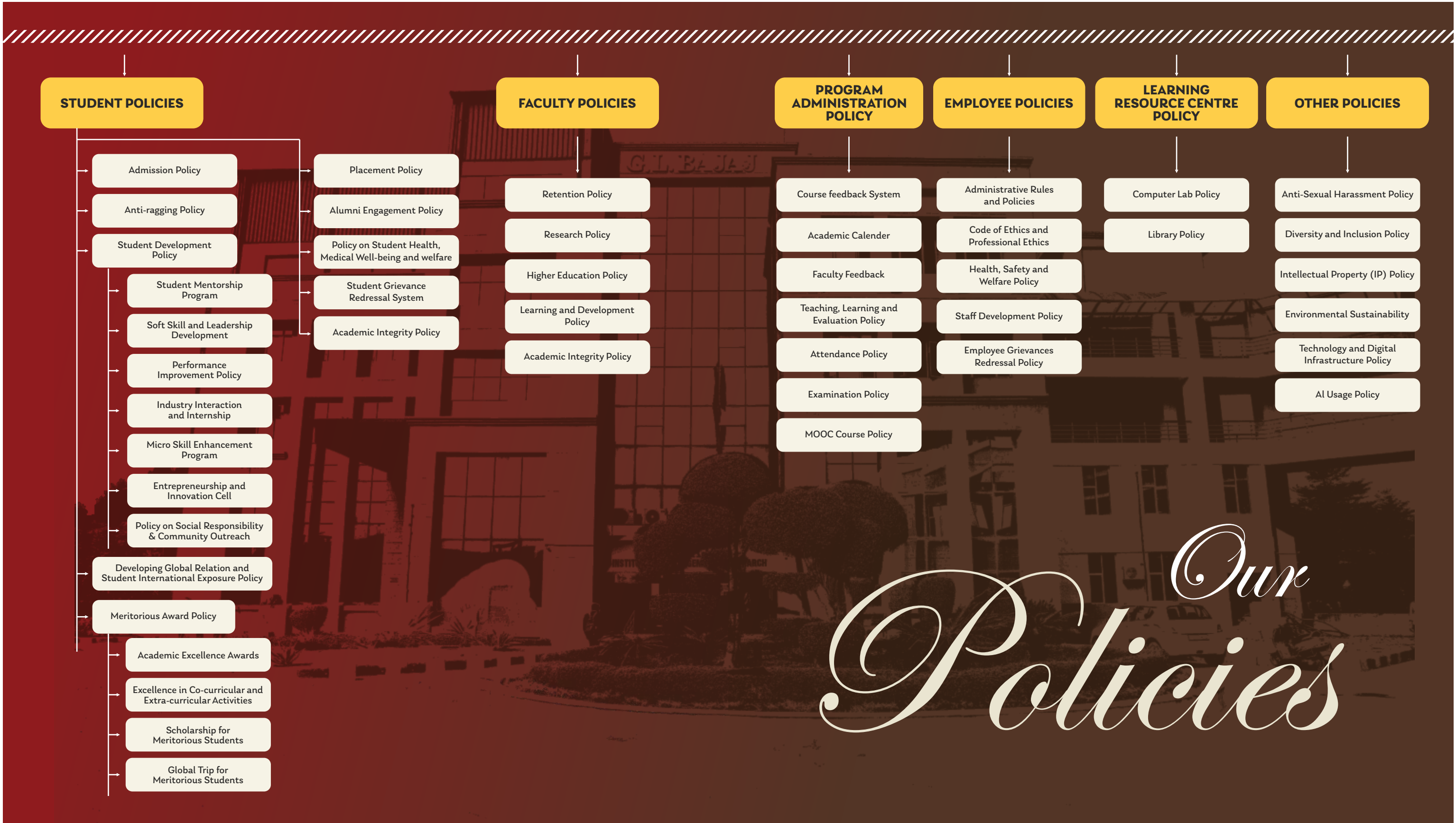
Empower employees through professional development and mentorship.

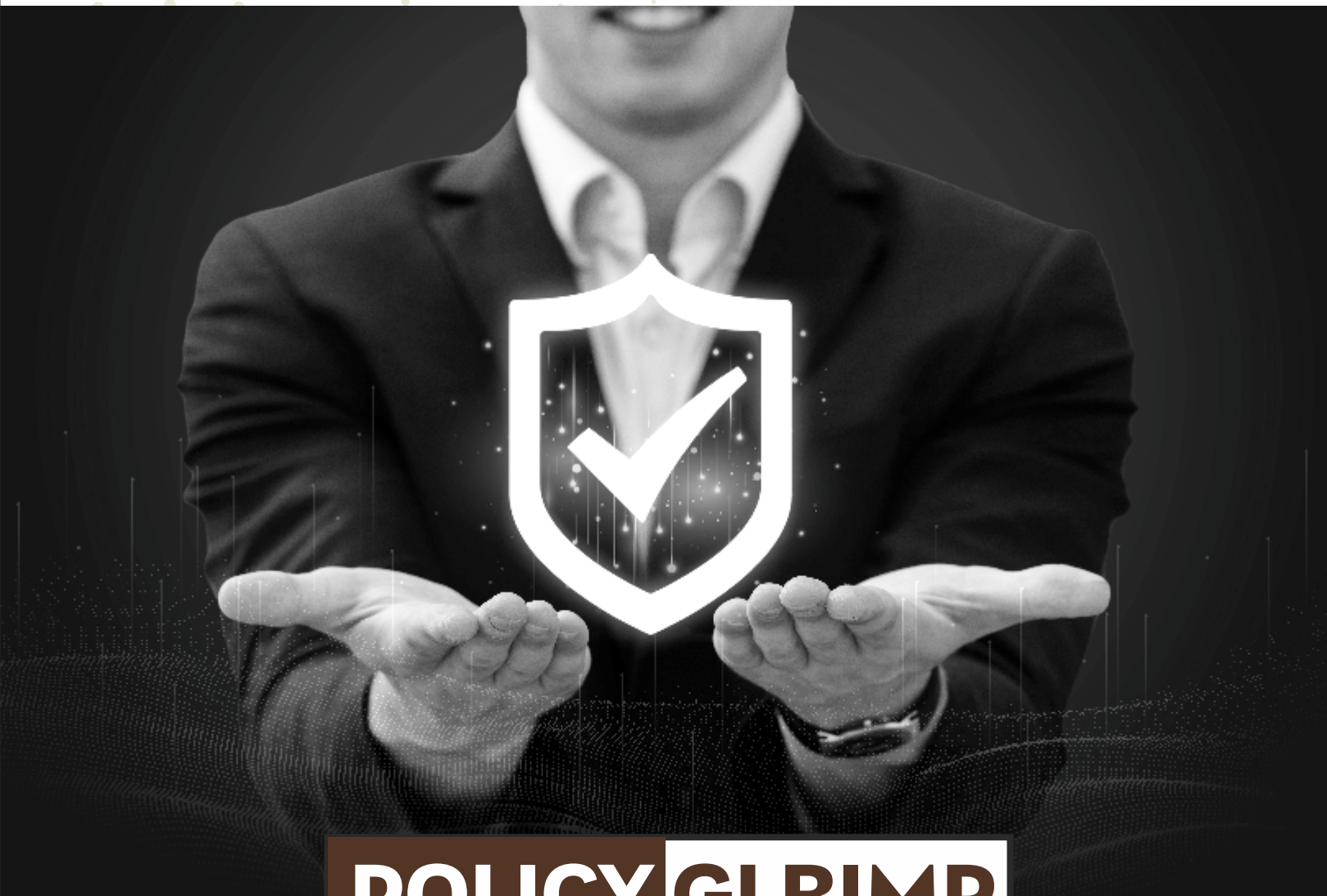
Maintain a student-centered focus, contributing to their success and growth.

*With these ideals, we dedicate ourselves to advancing the Institution's legacy of
academic and professional distinction.*

LIST OF ABBREVIATIONS

ACAB	: Academic Council & Advisory Board
AI	: Artificial Intelligence
AICTE	: All India Council for Technical Education
BoG	: Board of Governors
CAT	: Common Admission Test
CGPA	: Cumulative Grade Point Average
CIA	: Continuous Internal Assessment
CL	: Causal Leave
CMAT	: Common Management Admission Test
CO	: Course Outcome
EL	: Earned Leave
FDP	: Faculty Development Program
FIR	: First Information Report
GLBIMR	: GL Bajaj Institute of Management and Research
GRC	: Grievance Redressal Committee
ICC	: Internal Complaints Committee
IP	: Intellectual Property
IT	: Information Technology
LED	: Light Emitting Diode
LMS	: Learning Management System
MAT	: Management Aptitude Test
MOOC	: Massive Open Online Course
NGO	: Non-Governmental Organization
NOC	: No-Objection Certificate
NPTEL	: National Programme on Technology Enhanced Learning
OBE	: Outcome Based Education
PGDM	: Post Graduate Diploma in Management
PI	: Personal Interview
PO	: Program Outcome
RL	: Research Leave
SWAYAM	: Study Webs of Active Learning for Young Aspiring Minds
TGPA	: Trimester Grade Point Average
UGC	: University Grants Commission
XAT	: Xavier Aptitude Test





POLICY GLBIMR



CHAPTER | 1

PRELIMINARY

1. Extent and Application :

This policy book outlines the policy framework, responsibilities, and expected conduct to ensure a smooth, ethical, and professional academic environment.

- (1) It is applicable to all stakeholders of the PGDM programme, including students, faculty members, administrative staff, visiting scholars, and external collaborators associated with the Institute.
- (2) The policies mentioned herein extend uniformly across all academic, administrative, and co-curricular activities conducted under the PGDM programme, whether on-campus, online, or at off-site locations officially recognized by the institute.
- (3) All stakeholders are expected to read, understand, and adhere to these policies. Ignorance of any policy will not be accepted as an excuse for non-compliance.
- (4) The Institute reserves the right to revise or update these policies as required, and such changes will be duly communicated through official channels.

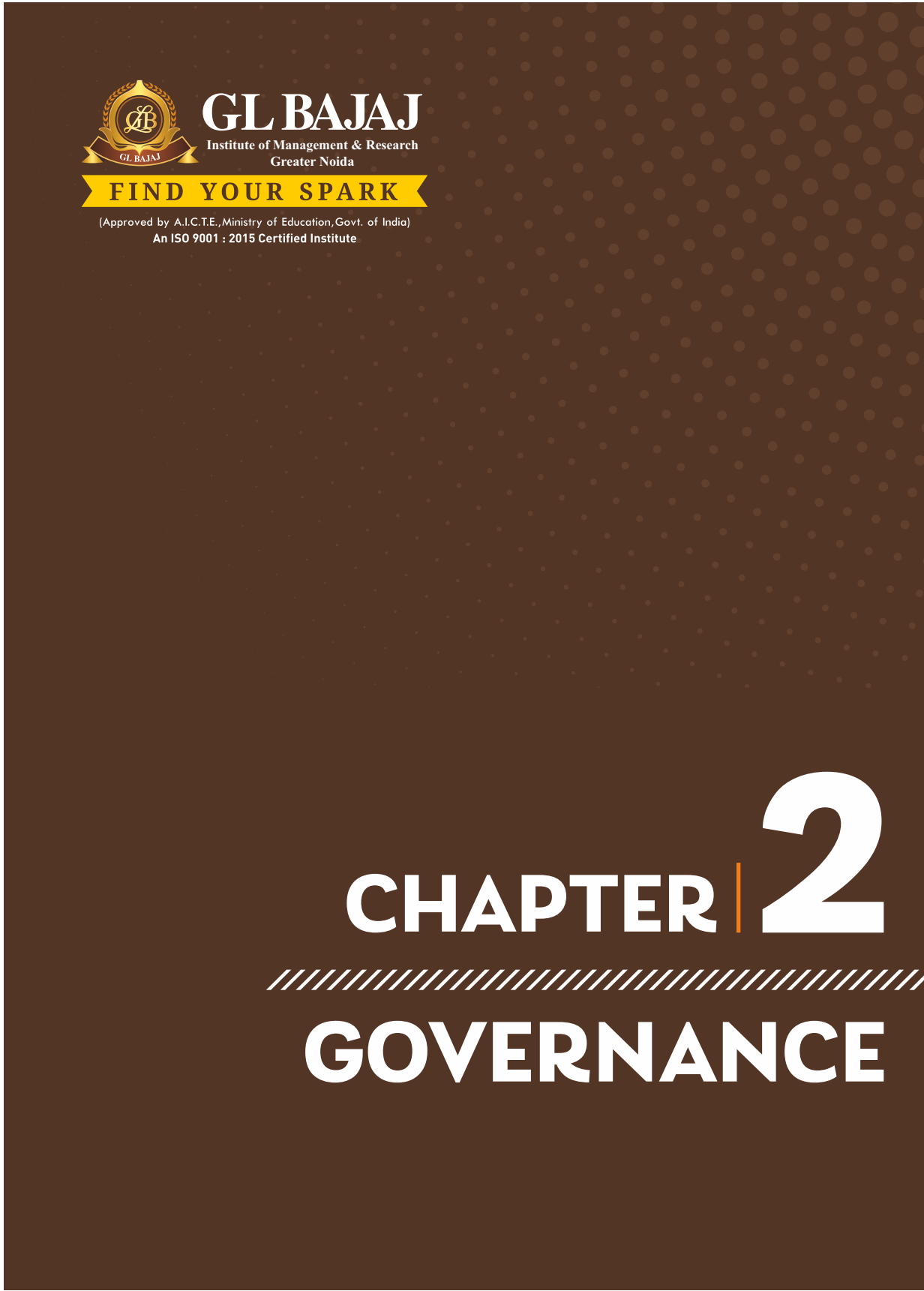
2. Definitions

For the purposes of this Policy Book, unless the context otherwise requires, the following terms shall have the meanings assigned to them:

- (i) **“Academic Calendar”** means official schedule of academic, co-curricular, and examination activities for an academic year.
- (ii) **“Academic Council and Advisory Board (ACAB)”** refers to the academic advisory body comprising academicians, industry experts, and alumni to guide academic affairs.
- (iii) **“Academic Integrity”** refers to commitment to honesty, originality, fairness, and accountability in academic work, including assignments, projects, and examinations.
- (iv) **“Admission Process”** means the procedure for student enrolment, including eligibility, entrance examinations, interviews, and final selection.
- (v) **“Administrative Staff”** includes non-teaching employees managing operations, services, and institutional administration.
- (vi) **“Alumni”** means graduates of the Institute who remain connected through alumni networks, mentorship, and engagement programs.
- (vii) **“Artificial Intelligence (AI) Usage”** refers to the responsible and ethical use of AI tools and technologies for academic and administrative purposes, as per the AI Usage Policy.
- (viii) **“Attendance”** means the percentage of student presence in scheduled academic and co-curricular sessions.
- (ix) **“Board of Governors (BoG)”** refers to the apex governing authority responsible for strategic direction, policy approval, and fiduciary oversight.
- (x) **“Code of Ethics”** refers to the set of principles defining expected professional behavior of employees, including honesty, respect, and responsibility.

- (xi) **“Confidential Information”** means and data, documents, or records (academic, financial, or personal) not intended for public disclosure.
- (xii) **“Course Feedback”** means formal evaluation of teaching quality and course effectiveness by students.
- (xiii) **“Digital Infrastructure”** refers to the institutional IT resources including computer labs, software, servers, networks, and online platforms.
- (xiv) **“Director”** is the Head of the Institute responsible for academic and administrative leadership.
- (xv) **“Diversity & Inclusion”** means the policy commitment to ensuring equal opportunity and respect irrespective of gender, caste, religion, ability, or background.
- (xvi) **“Employee”** includes both teaching and non-teaching staff employed by the Institute under defined service rules.
- (xvii) **“Environmental Sustainability”** refers to the practices and initiatives undertaken by the Institute to promote ecological balance, reduce waste, and conserve resources.
- (xviii) **“Examination”** means formal assessments, including internal tests, mid-terms, and end-terms, conducted as per institutional policy.
- (xix) **“Faculty”** includes all teaching staff members, whether permanent, contractual, adjunct, or visiting, engaged in academic delivery and mentoring.
- (xx) **“Grievance”** means a formal complaint or dissatisfaction expressed by a student, faculty, or employee regarding academic, administrative, or workplace matters.
- (xxi) **“Grievance Redressal Committee (GRC)”** refers to the formally constituted body responsible for addressing grievances of students or staff.
- (xxii) **“Higher Education Support”** refers to the institutional assistance to faculty for pursuing advanced qualifications, certifications, or doctoral studies.
- (xxiii) **“Institute”** refers to GL Bajaj Institute of Management and Research (GLBIMR), Greater Noida.
- (xxiv) **“Intellectual Property (IP)”** means innovations, research outputs, and creative works produced by students or faculty, governed by the Institute's IP Policy.
- (xxv) **“Internal Complaints Committee (ICC)”** refers to the Committee constituted under law to address complaints related to sexual harassment.
- (xxvi) **“Learning Resource Centre (LRC)”** refers to the library and related facilities providing access to books, journals, e-resources, and databases.
- (xxvii) **“Meritorious Student”** means a student recognized for outstanding academic, co-curricular, or extra-curricular achievements under defined criteria.
- (xxviii) **“MOOC (Massive Open Online Course)”** means online learning modules offered through recognized platforms (e.g., SWAYAM, Coursera, edX, NPTEL) integrated with the PGDM curriculum.
- (xxix) **“Placement”** refers to the process of facilitating student employment or internships through campus recruitment or institutional arrangements.
- (xxx) **“Policy”** refers to a set of approved rules, principles, and guidelines that govern academic, administrative, and professional activities of the Institute.

- (xxxi) **“Professional Development”** refers to a structured initiatives for skill enhancement, faculty development programs (FDPs), and training.
- (xxxii) **“Program”** refers to the Post Graduate Diploma in Management (PGDM) or any other program officially approved by AICTE/UGC and offered by the Institute.
- (xxxiii) **“Ragging”** includes any act of misconduct, harassment, or intimidation by students towards peers, prohibited under law and institutional policy.
- (xxxiv) **“Research”** means a scholarly inquiry and publication undertaken by faculty and students, adhering to ethical standards and integrity norms.
- (xxxv) **“Sexual Harassment”** refers to any unwelcome act, physical or verbal, of sexual nature as defined under the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013.
- (xxxvi) **“Social Responsibility”** includes initiatives by the Institute or its stakeholders aimed at contributing positively to society and communities.
- (xxxvii) **“Stakeholders”** includes students, faculty, administrative staff, alumni, visiting scholars, external collaborators, and any other individuals associated with the Institute.
- (xxxviii) **“Student”** is an individual enrolled in the PGDM or other approved academic programs at the Institute.



3. Governance

The Institute’s strategic vision is guided by its primary governing authority, the Board of Governors (BoG), an esteemed group of accomplished professionals with diverse expertise. Supporting this leadership is the Academic Council and Advisory Board (ACAB), an advisory body consisting of distinguished academicians and key stakeholders. The ACAB plays a pivotal advisory role in the academic affairs of the Institute. Collectively, the guidance and advice of these bodies drives the Institute’s sustained growth and excellence.

The governing structure of the Institute is as explained in the chart below:

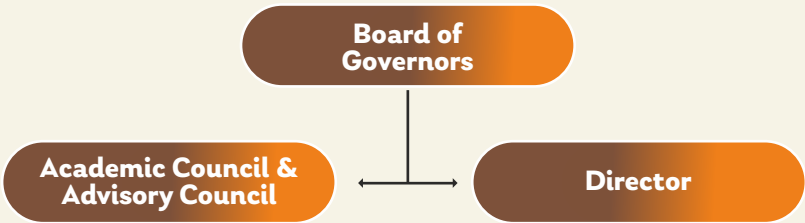


Figure (i): Governing Structure

(1) Board of Governors (BoG)

The Board of Governors for the Institute is a governing board which is responsible for defining the role and mission of the college and, thereby, setting the strategic directions for the college to achieve. All of its decisions and policies are made for the best interest of the Institution.

(i) Constitution of the Board of Governors

As per the guidelines of the statutory body i.e AICTE, the governing body shall have at-least eleven members including the Chairman and the Member Secretary. The registered society shall nominate six members including the Chairman and the Member Secretary and the remaining five members shall be nominated as indicated below:

- (a) Chairman to be nominated by the Government/ Registered trust/ Society/ Company. The Chairman of the governing body shall preferably be a technical person either entrepreneur or an industrialist or an educationist of repute who is interested in the development of technical education and has demonstrated an interest in promotion of quality education.
- (b) Two to five members (Industrialist/ Technologist/ Educationist) to be nominated by the registered Trust/ Society/ Company.
- (c) Nominee of the affiliating University/ Board (Not applicable to PGDM Institutions)

- (d) Nominee of the All India Council Technical Education (Ex-officio) (Applicable to PGDM Institutions only).
- (e) Nominee of the State Government/ UT (Ex-officio)
- (f) An Industrialist/ Technologist/ Educationist from the region nominated by the State Government/ UT (Ex-officio)
- (g) Principal/ Director of the concerned Technical Institution (as nominee of the Trust/ Society/ Company) – Member Secretary
- (h) Two faculty members to be nominated from amongst the Regular Staff, one at level of Professor and one at the level of Assistant Professor.
- (i) The number of members can be increased equally by adding nominees for the registered Society and by adding an equal number of educationists from the region keeping in view the interest of the technical institution. The total number of members of the Governing Body, however, shall not exceed 21.

(ii) Roles and Responsibilities of BoG

The Board of Governors has responsibility for fiduciary supervision and institutional performance. The primary role of BoG is to guide the Institution along a strategic path that aligns with its mission and vision. The key responsibilities include:

- (a) Strategic Guidance: Steering the institution in a direction that fulfils its mission and vision.
- (b) Quality Standards: Establishing and upholding quality benchmarks that align with national and international best practices.
- (c) Institutional Supervision: Defining the educational ethos of GLBIMR and monitoring institutional activities.
- (d) Financial Governance: Ensuring financial stability and efficient resource allocation.
- (e) Budget Approval: Reviewing and approving the Institute’s annual budget.
- (f) Leadership Management: Appointing the Head of the Institution and approving teaching and non-teaching appointments.

(iii) Tenure of BoG Members

The tenure of the members of Board of Governors will be of five years.

(iv) Quorum for the meeting

The presence of 40% of the members of Board of Governors will form a valid quorum for the meeting.

(2) Academic Council and Advisory Board (ACAB)

The Academic Council and Advisory Board (ACAB) is the advisory body of the Institute and plays a pivotal role in steering the institution’s academic affairs, ensuring alignment with the program’s educational objectives and desired outcomes. The ACAB is instrumental in shaping academic policies, recommending new course offerings, establishing program regulations, and fostering research, publications, and industry partnerships.

(i) Constitution of Academic Council and Advisory Board (ACAB)

The Academic Advisory shall consist of the following members:

- (a) Senior Professor/ Academician as Chairman
- (b) Head of the Institute as Member Secretary
- (c) Three to five Professors/ Associate Professors outside from the Institute serving in other Management Institute/ University nominated by the Head of the Institute.
- (d) Three to five representatives of repute from Corporate/ Industry nominated by the Head of the Institute.
- (e) One or two alumni representatives nominated by the head of the Institute.
- (f) The Head of the Institute may co-opt members, persons having special knowledge or experience in the subject matter of any particular business which may come before the Board for consideration.
- (g) The members so co-opted shall have all the rights of the members of the Board in regard to the transaction of the business in relation to which they have been co-opted. The term of the co-opted/ nominated members of the Academic Council & Advisory Board will be for five years and may be renewed further.

(ii) Roles and Responsibilities of ACAB

- (a) Validation and review of the curriculum and suggest amendments if required, periodically.
- (b) Recommendations on acquiring any new pedagogical tools for program delivery.
- (c) Reviewing the examination policy of the Institute and validate evaluation criteria and grading policy.
- (d) To recommend the addition of any program to increase institutional outreach and growth.
- (e) To suggest measures for the growth of the Institute in terms of quality education, training, consultancy and research.
- (f) To recommend the course of action for inviting better quality students and for introduction of better faculty members.
- (g) Any other measures for making the institution internationally recognized.

(iii) Quorum for the meeting

- (a) The Academic Board shall ordinarily meet twice a year.
- (b) The presence of 40% of the members of ACAB will form a valid quorum for the meeting.

(3) Director

The Director shall serve as the principal academic and administrative leader of the Institute, entrusted with the responsibility of governing the full spectrum of the institution's academic, administrative, and operational activities. Supported by a team of dedicated professionals, the Director shall ensure the effective execution of institutional policies and strategies to fulfill the institute's educational objectives. While the Director shall work within the framework established by the Governing Body, he/she shall remain directly accountable to the Board of Governors for the Institute's academic and financial performance, ensuring its continuous growth and adherence to the highest standards of excellence.

(i) Appointment of the Director

The objective is to establish a transparent, merit-based, and accountable process for the appointment of the Director of the Institute. It ensures adherence to institutional governance norms, regulatory guidelines, and the principles of fairness, objectivity, and excellence in leadership selection.

(a) Eligibility Criteria

A candidate for the position of Director shall:

- (i) Possess a distinguished academic record with a Ph.D. or equivalent qualification in Management discipline.
- (ii) Have at least 15 years of academic and administrative experience, including a minimum of 5 years in a senior leadership position such as Dean, Head of Department, or Director.
- (iii) Have a demonstrated track record of institution building, research, publications, and academic leadership.
- (iv) Fulfil all requirements prescribed by AICTE, AIU, or other relevant regulatory bodies.

(b) Appointment Process**(i) Constitution of the Selection Committee**

The appointment of the Director shall be carried out by a Selection Committee constituted by the Governing Body of the Institute. The Committee shall comprise:

- Chairperson of the Governing Body – Chair
- One or two Members of the Governing Body
- One Nominee of AICTE or the affiliating University (if applicable)
- One external expert from academia (Professor/Director level)
- A representative from the Management/Trust/Society

(ii) Notification of Vacancy

- The vacancy shall be formally notified on the Institute's website and other appropriate platforms.
- Internal eligible candidates shall also be invited to apply.

(iii) Screening and Shortlisting

- The Selection Committee shall screen all applications based on eligibility, experience, and credentials.
- A shortlist of candidates shall be prepared for interview and presentation.

(iv) Interview and Assessment

- Shortlisted candidates shall make a presentation on their vision and strategic plan for the Institute before the Selection Committee.
- The Committee shall assess the candidates based on leadership qualities, academic excellence, research contributions, administrative acumen, and vision alignment with the Institute's mission.

(v) Recommendation and Appointment

- The Selection Committee shall recommend one name to the Governing Body for approval.

- The Governing Body shall issue the formal Letter of Appointment specifying tenure, terms, and conditions.
- (vi) **Tenure and Terms of Appointment**
 - The Director shall be appointed for a term of three to five years, which may be extended or renewed based on performance and institutional requirements.
 - The terms of employment, including remuneration and benefits, shall be determined by the Governing Body in line with institutional norms and regulatory guidelines.
- (vii) **Performance Review**
The performance of the Director shall be reviewed annually by the Governing Body based on key performance indicators such as academic outcomes, faculty development, student success, accreditations, research output, and institutional growth.

(ii) Roles and Responsibilities of Director

- (a) **Academic Leadership:** Ensuring the delivery of high-quality education through continuous curriculum development, faculty excellence, and the introduction of value-added programs that align with industry needs.
- (b) **Examination and Evaluation Supervision:** Managing rigorous examination processes, ensuring transparency, accuracy in evaluations, and timely results.
- (c) **Research and Faculty Development:** Encouraging faculty research and publications to enhance the academic reputation of the institution, positioning it as a hub of scholarly excellence.
- (d) **Industry Engagement and Placements:** Strengthening corporate partnerships and managing student placements, internships, and ensuring that academic curricula align with industry standards.
- (e) **Financial Stewardship:** Monitoring budget preparation and resource allocation to ensure financial stability and support for academic and co-curricular activities.
- (f) **Alumni and Student Engagement:** Cultivating strong alumni networks and fostering continuous student engagement to build long-term institutional loyalty.
- (g) **Regulatory Compliance:** Ensuring adherence to accreditation standards from bodies like AICTE and NBA, maintaining the Institution's standing in the academic community.
- (h) **Brand Building and Institutional Growth:** Strategically enhancing the institute's brand visibility, promoting its academic strengths, and ensuring it remains competitive in the education sector. The Director shall actively work to build the institution's reputation, attract high-quality students, and strengthen its position as a leader in management education.



CHAPTER | 3

STUDENT POLICIES

4. Admission Policy

The Institute’s Admission Policy is anchored in the principles of transparency, fairness, inclusivity, and equal opportunity. Admissions to the PGDM program are conducted strictly in line with applicable regulatory standards and institutional norms.

- (i) **Eligibility Criteria:** Applicants must hold an undergraduate degree from a recognized university, achieving at least the minimum percentage or equivalent CGPA as prescribed in the admission guidelines.
- (ii) **Entrance Examination:** Admission should primarily be merit-based and determined by candidates’ performance in approved national-level or institution-specific entrance tests, including but not limited to CAT, XAT, MAT, CMAT, or other recognized examinations.
- (iii) **Selection Process:** Candidates shortlisted based on entrance scores shall be invited for a Personal Interview (PI), for evaluating their communication skills, analytical thinking, and leadership potential.
- (iv) **Transparency Measures:** All information regarding eligibility criteria, timelines, selection processes, and the fee structure shall be made available on the official Institute website and in the admission brochure.
- (v) **Withdrawal and Refund:** Policies governing withdrawal of admission and refund of fees must adhere to AICTE/UGC guidelines and should be transparently communicated to all applicants.

5. Anti-Ragging Policy

The Institute enforces a zero-tolerance policy on ragging, dedicated to fostering a campus environment that is safe, dignified, and conducive to positive peer relationships.

- (i) **Anti-Ragging Committee:** A formal committee comprising senior faculty and staff shall be constituted for ensuring compliance and investigating complaints of ragging.
- (ii) **Anti-Ragging Squad:** Dedicated teams must conduct regular and surprise inspections across hostels, cafeterias, and other sensitive areas to prevent incidents.
- (iii) **Orientation and Awareness:** During induction, awareness sessions to be organized for both students and parents to educate them about the legal and institutional consequences of ragging.
- (iv) **Affidavit Requirement:** Each student and their parent/guardian shall submit a duly signed anti-ragging undertaking, affirming their commitment to upholding campus harmony.
- (v) **Reporting Mechanisms:** Appropriate reporting mechanism to be established and also provisions of reporting complaints confidentially via an anonymous helpline and a dedicated email channel to be established.
- (vi) **Disciplinary Action:** Any proven involvement in ragging shall invite strict penalties, ranging from suspension and rustication to filing of FIR as per the severity of the act.

6. Placement Policy

This policy ensures equitable access to career opportunities and to uphold professional standards during placement activities.

- (i) **Eligibility to Participate:** Students must meet the Institute’s requirements regarding minimum attendance, academic performance, and disciplinary conduct.
- (ii) **Pre-Placement Training:** All students undergo mandatory preparation through workshops on resume writing, aptitude and technical assessments, interview skills, and professional etiquette.
- (iii) **Application Process:** Strict adherence to application timelines, professional correspondence, and decorum must be followed.
- (iv) **Offer Management:** Students may be allowed to hold a limited number of offers. Acceptance of an offer may automatically withdraw eligibility to participate in further processes, subject to policy guidelines.
- (v) **Ethical Conduct:** Any misrepresentation, non-compliance with procedures, or unprofessional behaviour can result in immediate debarment from placement activities.

7. Alumni Engagement Policy

The Institute recognizes alumni as vital stakeholders and brand ambassadors, fostering lifelong collaboration and knowledge sharing.

- (i) **Alumni Database:** A centralized, periodically updated database shall be maintained for records of alumni for engagement and networking.
- (ii) **Alumni Meets:** Annual gatherings and reunions shall be organized to provide platforms for knowledge exchange, relationship building, and professional networking.
- (iii) **Mentorship Opportunities:** Alumni must be encouraged to mentor students, offering guidance on career choices, industry trends, and personal development.
- (iv) **Guest Lectures and Panels:** Accomplished alumni shall be invited as speakers to share real-world insights and inspire the student community.
- (v) **Recognition and Awards:** Alumni who make notable contributions to the Institute or society shall be honoured through appreciation programs and awards.

8. Policy on Student Health, Mental Well-being, and Welfare

The Institute is committed to safeguarding students’ physical health, mental well-being, and overall welfare. The following comprehensive policy framework outlines the key measures and provisions to be established for promoting student welfare:

- (i) **Physical Health Services**
To ensure students maintain optimal physical health during their academic journey, the Institute shall provide access to the following facilities and services:

- (a) On-Campus Medical Facility: Availability of a medical facility within the campus, staffed by qualified medical professionals to address routine health concerns and first-aid needs.
- (b) Preventive Health Programs: The Institute shall organize periodic health check-ups, vaccination drives, and awareness campaigns on common health issues, hygiene, and preventive care.
- (c) Emergency Medical Support: The Institute shall establish formal tie-ups with reputed local hospitals and clinics to provide emergency medical assistance and facilitate timely referrals and treatment.

(ii) Mental Health Support

The Institute is dedicated to creating an emotionally safe and supportive environment through proactive mental health initiatives:

- (a) Professional Counselling Services: Students shall have access to licensed mental health professionals for counselling related to academic stress, personal challenges, and emotional difficulties.
- (b) Confidentiality Assurance: All interactions with counselling professionals will be handled with strict confidentiality, in accordance with professional ethical guidelines.
- (c) Mental Health Awareness Initiatives: Regular workshops, seminars, and peer-led programs focused on stress management, coping strategies, mindfulness, and building emotional resilience.

(iii) Welfare Provisions:

To provide holistic support and promote student welfare, the Institute ensures the following welfare mechanisms are in place:

- (a) Health Insurance Coverage: All enrolled students shall be provided with health insurance to cover hospitalization and medical emergencies, subject to the terms and conditions of the policy.
- (b) Academic Support during Medical Emergencies or Personal Crises:
The Institute is sensitive to the academic needs of students facing serious health issues or unforeseen personal hardships. In such cases, appropriate academic accommodations—such as extension of deadlines, deferred examinations, or access to remedial sessions—may be provided to ensure continuity of learning without compromising student well-being.

9. Student Grievance Redressal System

An effective grievance redressal mechanism shall be established to ensure timely and impartial resolution of student concerns.

(i) Constitution of Grievance Redressal Committee (GRC)

- (a) The Institute shall constitute Grievance redressal Committee for redressal of student grievances, if any.

- (b) The Committee shall comprise of senior faculty members, student representatives, and an external member to maintain objectivity.

(ii) Modes of Grievance Submission

The student can submit the grievance in any of the following manner:

- (a) Online grievance portal.
- (b) Written complaints via designated Grievance Boxes.
- (c) Direct submission to the GRC.

(iii) Procedure for Redressal

- (a) The GRC shall acknowledgement the receipt of grievance within 72 hours.
- (b) The GRC shall provide the resolution and response within 15 working days.
- (c) The provision for appeal shall be provided if the student remains unsatisfied.

(iv) Confidentiality Assurance:

All proceedings shall remain confidential, with protection against any form of retaliation.

10. Academic Integrity Policy

The Institute upholds the highest standards of academic integrity and expects all students to engage in ethical and honest academic conduct. Maintaining academic honesty is fundamental to fostering a culture of trust, responsibility, and intellectual growth within the academic community. :

(i) Definition of Academic Integrity

Academic integrity involves upholding ethical principles in all academic work, including research, assignments, assessments, and interactions. It requires students to demonstrate honesty, originality, and accountability in their academic pursuits.

(ii) Prohibited Conduct

The following acts constitute violations of academic integrity and are strictly prohibited:

- (a) Plagiarism: Submitting work, in whole or in part, that is copied or closely paraphrased from another source without proper acknowledgment or citation.
- (b) Use of Unfair Means: Cheating or using unauthorized resources during exams, quizzes, or assessments.
- (c) Data Fabrication or Misrepresentation: Deliberately falsifying or misrepresenting research findings, data, citations, or any academic information.
- (d) Facilitating Academic Dishonesty: Aiding another student in committing acts of academic misconduct, including sharing answers or unauthorized collaboration.

(iii) Monitoring and Enforcement

To ensure compliance with academic integrity standards, the following measures are enforced:

- (a) Plagiarism Detection: All written submissions, including assignments, reports, and research papers, shall be subjected to plagiarism screening through approved software tools.
- (b) Investigation and Due Process: Any suspected case of academic dishonesty shall be reviewed by a designated academic integrity committee. Students shall be given an opportunity to present their case before any penalty is imposed.

(iv) Penalties for Violations

Penalties for breaching academic integrity are determined based on the severity and frequency of the violation and can range from formal written warning to expulsion from the Institute.

11. Student Development Policy

The Institute is committed to fostering the holistic development of its students by offering structured, multi-dimensional programs aimed at enhancing academic, personal, social, and professional competencies. This policy outlines the comprehensive framework for supporting students in becoming well-rounded, socially responsible, and industry-ready individuals.

(i) Student Mentorship Program

To ensure personalized guidance and support, the Institute shall operate a structured mentorship program and each student shall be assigned a faculty mentor responsible for:

- (a) Monitoring academic progress and addressing academic concerns.
- (b) Providing guidance on career planning, higher education, and skill development.
- (c) Counselling for overall well-being.
- (d) Monthly mentorship meetings shall be scheduled to facilitate continuous engagement and track development milestones.

(ii) Soft Skills and Leadership Development

The Institute shall actively promote the cultivation of soft skills and leadership qualities through experiential learning opportunities. This shall be ensured through:

- (a) Encouragement of student participation in clubs, functional cells, student committees, and cross-functional teams.
- (b) Organization of workshops and training sessions on communication skills, public speaking, interpersonal skills, and teamwork.
- (c) Student involvement in planning, coordinating, and executing Institute-level events and academic activities to build managerial competencies.

(iii) Performance Improvement Initiatives

The Institute shall provide adequate support to students with varying academic abilities and shall provide targeted academic interventions and may include following interventions:

- (a) Conduct of additional tutorials and remedial sessions for academically weaker students.
- (b) Implementation of peer-assisted learning programs to encourage collaborative learning.
- (c) Regular academic monitoring and constructive feedback to support continuous improvement.

(iv) Industry Interaction and Internships

The Institute bridges academic learning with real-world applications through robust industry engagement:

- (a) Mandatory summer internships that allow students to gain practical exposure and apply classroom concepts in professional settings.
- (b) Provision of live project opportunities in collaboration with industry partners.
- (c) Organization of guest lectures, seminars, panel discussions, and industry visits to deepen students' understanding of current trends and industry practices.

(v) Micro-Skill Enhancement

Recognizing the dynamic nature of industry demands, the Institute shall offer specialized programs to build job-ready competencies and these programs shall ensure access to industry-aligned certification courses in areas such as analytics, digital marketing, finance, HR, operations, etc.

(vi) Entrepreneurship and Innovation Cell

To encourage entrepreneurial thinking and innovation, the Institute shall support students through a dedicated Entrepreneurship and Innovation Cell and offer:

- (a) Access to incubation facilities and co-working spaces for student-led ventures.
- (b) Mentorship from industry experts, alumni, and successful entrepreneurs.
- (c) Organization of business plan competitions, innovation showcases, and networking events.
- (d) Guidance in seeking funding support and startup registration.

(vii) Social Responsibility and Community Engagement

The Institute shall strive to instil a sense of civic responsibility and motivates students to contribute meaningfully to society. This may be provided by:

- (a) Opportunities to participate in community service, rural immersion programs, and sustainability initiatives.
- (b) Collaborations with NGOs and social enterprises for volunteering, awareness campaigns, and outreach programs.
- (c) Recognition and rewards for students demonstrating outstanding commitment to social impact projects.

By implementing this comprehensive Student Development Policy, the Institute aims to nurture responsible, competent, and confident individuals equipped to contribute positively to their professions and society.

12. Global Relations and International Exposure Policy

In an increasingly interconnected world, the Institute is committed to developing global competencies among its students and faculty. The Global Relations and International Exposure Policy aims to develop cross-cultural understanding, global awareness, and international academic collaboration through a structured framework of initiatives.

- (i) International Immersion Programs and Study Tours**
In order to provide experiential exposure to global business environments and cultural diversity, the Institute shall organize:
 - (a) International study tours to leading universities and institutions across the globe.
 - (b) Industry immersion visits to multinational corporations and global organizations.
 - (c) Cultural and academic excursions to help students gain a broader perspective on global practices and societal systems.
- (ii) Participation at Global Platforms**
The Institute shall encourage and support active student and faculty participation in international academic and co-curricular forums, including:
 - (a) International conferences and seminars focused on emerging themes in business, technology, sustainability, and innovation.
 - (b) International case competitions, business plan contests, and research symposiums to promote excellence and global benchmarking.
 - (c) Student exchange programs in collaboration with partner institutions to enable short or long-term international study opportunities.
- (iii) Faculty Exchange and Academic Collaborations**
To enhance academic diversity and bring global perspectives into the classroom, the Institute shall facilitate:
 - (a) Faculty exchange programs with international partner institutions for joint teaching, research, and curriculum development.
 - (b) Collaborative academic projects that involve co-publication, joint seminars, and cross-border knowledge sharing.
 - (c) Hosting of international guest faculty to enrich the learning ecosystem.

13. Meritorious Award Policy

The Institute is committed to nurturing a culture of academic excellence, holistic development, and high achievement. To recognize and reward meritorious students, a structured award and incentive system shall be implemented under the Meritorious Award Policy. This policy aims to motivate students to strive for excellence in academics as well as co-curricular and extra-curricular pursuits.

- (i) Academic Excellence Awards**
To honour consistent academic achievement, the Institute shall present:
 - (a) Annual Academic Excellence Awards to students securing the highest Cumulative Grade Point Average (CGPA) within their respective programs or cohorts.
 - (b) Subject Topper Awards or semester-wise recognitions, wherever applicable, to appreciate performance in individual courses.

- (ii) Recognition for Co-curricular and Extra-curricular Excellence**
To encourage well-rounded development, the Institute shall acknowledge students who exhibit outstanding contributions in:
 - (a) Sports and athletics at institutional, inter-collegiate, or national levels.
 - (b) Cultural events, such as music, dance, drama, fine arts, and public speaking.
 - (c) Social initiatives and leadership roles, including volunteering, community service, and active participation in clubs and functional cells.
- (iii) Global Exposure Opportunities**
In recognition of exceptional academic and leadership performance, the Institute may offer sponsored participation in international study tours, immersion programs, or global conferences, enabling meritorious students to gain global exposure and cross-cultural learning experiences.
- (iv) Merit-Based Scholarships**
To provide financial incentives and support to high-performing students, the Institute may offer:
 - (a) Merit Scholarships awarded on the basis of academic performance, subject to predefined eligibility criteria, including minimum CGPA, attendance, and conduct requirements.
 - (b) Scholarships may cover partial or full tuition fees and are reviewed annually based on sustained performance.



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CHAPTER | 4

FACULTY POLICIES

14. Retention Policy

The Institute is committed to taking proactive measures to retain talented faculty members, recognizing that their contribution is vital for delivering high-quality management education and sustaining institutional excellence. This policy seeks to create an environment where faculty feel valued, motivated, and encouraged to build a long-term association with the Institute. Its objectives are to enhance faculty satisfaction and engagement through well-defined career growth pathways, diverse professional development opportunities, and supportive institutional practices.

(i) Competitive Compensation and Benefits

- (a) Faculty compensation structures, allowances, and benefits shall be regularly benchmarked against current industry and academic practices to ensure competitiveness and fairness.
- (b) Additional allowances and incentives may be provided for faculty with specialized expertise or notable achievements.

(ii) Career Advancement and Promotion

- (a) Clear, transparent criteria shall be defined for career progression, based on parameters including academic qualifications, teaching effectiveness, research output, and service contributions.
- (b) Annual performance appraisals shall be conducted to provide structured feedback, assess progress toward goals, and set future objectives.

(iii) Recognition and Incentives

- (a) Faculty demonstrating excellence in teaching, research, or institutional service are eligible for merit-based incentives, awards, and formal commendations.
- (b) Outstanding contributions shall be recognized in institutional communications, events, and publications.

(iv) Work-Life Balance

- (a) The Institute offers provisions for flexible working arrangements, including sabbaticals, reduced workloads due to health or personal reasons, and work-from-home options where appropriate.
- (b) Supportive leave policies are in place, covering maternity leave, medical leave, study leave, and other exigencies.

(v) Professional Engagement

- (a) Faculty members are encouraged to participate in regular faculty development programs, academic workshops, and conferences to sustain professional interest and motivation.
- (b) Opportunities to engage in national and international forums are promoted and supported.

(vi) Faculty Feedback and Engagement

Faculty satisfaction surveys are conducted to gather feedback on institutional policies, work environment, and leadership effectiveness.

15. Research Policy

The Institute is committed to developing a vibrant research culture that contributes to the advancement of management knowledge, industry practices, and societal development. This policy outlines the support mechanisms, expectations, and responsibilities related to faculty research activities. The provisions are as following:

(i) Research Funding and Grants

- (a) Faculty shall be encouraged to apply for internal research seed grants, subject to rigorous proposal evaluation by the Research Committee.
- (b) Financial assistance shall be made available for attending national and international conferences, within defined budgetary limits and with requisite approvals.

(ii) Infrastructure Support

- (a) Faculty shall be provided with access to research databases, statistical software, and dedicated spaces for conducting research.
- (b) Administrative support is offered for project documentation, financial management, and compliance reporting.

(iii) Ethical Compliance

- (a) All research activities must adhere to established ethical standards concerning human subjects, data integrity, and intellectual property rights.
- (b) Mandatory use of plagiarism detection tools is required prior to any publication or dissemination of research output.

(iv) Publication Expectations

- (a) Faculty shall be encouraged to publish in peer-reviewed, high-impact journals indexed in Scopus, ABDC, or other reputable directories.
- (b) Annual research targets and deliverables may be incorporated into individual performance plans and appraisals.

(v) Consultancy and Sponsored Research

- (a) Faculty may undertake consultancy assignments and sponsored research projects with prior approval from the Director.
- (b) Revenue generated through such activities is shared between the faculty member(s) and the Institute as per defined rules.

(vi) **Recognition and Incentives**

High-impact publications, externally funded projects, and patent filings are recognized through special incentives and merit increments.

16. **Higher Education Policy**

The Institute strongly supports faculty in pursuing higher qualifications and professional certifications to strengthen their academic capabilities and contribute to the collective growth of the institution. This policy aims to encourage lifelong learning, advanced expertise, and academic excellence. The provisions are as following:

(i) **Eligibility**

Full-time faculty members with a minimum of three years of continuous service are eligible to apply for support under this policy.

(ii) **Study/ Academic Leave**

- (a) Paid or partially paid study leave may be granted for pursuing doctoral degrees, post-doctoral fellowships, or specialized certifications, subject to approval by the Director.
- (b) The duration of study leaves and terms of sanction shall be determined on a case-by-case basis, considering academic priorities and institutional requirements.

(iii) **Financial Assistance**

- (a) Partial reimbursement of tuition fees, registration costs, and examination fees may be provided for approved programs, contingent on successful completion.
- (b) Faculty must submit evidence of certification or qualification to claim reimbursement.

(iv) **Recognition and Career Advancement**

Qualifications obtained during service are formally recognized during performance reviews and considered favourably during promotion processes.

(v) **Workload Adjustments**

Faculty pursuing higher education on a part-time basis may be granted workload relaxation or flexible scheduling, subject to prior approval and department needs.

(vi) **Obligations**

Faculty availing of study leave or financial support may be required to serve the Institute for a stipulated period after the completion of their program, as agreed upon in advance.

17. **Learning and Development Policy**

The Institute is committed to continuous learning and professional growth for faculty members. This policy aims to build capabilities that enhance academic delivery, promote innovation in teaching, and strengthen the overall learning environment.

(i) **Participation in Development Programs**

- (a) Faculty are encouraged to participate in a minimum number of faculty development programs (FDPs), training sessions, or workshops each academic year.
- (b) Participation in professional development is integrated into the annual appraisal process.

(ii) **In-House Development Initiatives**

Regular in-house training sessions and workshops are organized on curriculum design, assessment practices, integration of educational technology, and contemporary research methodologies.

(iii) **External Programs and Certifications**

- (a) Faculty are encouraged to attend recognized FDPs, MOOCs, certification courses, and conferences relevant to their disciplines.
- (b) Approved program expenses are reimbursed in line with the Institute's budgetary provisions.

(iv) **Sabbaticals and Special Assignments**

Eligible faculty may apply for sabbatical leave to pursue advanced research, industry projects, or academic assignments with reputed organizations.

(v) **Knowledge Sharing**

Faculty members who attend external learning programs shall conduct knowledge-sharing sessions or workshops for their colleagues, thereby disseminating learning across the institution.

(vi) **Performance Linkages**

Participation in learning and development activities is taken into consideration during appraisals, promotions, and performance-linked incentives.

18. **Academic Integrity Policy**

The Institute upholds the highest standards of academic integrity and expects faculty to exemplify ethical conduct in all professional activities. This policy ensures the credibility of academic outcomes and fosters a culture of transparency and accountability.

(i) **Expectations**

- (a) Faculty must create and deliver original content in teaching materials, publications, research proposals, and any academic outputs.
- (b) Accurate referencing and adherence to established citation standards are mandatory.

(ii) Avoidance of Plagiarism

- (a) All academic submissions, including publications, must undergo plagiarism checks using approved tools.
- (b) Any form of plagiarism will attract disciplinary action.

(iii) Fair Assessment

- (a) Faculty are required to maintain objectivity, impartiality, and fairness in all assessments and evaluations of student work.
- (b) Confidentiality of student records and performance data shall be preserved at all times.

(iv) Conflict of Interest

- (a) Faculty members must declare any potential conflicts of interest arising from teaching assignments, research collaborations, or consultancy engagements.
- (b) Measures shall be taken to prevent bias or undue influence in professional decisions.

(v) Use of Institutional Resources:

Resources allocated for academic and research purposes shall not be misused for personal or commercial gain.

(vi) Reporting Misconduct

Faculty shall be responsible for reporting any observed breaches of academic integrity within the academic community.

(vii) Enforcement:

- (a) Violations of academic integrity are reviewed by the Academic Integrity Committee.
- (b) Based on severity, penalties may range from formal warnings to suspension or termination of employment.



CHAPTER | 5

PROGRAM ADMINISTRATION POLICY

19. Course Feedback Systems

The objective of the policy is to uphold academic excellence and ensure all courses within the PGDM program remain contemporary, industry-relevant, and pedagogically sound. It aims to integrate systematic feedback from diverse stakeholders, fostering continuous improvement in course content, structure, and delivery.

(i) Course Review Process

At the onset of every academic year or term, a structured course review process shall be conducted for all courses offered in the PGDM program. This process shall be initiated within area-wise or subject group faculty meetings and comprises the following components:

- (a) Evaluation of Learning Objectives: Faculty members shall collectively review the existing learning outcomes to ensure they remain aligned with program-level goals and emerging competencies in the management domain.
- (b) Analysis of Course Content and Pedagogy: The curriculum, reading materials, and instructional methodologies shall be assessed for relevance, clarity, and engagement. This includes examining case studies, simulations, tools, and examples used.
- (c) Student Feedback and Performance Data Review: Feedback collected through structured student surveys, classroom observations, and academic results from previous terms are analysed to identify strengths, areas for improvement, and recurring challenges in course delivery.
- (d) Identification of Gaps and Obsolete Content: Faculty collaboratively identify content that has become outdated due to changes in industry practices, regulatory frameworks, or academic standards. Any redundancies, overlaps with other courses, or missing elements should be flagged for revision.

(ii) External Consultation

Post internal review, the updated course outlines and proposed changes shall be forwarded to select external stakeholders for expert feedback. This shall ensure that the curriculum reflects current industry trends, tools and innovations and reinforces alignment with employability skills and industry readiness expectations. The process shall include:

- (a) Industry Practitioners: Professionals with domain-specific expertise, preferably those currently engaged in leadership or specialist roles, shall be consulted to ensure alignment of course content with evolving business practices, tools, and technologies.
- (b) Academic Experts: Senior academicians and curriculum designers from reputed institutions are engaged to validate academic rigor and suggest improvements based on best teaching practices.

(iii) Revision and Approval

Upon receiving feedback from both internal and external stakeholders:

- (a) The course instructor(s) shall revise the syllabus including learning outcomes, topic sequencing, assessment methods, and teaching strategies as appropriate.

- (b) Draft versions of the revised syllabus shall be presented to the designated Academic Review Committee for formal evaluation.
- (c) Only upon approval from the Academic Council and Advisory Board, the revised course structure be deemed final and implemented.

(iv) Documentation

The entire feedback and review process shall be meticulously documented to ensure transparency and institutional learning. These reports shall be archived by the Program Office and made available for future audits, accreditations, and curriculum benchmarking exercises.

(v) Communication and Dissemination

- (a) Once the revised course structure is finalized and approved, the updated course outlines shall be shared with all concerned faculty members in advance of the new academic session.
- (b) The final versions will be uploaded on the institute's Learning Management System (LMS) to ensure access by students, academic administrators, and relevant stakeholders.
- (c) Where applicable, an orientation or briefing session may be conducted to familiarize faculty and teaching assistants with changes in course delivery.

20. Academic Calendar

The academic calendar establishes a well-defined, transparent, and structured schedule of academic and co-curricular activities for the PGDM program, ensuring predictability, smooth execution of academic processes, compliance with regulatory norms, and effective planning by all stakeholders.

(i) Preparation of Academic Calendar

- (a) The Academic Calendar shall be formulated by the Program Office in coordination with the Program Chairperson and the Examination Cell.
- (b) The preparation process shall consider guidelines issued by statutory bodies such as AICTE, University/Autonomous Governance Bodies, and other regulatory authorities, internal institutional priorities, timelines, and pedagogical requirements, key events such as seminars, industry interactions, guest lectures, festivals, and cultural engagements and resource availability, including faculty schedules, classroom logistics, and exam administration timelines.
- (c) The draft Calendar shall be developed well in advance of the academic session to ensure sufficient time for feedback and revisions.

(ii) Approval Mechanism

- (a) Once drafted, the Academic Calendar shall be submitted to the Director of the Institute for formal review and approval.

- (b) The Director may seek inputs from the relevant academic committees before granting final approval.
- (c) Upon approval, the Calendar becomes an official institutional document, guiding all academic planning and operations for the specified period.

(iii) Publication and Dissemination

- (a) The final version of the Academic Calendar shall be:
 - (i) Circulated to all faculty members, administrative departments, and students through official communication channels (email, notice boards, and circulars).
 - (ii) Published on the institutional Learning Management System (LMS) and/or institute website to ensure easy and consistent access.
- (b) The Academic Calendar must be circulated well in advance of the academic year's commencement, allowing all stakeholders sufficient time for effective preparation, coordination, and planning.

(iv) Scope and Content

The Academic Calendar shall comprehensively include all key academic and institutional activities, including but not limited to:

- (a) Trimester/Term start and end dates
- (b) Mid-term and End-term Examination schedules
- (c) Assessment windows
- (d) Dates for guest lectures, academic workshops, management conclaves, and seminars
- (e) Term breaks, holidays, and vacation periods in accordance with institutional norms
- (f) Important institutional events such as Foundation Day, Alumni Meet, and Fest Days
- (g) Commencement and Convocation ceremonies

(v) Amendments and Contingency Modifications

- (a) Any proposed changes to the Academic Calendar must be formally be reviewed by the Program Office and thereafter approved by the Director or a delegated academic authority
- (b) All amendments must be communicated to relevant stakeholders within a reasonable time frame.

(vi) Annual Review and Continuous Improvement

The Academic Calendar shall be reviewed at the end of each academic year by the Program Office in consultation with the Program Chairperson and relevant stakeholders. Necessary changes or improvements identified during the review process shall be incorporated in the next cycle of calendar preparation.

21. Faculty Feedback

The practice of providing faculty members with constructive, data-driven feedback, fosters a culture of continuous improvement in teaching. This policy aims to support professional growth, enhance teaching effectiveness, and ultimately improve the quality of student learning experiences within the PGDM program.

(i) Frequency of Feedback Collection

- (a) Student feedback on faculty performance shall be systematically collected at the end of every academic trimester for all core and elective courses.
- (b) This regularity ensures timely insights into teaching effectiveness and responsiveness to evolving classroom dynamics.

(ii) Confidentiality and Administration

- (a) The entire feedback process shall be administered centrally by the Program Office to ensure standardization and impartiality.
- (b) Student responses will remain strictly anonymous, encouraging honest and candid feedback without fear of reprisal.
- (c) Feedback collection will be conducted through secure digital platforms or paper-based formats, as deemed appropriate, under the supervision of designated administrative staff.

(iii) Evaluation Criteria

- Feedback instruments (questionnaires or online forms) shall be structured to holistically assess the faculty's performance across multiple pedagogical dimensions, including:
- (a) Subject Matter Expertise: Depth of knowledge and ability to relate concepts to real-world applications.
 - (b) Clarity and Delivery of Lectures: Communication effectiveness, logical structuring of sessions, and ability to simplify complex topics.
 - (c) Use of Instructional Aids and Technology: Integration of audio-visual tools, learning management systems, and digital resources to enhance classroom engagement.
 - (d) Student Engagement and Interaction: Responsiveness to queries, encouragement of class participation, and facilitation of active learning.
 - (e) Fairness and Transparency in Evaluation: Timely return of graded assignments, clarity in assessment rubrics, and unbiased evaluation practices.

(iv) Feedback Reporting and Communication

- (a) After the completion of grade submissions for each trimester, individual faculty feedback reports shall be compiled and shared confidentially with respective faculty members by the Program Office.

- (b) These reports will include:
 - (i) Quantitative scores across each parameter.
 - (ii) Qualitative comments, if collected, offering nuanced insights into student perspectives.

(v) Professional Development and Follow-up

- (a) Faculty will be encouraged to document reflections and create improvement plans.
- (b) High-performing faculty will be recognized in annual reviews, while those with low scores will receive mentoring and training support.

(vi) Annual Review of the Feedback Process

The process will be reviewed annually by the Academic Council to ensure its effectiveness and relevance. Based on the review, necessary revisions shall be made to improve the robustness, fairness and developmental value of the feedback system.

22. Teaching, Learning, and Evaluation Policy

This policy is designed to support a structured, transparent, and pedagogically sound framework for teaching, learning, and assessment, aligned with global academic standards and industry expectations. It maintains excellence in academic delivery and ensures systematic, outcome-oriented evaluation of student learning.

(i) Pedagogical Approach

- (a) The Institute adopts an Outcome-Based Education (OBE) framework across all courses offered under the PGDM program.
- (b) This approach emphasizes:
 - (i) Clearly defined Course Outcomes (COs) and Program Outcomes (POs)
 - (ii) Alignment of teaching strategies and assessments with expected graduate attributes and industry competencies
 - (iii) Continuous monitoring and improvement based on achievement of outcomes

(ii) Course Preparation and Planning

Prior to the commencement of each trimester, every faculty member shall develop and submit a comprehensive Course Plan to the Program Office. All course plans shall be reviewed and approved by the Program Chairperson or designated Area Chair. The plan must include:

- (a) Learning Objectives and Outcomes: Clearly articulated objectives that are Specific, Measurable, Achievable, Relevant, and Time-bound (SMART)
- (b) Session-wise Teaching Plans: A structured schedule of topics to be covered, mapped to learning outcomes
- (c) Teaching Strategies: Proposed pedagogical methods, including learner-centric approaches tailored to diverse student needs
- (d) Assessment Plan: A breakdown of assessment types and schedules, along with detailed rubrics and criteria for evaluation.

(iii) Teaching Methods and Delivery

Faculty are encouraged to use a blend of traditional and innovative teaching methods to ensure student engagement, practical relevance, and critical thinking. These may include but limited to:

- (a) Case-Based Learning: Use of real-life business scenarios to develop analytical and decision-making skills
- (b) Simulations and Role Plays: Practical, experiential activities to mimic real-world organizational challenges
- (c) Group Projects and Collaborative Learning: Opportunities for teamwork, peer learning, and cross-functional exposure
- (d) Guest Lectures, Seminars, and Workshops: Sessions with industry professionals and academic experts to supplement classroom learning
- (e) Blended Learning and Digital Tools: Integration of online platforms, e-resources, and flipped classroom models to enhance accessibility and learning flexibility
- (f) Faculty shall also be encouraged to adopt inclusive teaching practices, ensuring that content and delivery accommodate diverse learning styles.

(iv) Evaluation and Assessment

- (a) Assessment shall be continuous, comprehensive, and aligned with learning outcomes.
- (b) A combination of formative and summative assessment tools shall be used to evaluate student progress throughout the course. These may include:
 - (i) Class Participation and Engagement
 - (ii) Individual and Group Assignments
 - (iii) Quizzes and In-Class Tests
 - (iv) Presentations and Viva Voce
 - (v) Mid-Term and End-Term Examinations
 - (vi) Projects, Research Papers, and Fieldwork Reports
- (c) Faculty must ensure that evaluation tools are:
 - (i) Transparent and well-communicated
 - (ii) Fair, unbiased, and free from subjectivity
 - (iii) Designed to test both theoretical understanding and practical application

(v) Assessment Weightage and Components

- (a) Each course shall have a predefined assessment structure outlining the weightage of various components, typically comprising:
- (b) Internal Assessment: Class participation, assignments, quizzes, projects (e.g., 60%)
- (c) External Assessment: End-term examination or final project evaluation (e.g., 40%)
- (d) The exact distribution may vary depending on the nature of the course and shall be explicitly mentioned in the Teaching Learning Evaluation Plan (TLEP) and shared with students at the start of the trimester.

(vi) Communication of Results and Feedback

- (a) Faculty members are responsible for timely evaluation of all assessments and for ensuring that:
 - (i) Grades are submitted as per the Academic Calendar deadlines.
 - (ii) Feedback should be provided to students on performance in assignments, projects, and exams to facilitate learning and improvement.
- (b) Feedback should highlight both strengths and areas for improvement, and may be delivered in written or oral format depending on the context.

(vii) Policy Review and Continuous Improvement

- (a) This Teaching, Learning, and Evaluation Plan shall be reviewed annually by the Academic Council or a designated curriculum committee.
- (b) The review shall focus on:
 - (i) Adapting to emerging pedagogical practices and technological advancements
 - (ii) Incorporating regulatory changes or accreditation requirements
 - (iii) Addressing feedback from faculty, students, alumni, and recruiters
 - (iv) Ensuring relevance to evolving industry and societal needs
- (c) Revisions, if any, shall be communicated to all stakeholders prior to the commencement of the academic session in which they are to be implemented.

23. Attendance Policy

The policy reinforces the importance of classroom interaction as a critical component of effective learning and professional development. It develops academic integrity, discipline, and consistent participation among students by ensuring their regular attendance in all academic and co-curricular engagements.

(i) Minimum Attendance Requirement

- (a) Students must maintain a minimum requisite percentage of attendance in each course individually, across all trimesters of the PGDM program.
- (b) Attendance shall be calculated based on the total number of scheduled instructional sessions, which include lectures, tutorials, workshops, seminars, guest lectures, group activities, and any other officially recognized academic sessions.
- (c) Failure to meet the minimum attendance requirement may adversely affect a student's eligibility to appear in end-term examinations and may delay academic progression.

(ii) Attendance Recording and Monitoring

- (a) Attendance shall be recorded at the beginning of each class session by the respective course faculty or an assigned academic staff member.
- (b) These records will be compiled and monitored regularly by the Program Office, and the consolidated attendance status will be uploaded on the Learning Management System (LMS) for student access.

- (c) Students are expected to monitor their attendance proactively and are responsible for reporting any discrepancies to the Program Office within the stipulated time period of publication.

(iii) Consequences of Short Attendance

- (a) Failure to meet the minimum requisite percentage of attendance will bar a student from taking the corresponding exams.
- (b) In exceptional cases, the Director may waive the attendance threshold based on individual merits.

(iv) Authorized Leave and Condonation Provisions

- (a) In cases of genuine medical emergencies, students may apply for medical leave through following process:
 - (i) By submitting a formal application along with a certified medical report.
 - (ii) The application must be submitted to the Program Office within the stipulated time frame of rejoining the program.
- (b) Participation in institute-sanctioned events such as inter-college competitions, conferences, placement drives, or any other approved academic activities requires prior written approval from the faculty-in-charge or event coordinator. This shall be in the form of Official Duty leave.
- (c) Authorized leave, while recognized, does not automatically grant exemption from the minimum 85% attendance requirement.

(v) Late Arrival and Early Departure

- (a) Students arriving late to class or leaving before the class is officially dismissed, without prior permission from the faculty, shall be marked absent for the entire session.
- (b) Repeated instances of late arrival or early departure may attract disciplinary action, which could include warnings, deductions in class participation marks, or referral to the disciplinary committee for persistent violations.

24. Examination Policy

This policy is designed to uphold academic integrity, fairness, and accountability, while ensuring alignment with institutional learning outcomes and regulatory standards. It establishes a robust, transparent, and standardized framework for the administration and evaluation of examinations and assessments within the PGDM program.

(1) Components of Assessment

The evaluation of students shall be based on a comprehensive and balanced mix of assessment components aimed at measuring both conceptual understanding and application skills. The breakdown is as follows:

- (i) Continuous Internal Assessment (CIA): Includes class participation, assignments, case analyses, presentations, quizzes, group discussions, projects and group tasks conducted throughout the trimester.
- (ii) Mid-Term Examination: A formal assessment conducted at the mid-point of the trimester to evaluate conceptual clarity and progress.
- (ii) End-Term Examination: A summative assessment designed to test cumulative learning across the course.

(2) Eligibility for Examinations

To be eligible to appear for any examination (mid-term or end-term), a student must:

- (i) Maintain a minimum requisite percentage of attendance in each course.
- (ii) Complete all internal assessment components (CIA) within prescribed deadlines.
- (iii) Ensure that all fee dues and financial obligations are cleared before the examination period.
- (iv) Non-compliance with the above may result in disqualification from appearing in one or more components of the examination.

(3) Scheduling and Notification

- (i) The Examination Cell shall prepare the examination timetable in consultation with the Program Chairperson and publish it well in advance prior to the commencement of examinations.
- (ii) All schedules, instructions, and notifications will be made available via:
 - (i) Learning Management System (LMS)
 - (ii) Institutional email
 - (iii) Physical notice boards

(4) Examination Administration Protocols

- (i) Students shall carry a valid student ID card and admit card (if applicable) to be permitted entry into the examination hall.
- (ii) The Examination Cell shall ensure proper seating arrangements, assignment of invigilators, and strict adherence to invigilation protocols.
- (iii) Question papers will be prepared confidentially by course instructors and moderated by a designated faculty committee for academic rigor, relevance, and clarity.
- (iv) The use of secure printing and distribution protocols will be enforced.

(5) Examination Conduct Rules

- (i) Electronic devices such as mobile phones, smartwatches, or calculators (unless approved) are strictly prohibited.
- (ii) Carrying unauthorized materials (e.g., notes, guides) or communicating with peers during the examination is considered misconduct.
- (iii) Violations will result in disciplinary action, including cancellation of the examination and further penalties as deemed appropriate.

(6) Malpractice and Misconduct Handling

- (i) Any suspected case of malpractice will be immediately reported to the Examination Committee.
- (ii) The student shall be given an opportunity to present their case in a fair hearing.
- (iii) Based on the severity of the violation, the Examination Committee may impose penalties such as:
 - (a) Cancellation of paper
 - (b) Debarment from future exams
 - (c) Academic suspension
 - (d) Permanent expulsion in extreme cases

(7) Evaluation and Declaration of Results

- (i) Evaluation of answer scripts shall be completed within the reasonable time period from the last examination date.
- (ii) Final results shall be declared within the prescribed period, subject to validation and moderation.
- (iii) Evaluation will be conducted by the course faculty, with mechanisms in place to ensure consistency and fairness.

(8) Revaluation and Rechecking

- (i) Students may apply for rechecking or revaluation of answer scripts within 7 working days from the date of result declaration.
- (ii) A non-refundable revaluation fee is applicable as per institutional norms.
- (iii) All requests will be reviewed by a Examination Committee, and their decision shall be final and binding.

(9) Supplementary Examinations

- (i) Students who are unable to appear for an exam due to genuine medical or personal emergencies or those who fail a course but have shown satisfactory internal performance may be allowed to appear in supplementary examinations.
- (ii) Such cases require documentary evidence and prior approval from the Program Chairperson or Director.

(10) Grading System

- (i) A relative grading system shall be applied for evaluation, unless specific courses or regulatory bodies mandate an alternative.
- (ii) Details of the grading structure, grade points, and conversion scales shall be provided in the Student Handbook.

(11) Roles and Responsibilities

- (i) Students must comply with all examination rules, deadlines, and ethical expectations.
- (ii) Faculty members shall be responsible for fair and timely preparation of assessments, question papers, and grading.
- (iii) Examination Cell shall ensure smooth, secure, and confidential conduct of the entire examination process, from scheduling to record management.

(12) Policy Review

- (i) The Examination Policy shall be reviewed annually by the Examination Cell to ensure alignment with academic best practices, technological advancements and updated regulatory guidelines.
- (ii) Recommendations for improvements, if any, will be submitted to the Academic Council and Advisory Board for approval.

(13) Communication of Examination-Related Information

- (i) All examination schedules, result announcements, policy updates, and official notices shall be communicated through:
 - (a) The Learning Management System (LMS)
 - (b) Official institutional email
 - (c) On-campus notice boards
- (ii) Students are expected to regularly check these sources and stay updated on all examination-related matters.

25. MOOC (Massive Open Online Courses) Course Policy

The policy aims to broaden student exposure to global knowledge ecosystems and promote self-paced, multi-disciplinary learning through recognized MOOC platforms. It is to enhance academic flexibility and encourage lifelong learning by integrating high-quality external learning resources into the PGDM curriculum.

(i) Eligibility for Enrolment

- (a) Students enrolled in the PGDM program are permitted to take MOOC courses offered through approved online learning platforms, including but not limited to SWAYAM / Coursera / edX / NPTEL / Harvard Online, MITx, and other reputed university-sponsored platforms.
- (b) Courses must be aligned with the curricular objectives, academic rigor, and specialization tracks of the PGDM program.
- (c) Prior to enrolment, each course must be individually approved by the Area Committee or its designated subcommittee to ensure relevance, quality, and compatibility with institutional academic standards.

(ii) Credit Transfer Guidelines

- (a) Students may earn up to 20% of the total program credits through MOOC-based learning, as per prevailing norms of AICTE and other regulatory bodies.
- (b) For a MOOC course to be eligible for credit transfer, the following conditions must be met:
 - (i) The course must be completed successfully as per the grading system of the offering platform.
 - (ii) The course must offer a verified certificate or a performance report issued by the host institution or platform.
- (c) Credit transfer is applicable only for pre-approved courses and cannot be claimed retroactively without prior academic consent.

(iii) Approval Process for MOOC Enrolment

- (a) Students intending to enrol in a MOOC for credit consideration must submit a formal application to the Program Office or designated academic authority.
- (b) The application must include:
 - (i) Course title and platform
 - (ii) Offering institution or instructor
 - (iii) Duration and workload
 - (iv) Learning outcomes and relevance to the PGDM curriculum
 - (v) Whether the course is intended as a core substitute or elective
- (c) Applications will be reviewed and approved by the subject faculty.

(iv) Evaluation and Certification

- (a) Upon completion of the MOOC, students shall submit:
 - (i) Verified completion certificates
 - (ii) Performance reports or transcripts, if available
- (b) A designated subject faculty coordinator shall evaluate the student's performance, review the course content, and verify the authenticity of submitted documents.
- (c) The faculty coordinator shall then make a recommendation on credit allocation to the Academic Office, including grade equivalency and course category (elective, specialization, or enrichment).

(v) Transcript Integration and Grade Mapping

- (a) Approved MOOC courses that satisfy all academic requirements will be recorded in the student's official transcript under the elective course category, unless otherwise specified.
- (b) A grade mapping mechanism shall be followed to translate platform-specific scores into institutional grading scales.
- (c) These grades shall be factored into the student's CGPA calculations, provided the course is eligible for credit.

(vi) Policy Review and Updates

- (a) The MOOC Policy shall be reviewed annually by the Academic Review Committee to incorporate:
 - (i) Emerging global and national MOOC platforms
 - (ii) Updates to AICTE/UGC guidelines
 - (iii) Feedback from faculty, students, and alumni
 - (iv) Technological or pedagogical innovations in online learning
- (b) Based on this review, the policy may be revised to include:
 - (i) New platforms or disciplines
 - (ii) Changes in credit limits or approval mechanisms
 - (iii) Best practices in evaluation and integration



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CHAPTER | 6

EMPLOYEE POLICIES

26. Employment and Service Conditions

This policy framework outlines the standards, expectations, and entitlements governing the employment, conduct, and responsibilities of faculty and staff members at the institute. It is designed to foster a professional, accountable, and progressive work environment.

(i) Recruitment and Appointment

- (a) All appointments at the institute—academic or administrative—shall follow a structured, merit-based selection process, ensuring transparency and equal opportunity for all candidates.
- (b) Eligibility criteria such as minimum academic qualifications, years of experience, skillset, and alignment with AICTE/UGC norms are mandatory benchmarks.
- (c) The selection process may include presentations, interviews, and background checks.
- (d) The final recommendation is subject to approval by the Governing Body or its appointed committee, following which a formal offer letter or appointment order is issued.

(ii) Probation and Confirmation

- (a) All newly appointed employees shall serve a probationary period of one year, which may be extended by up to six months depending on performance or conduct.
- (b) During this period, the employee's teaching ability, punctuality, interpersonal skills, and institutional involvement will be closely monitored.
- (c) On successful completion of the probation, and based on a favourable performance review by the reporting head, the employee will receive a confirmation letter.

(iii) Working Hours and Attendance

- (a) The Institute functions on a five or six-day week depending on department requirements, with working hours typically ranging from 9:00 a.m. to 5:00 p.m.
- (b) Biometric/digital attendance systems are compulsory for all employees. Failure to mark attendance may be treated as absence.
- (c) Employees are expected to report on time and remain present during working hours unless granted official permission to leave early.

(iv) Roles and Responsibilities of Faculty Members

- (a) Delivering classroom lectures, case discussions, tutorials, and practicals in accordance with the academic calendar.
- (b) Designing detailed course outlines, lesson plans, and learning outcomes.
- (c) Conducting internal assessments, project evaluations, and providing academic feedback to students.
- (d) Mentoring assigned students for academic performance, career guidance, and personal issues.
- (e) Participating in curriculum development, NAAC/NBA accreditation, academic audits, and institutional research.

- (f) Attending and contributing to departmental meetings, faculty development programs, and institutional events.

(v) Roles and Responsibilities of Non-Teaching Staff

- (a) Supporting administrative functions in departments such as Admissions, Finance, HR, Library, Examinations, and Student Services.
- (b) Ensuring proper documentation, communication, compliance, and support for all stakeholders.

(vi) Professional Development

- (a) The Institute promotes continuous learning through Faculty Development Programs (FDPs), management workshops, industry immersion, and international conferences.
- (b) Employees may also receive sponsorship or study leave for pursuing advanced degrees, subject to performance and relevance to institutional goals.
- (c) Participation in externally funded programs or industry consulting projects shall require prior approval.
- (d) Where training is fully or partially sponsored by the Institute, the employee may be required to sign a service bond committing to serve the institute for a defined period post-training.

(vii) Leave Policy

Employees are entitled to various types of leave as per the classification of service. The detailed rules on leave accrual, approval authority, encashment, and carry-forward shall be provided in the Service Rule Book, and may be updated periodically. These various types of leaves include:

- (a) Casual Leave (CL): Short-term leave for personal matters, with a maximum limit per year.
- (b) Earned Leave (EL): Leave accumulated based on months of service; can be carried forward or encashed as per rules.
- (c) Research Leave (RL): Leave for research related work like data collection, library visits etc.
- (d) Medical Leave (ML): Granted on submission of a valid medical certificate.
- (e) Compensatory Leave (Comp-Off): Leave in lieu of working on holidays/ Sundays.
- (f) Academic Leave: Granted only to faculty members on account of academic work like seminar/ conference/ PhD work etc., with prior permission of the Head of the Institute.
- (g) Maternity/Paternity Leave: As per government rules and applicable labor laws.
- (h) Special Leave: May be granted for self-marriage, birth of own child or death in the family.
- (i) Sabbatical Leave: May be granted for furtherance of academic pursuits.

(viii) Disciplinary Policy

All employees are expected to maintain professional conduct and uphold the values of integrity, responsibility, and mutual respect. Acts of misconduct may include:

- (a) Repeated absenteeism without notice
- (b) Dereliction of duty
- (c) Sexual harassment or any form of workplace bullying
- (d) Unauthorized disclosure of confidential information
- (e) Financial fraud or misappropriation

(ix) Disciplinary proceedings will follow a defined process, including:

- (a) Issuance of show-cause notice.
- (b) Opportunity for the employee to present their defense
- (c) Investigation by the Disciplinary Committee
- (d) Final decision by the Director or Governing Body
- (e) Penalties may include: written warning, suspension without pay or termination of service.
- (f) Employees may file an appeal through the Grievance Redressal Mechanism.

(x) Conflict of Interest and External Engagements

- (a) Employees must declare any potential conflict of interest that may interfere with their institutional duties.
- (b) Faculty or staff intending to engage in freelance teaching, industry consulting, guest lecturing or business ownership shall obtain prior written approval from the Director.

(xi) Use of Institutional Resources

- (a) Employees are expected to use institute infrastructure responsibly, including: computers, internet, email, and software Library; laboratories, and classrooms; Office equipment and communication tools.
- (b) Misuse or unauthorized access to resources, including downloading illegal content, hosting unauthorized events, or tampering with data, may result in suspension of privileges, financial penalties or legal action, if warranted.

(xii) Data Confidentiality and Intellectual Property (IP)

- (a) Employees are entrusted with sensitive academic, administrative, and student data. Strict confidentiality shall be maintained at all times.
- (b) Any academic or research output (modules, courseware, content, inventions, etc.) created during the course of employment using institutional time or resources will be treated as the intellectual property of the institute, unless otherwise agreed upon in a separate IPR agreement.
- (c) Faculty may retain authorship credit, but commercial rights rest with the institute unless explicitly waived.

(xiii) Exit Policy

- (a) Employees wishing to resign must submit a written notice of resignation, respecting the notice period mentioned in their appointment contract (typically 1 to 3 months).
- (b) They shall complete all formalities, including submission of institutional property (ID, laptop, books), NOC from departments such as HR, Library, Finance, IT and clearance of financial dues.
- (c) The HR office shall issue a relieving letter and experience certificate upon successful completion of the exit process.
- (d) The Institute reserves the right to waive or reduce the notice period, deduct pay in lieu of notice, or withhold relieving until dues are cleared.

27. Code of Ethics and Professional Ethics

This policy outlines the ethical and professional standards expected of all employees—academic, administrative, and support staff—of the Institute. It serves as a guiding framework to promote integrity, professionalism, accountability, and respect in the workplace, and ensures that all employees uphold the Institute's mission, values, and reputation.

(i) General Ethics

All employees of the institute are expected to demonstrate the highest standards of ethical behavior in both academic and administrative settings.

- (a) Integrity and Honesty: Employees must be truthful, dependable, and consistent in their actions. They shall avoid deception, fraud, and any actions that compromise their moral or professional standing.
- (b) Respect and Fairness: Treat students, colleagues, subordinates, and stakeholders with dignity, fairness, and impartiality, irrespective of their background, caste, gender, religion, or beliefs.
- (c) Confidentiality: Safeguard all confidential or sensitive information related to institutional operations, student records, academic performance, or human resources. Disclosure of such information without authorization is strictly prohibited and subject to disciplinary action.
- (d) Accountability: Employees shall be accountable for their decisions, performance, and the outcomes of their actions, both individually and as part of a team.

(ii) Academic and Teaching Ethics (Applicable to Teaching Faculty)

Faculty members are entrusted with the responsibility of shaping students' academic growth, values, and professional skills. Therefore, the following academic ethics must be observed:

- (a) Commitment to Teaching Excellence: Faculty must be punctual, well-prepared, and enthusiastic in delivering lectures, tutorials, case studies, and assessments.
- (b) Fair Evaluation: Ensure objectivity and impartiality in evaluating student performance. Marks, grades, and feedback must be awarded based solely on merit and clearly communicated criteria.

- (c) Academic Integrity: Faculty must refrain from any form of plagiarism in research, publishing, or curriculum development. Proper citations and adherence to academic honesty in all forms of intellectual output are mandatory.
- (d) Mentorship: Faculty are expected to mentor students in a responsible, inclusive, and supportive manner, ensuring their academic and emotional well-being.

(iii) Professional Conduct (Applicable to All Employees)

Employees must conduct themselves in a manner that reflects positively on the institution and their professional responsibilities.

- (a) Compliance with Institutional Policies: Adhere to all policies, codes, and standard operating procedures laid down by the institute.
- (b) Sincerity in Duty: Carry out assigned tasks diligently, meeting deadlines and institutional expectations without undue delay or negligence.
- (c) Teamwork and Collaboration: Promote harmony, open communication, and a collaborative spirit within and across departments.
- (d) Appropriate Use of Resources: Institutional resources—such as internet access, labs, classrooms, stationary, and devices—must be used only for official academic and administrative work. Misuse or personal use of resources is strictly discouraged and may attract penalties.

(iv) Conflict of Interest

Employees must act in the best interests of the Institute and avoid any situation where their personal interests' conflict with official duties.

- (a) Disclosure: If an employee has any financial, familial, or personal interest that may influence institutional decisions (e.g., admissions, procurement, recruitment, or project approvals), it must be disclosed to the reporting authority in writing.
- (b) Prohibited Activities: Employees should not engage in outside employment, business, or consultancy without prior written approval from the Director. Similarly, they may not use their position for personal gain or to influence decisions that could benefit themselves or their associates.
- (c) Neutrality: Employees must not allow personal bias or external influence to affect their professional judgment.

(v) Institutional Commitment

As ambassadors of the Institute's values, employees are expected to:

- (a) Uphold the Vision and Mission: Actively contribute to the realization of the institute's mission of academic excellence, innovation, leadership, and ethical professionalism.
- (b) Institutional Development: Participate in activities such as accreditation, outreach, quality assurance, alumni relations, and student mentoring to enhance institutional visibility and impact.
- (c) Maintain Discipline and Decorum: Foster a disciplined, clean, and positive campus culture that inspires respect from students, peers, and external stakeholders.

- (d) Reputation and Branding: Ensure that no action—verbal, written, or digital—harms the image or public perception of the institute.

(vi) Disciplinary Action

Violations of the Code of Ethics and Professional Conduct will be taken seriously and addressed through a structured disciplinary mechanism. Disciplinary Measures may include:

- (a) Verbal or written warning
- (b) Withholding of increment or promotion
- (c) Suspension
- (d) Termination of employment

(vii) Right to Appeal

Employees may seek redress through the institutional Grievance Redressal Committee, provided their appeal is submitted within the stipulated time frame and supported by relevant documentation.

28. Health, Safety, and Welfare Policy

The Institute is firmly committed to fostering a safe, healthy, and inclusive work environment that protects the physical, emotional, and psychological well-being of all employees. This policy articulates the institute's framework for workplace safety, preventive health care, and employee welfare in accordance with applicable statutory obligations and institutional values. It reflects the institute's broader commitment to creating a campus culture where every employee feels secure, respected, and supported.

(1) Health and Well-Being

The Institute recognizes that employee productivity and satisfaction are closely linked to their physical and mental well-being. Measures to support health and wellness include:

- (i) Preventive Health Measures by conducting awareness workshops on nutrition, stress management, lifestyle diseases, and workplace ergonomics for promoting preventive care drives.
- (ii) Sanitation and Hygiene by ensuring continuous access to safe, purified drinking water in all academic and administrative buildings. The availability of hand sanitizers, waste disposal bins, and routine pest control in all facilities shall also be ensured.
- (iii) Mental Health Support by encouraging a healthy work-life balance, discouraging excessive work hours or burnout and promoting an environment where employees can speak openly about mental health concerns without stigma.

(2) Workplace Safety

The Institute prioritizes the prevention of accidents and preparedness for emergencies by maintaining infrastructure and training employees:

- (i) Fire and Emergency Preparedness by installing of fire extinguishers, fire alarms, emergency exit signage, and safety instructions in all buildings. The Institute shall organize regular safety audits and maintenance checks for electrical systems, elevators, and other risk-prone infrastructure. Evacuation drills and emergency training sessions to educate employees on responding to fire, earthquake, or medical emergencies.
- (ii) First Aid and Incident Response and for this First aid kits shall be strategically placed in the academic blocks for easy accessibility and in the event of an such mishappening the employees shall promptly report to the Administration or Admin Office for immediate action.
- (iii) Employees are expected to adhere to safety protocols, use equipment properly, and report any malfunction or unsafe conditions without delay. Unauthorized tampering with safety equipment or creating unsafe environments may lead to disciplinary action.

(3) Welfare Facilities

To promote employee comfort, morale, and dignity at the workplace, the Institute shall provide access to essential welfare amenities and special support mechanisms like on-campus medical assistance ,

- (i) Rest and Refreshment Areas by providing designated staff workstations equipped with seating, ventilation, and drinking water facilities. The provision of Cafeteria or pantry services for providing affordable, hygienic meals and beverages during work hours.
- (ii) On-campus Medical Assistance with the availability of on-call medical personnel or arrangements with nearby clinics/hospitals for first response. Basic medical aid for minor injuries, headaches, dizziness, or fatigue shall be made available at the reception or administration office.
- (iii) Support for Vulnerable Staff by providing adjustments in workload or seating, access to medical support as per institutional policy. Differently-abled employees shall be supported with accessible infrastructure (e.g., ramps, lifts, and special seating), and personalized work arrangements where feasible.
- (iv) Grievance and Harassment Redressal through a dedicated Grievance Redressal Committee to handle employee concerns confidentially and fairly. The Institute follows a zero-tolerance policy toward harassment or discrimination based on gender, caste, disability, religion, or any other grounds.

(4) Roles and Responsibilities

- (i) Management and Administration shall ensure the effective implementation and monitoring of this policy and provide adequate funding and resources for safety equipment, health programs, and welfare facilities.
- (ii) Employees shall take personal responsibility for health and safety by following all rules and guidelines and use welfare facilities responsibly and maintain hygiene and cleanliness in shared spaces.

(5) Policy Review and Continuous Improvement

- (i) This policy shall be reviewed annually by the designated authority to ensure alignment with evolving legal norms, employee needs, and infrastructural changes.
- (ii) Feedback may be solicited from employees through surveys or meetings to enhance policy relevance.
- (iii) Recommendations from internal audits or external health/safety inspections shall be incorporated into updated policy versions, communicated to all stakeholders through email, notice boards, and the institutional portal.

29. Staff Development Policy

This policy provides a structured framework to enable teaching faculty, administrative personnel, and support staff to enhance their skills, knowledge, and competencies in alignment with evolving educational standards, technological advancements, and institutional goals. Staff development is seen not only as an investment in individual career progression but also as a strategic driver of institutional quality and effectiveness.

(i) Faculty Development Programs (FDPs)

- (a) Faculty members shall be encouraged and supported to attend FDPs organized by reputed institutions such as AICTE, UGC, IIMs, IITs, or universities of national/international repute.
- (b) Faculty members may also be encouraged to organize in-house FDPs for peer learning and institutional enrichment.

(ii) Training for Non-Teaching Staff

- (a) Administrative and technical staff shall be provided training in Office automation and productivity tools (MS Office, ERP systems), document management and record-keeping, effective communication, workplace etiquette and compliance training related to finance, examination protocols and data security
- (b) Periodic refresher training may be conducted to keep staff updated on regulatory changes and institutional procedures.

(iii) Workshops, Seminars and Conferences

- (a) Employees may attend or organize academic, research, or professional workshops on contemporary topics relevant to their job roles.
- (b) Support in the form of registration fee waivers, travel reimbursement, or logistical arrangements may be provided subject to budget approval and relevance.
- (c) Faculty members are encouraged to present research papers, moderate sessions, or serve as panellists in conferences to build academic credentials.

(iv) Research and Publications

- (a) Faculty shall be motivated to undertake interdisciplinary research, collaborate with academic bodies or industry, and publish in peer-reviewed journals.

- (b) The institute may provide seed funding for research projects, incentives for publication in high-impact journals, access to databases, research tools, and statistical software.
- (c) The Institute may provide duty leave for attending research symposiums.

(v) Higher Education and Certifications

Employees who wish to pursue higher degrees (e.g., Ph.D., MBA) or professional certifications (e.g., CFA, Six Sigma, SAP) may be granted special leave (study leave/duty leave) as per institutional policy, partial or full reimbursement of tuition/exam fees on a case-by-case basis, with approval from the Director or flexible working hours or reduced workload, wherever feasible, to facilitate academic progress

(vi) Leave and Institutional Support

- (a) Employees nominated or approved for external training or development programs may be granted Duty Leave or On-duty status, provided prior approval is obtained from the Director.
- (b) Travel allowance, registration fees, and boarding/lodging expenses may be reimbursed partially or fully, depending on the submission of proof of attendance, feedback report, and utilization certificate (if applicable).

(vii) The Roles and Responsibilities of Area/ Department Heads

- (a) Identify specific training needs for their departments based on skill gaps, regulatory needs, or process improvements.
- (b) Recommend staff members for relevant programs and ensure post-training knowledge-sharing within the department.

(viii) The effectiveness of staff development initiatives will be assessed annually through:

- (a) Feedback from training participants
- (b) Performance improvements linked to development outcomes
- (c) Monitoring of publication output, student feedback, or service quality

30. Employee Grievance Redressal Policy

The Institute is committed to upholding a workplace culture that is fair, respectful, inclusive, and responsive to the concerns of its employees. Recognizing that workplace issues and misunderstandings can arise, the Employee Grievance Redressal Policy provides a structured mechanism for addressing grievances in a manner that is timely, impartial, confidential, and free from any form of retaliation.

The policy reinforces the institute's dedication to ensuring employee satisfaction, psychological safety, and professional dignity, thereby enhancing institutional effectiveness and morale.

(1) Definition of a Grievance

A grievance is defined as any formal expression of dissatisfaction or perceived injustice experienced by an employee relating to their professional environment, including but not limited to:

- (i) Unfair treatment, discrimination, or harassment by colleagues, superiors, or peers.
- (ii) Workplace behaviour that is disrespectful, hostile, or unethical
- (iii) Disagreements related to workload, job responsibilities, or working conditions
- (iv) Inaccurate or biased performance appraisals, denial of promotion, or disciplinary action
- (v) Breach of employment contract or service conditions
- (vi) Non-compliance with institutional policies, rules, or ethical standards

Grievances may be individual or collective in nature and may involve interpersonal, procedural, or administrative issues.

(2) Grievance Redressal Mechanism

To ensure structured resolution of employee concerns, the Institute shall establish a formal Grievance Redressal Committee (GRC).

(i) Grievance Submission

- (a) Employees are encouraged to first attempt informal resolution by discussing the issue with their immediate reporting authority.
- (b) If unresolved, a written grievance may be submitted to the HR Department or directly to the Grievance Redressal Committee.
- (c) The written complaint should include:
 - Name and designation of the complainant
 - Detailed description of the grievance
 - Date, time, and parties involved
 - Any supporting documents or evidence

(ii) Composition of the Grievance Redressal Committee

- (a) The GRC shall comprise:
 - One senior faculty member (preferably of Associate Professor rank or above)
 - One representative from the administrative staff
 - A member of the HR Department (convener)
 - A female representative in case of gender-related concerns
- (b) The committee may co-opt additional members, including legal or external advisors, depending on the nature of the grievance.

(iii) Process and Timelines

- (a) Upon receipt of the complaint, the GRC will acknowledge it within the given time frame.

- (b) A preliminary review will be conducted within 7 working days to determine the validity and severity of the grievance.
- (c) Formal hearings may be conducted, allowing all parties involved a chance to present their side.
- (d) The committee will strive to resolve the grievance within 15–20 working days, depending on complexity.
- (e) Written communication of the decision will be shared with the complainant. e.

(iv) Escalation Mechanism

If the complainant is dissatisfied with the committee's resolution, they may appeal in writing to the Director of the Institute, whose decision shall be final and binding.

(v) Confidentiality and Protection Against Retaliation

- (a) All grievance proceedings shall be conducted with utmost confidentiality, respecting the privacy of the complainant and others involved.
- (b) No employee shall suffer any form of retaliation, discrimination, or adverse consequences for filing a complaint in good faith.
- (c) Malicious or false complaints, however, may attract disciplinary action upon verification.

(vi) Documentation and Record Keeping

- (a) The Registrar Office shall maintain a secure, confidential database of all grievances submitted, actions taken, and outcomes.
- (b) These records may be used for institutional audits, legal compliance, or to inform policy improvements, while maintaining anonymity where required.



CHAPTER | 7

LEARNING RESOURCE CENTRE POLICY

31. Computer Lab Policy

The Computer Lab Usage and Management Policy is established to govern the ethical, efficient, and secure use of computer systems, network resources, and digital infrastructure provided by the institution. This policy is designed to facilitate academic instruction, collaborative research, project development, and skill enhancement for students, faculty, and staff. The objective is to maintain a disciplined, resource-efficient, and technologically conducive environment that supports the educational mission of the institution.

(i) Access and Operational Hours

- (a) Access to the computer lab is strictly limited to authorized users possessing valid institutional ID cards.
- (b) The lab is operational Monday to Saturday, from 9:00 AM to 6:00 PM.
- (c) Use of the lab beyond regular hours is permitted only with prior written authorization from the Lab In-Charge or designated faculty coordinator.
- (d) The lab may be closed for maintenance or special events with prior notice to users.

(ii) Code of Conduct and User Discipline

To maintain an atmosphere conducive to academic productivity, the following behavioural standards are mandatory:

- (a) The lab must be used exclusively for academic, research, and official institutional activities.
- (b) Users must maintain silence, decorum, and cleanliness at all times.
- (c) Mobile phones must be switched to silent mode and used only in emergencies or outside the lab.
- (d) Food, beverages, or any consumables are not allowed within the lab premises.
- (e) Users must refrain from disruptive behaviour, including loud conversations, gaming, or accessing entertainment content.

(iii) Usage of Systems, Software, and Institutional IT Assets

- (a) Users shall utilize only the pre-installed licensed software and digital tools approved by the IT department.
- (b) Unauthorized installation, modification, or deletion of software, files, or system settings is strictly prohibited.
- (c) Any form of tampering with hardware, network configurations, or security settings is considered a major violation.
- (d) All users are required to log in using individual credentials and log out upon completion of use to ensure data security.

(iv) Internet and Network Usage

- (a) Internet access is intended for academic research, assignments, virtual learning platforms, online journals, and job-related resources.

- (b) Access to social media platforms, video streaming websites, gaming portals, or inappropriate/objectionable content is strictly forbidden.
- (c) Network usage is actively monitored, and misuse may lead to disciplinary measures as outlined in Section 9.

(v) Use of External Storage Devices and Personal Equipment

- (a) Personal USB drives or external hard drives must be scanned for malware before being connected to lab systems.
- (b) Users are advised not to store confidential or personal data on institutional machines, as regular system clean-ups are performed.
- (c) Use of personal laptops or electronic devices is allowed only upon receiving permission from the Lab In-Charge and must comply with institutional cybersecurity guidelines.

(vi) Data Security and User Responsibility

- (a) Users are personally responsible for saving their work on personal drives or cloud platforms and must ensure regular backups.
- (b) The institution is not liable for any loss of data, file corruption, or hardware malfunction.
- (c) Any technical faults, unusual activity, or suspicious behaviour should be promptly reported to the lab assistant or IT support staff.

(vii) Violations and Disciplinary Measures

Violations of the lab policy will be taken seriously and may lead to one or more of the following actions, depending on the nature and severity of the offense:

- (a) Temporary or permanent suspension of lab privileges.
- (b) Issuance of formal warning or show-cause notice.
- (c) Referral to the Academic Discipline Committee.
- (d) Loss of access to specific project resources or lab-based courses.
- (e) In extreme cases, institutional disciplinary action, including expulsion from academic programs or internships.

32. Library Policy

The Library Policy aims to facilitate a structured, equitable, and academically enriching environment for all users of the institutional library. It is designed to promote responsible use of learning resources—both physical and digital—while supporting the intellectual, professional, and personal development of students, faculty, and staff. The policy ensures that the library functions as a silent, inclusive, and knowledge-driven space that encourages inquiry, research, and academic excellence.

(i) Access and Operational Hours

- (a) The library is open from Monday to Saturday, between 9:00 AM and 7:00 PM.
- (b) It remains closed on Sundays and gazetted holidays. However, extended or special hours may be announced during examination periods or peak academic schedules.

- (c) Entry is restricted to authorized users who must carry and display their valid institutional ID card upon request.
- (d) Unauthorized individuals, including outsiders and alumni, may enter only with prior permission from the Library In-Charge or institutional head.

(ii) Borrowing Privileges and Circulation Policy

- (a) Students are permitted to borrow a maximum of four (4) books at a time for a period of 14 calendar days.
- (b) A late fee of 5 per day per book will be levied for overdue returns.
- (c) Faculty members and administrative staff enjoy enhanced borrowing limits and extended loan periods, subject to library guidelines.
- (d) Reference books, journals, magazines, dissertations, reports, and newspapers are strictly for in-library use and cannot be issued.
- (e) Renewals are allowed once per book, provided no other user has reserved the same title.

(iii) Digital and Online Resources

- (a) The library offers extensive access to digital learning platforms, including E-journals, E-books and Online academic databases (e.g., JSTOR, EBSCO, ProQuest).
- (b) Students and faculty are provided with individual login credentials for off-campus access to subscribed digital resources.
- (c) The library includes Wi-Fi-enabled reading zones and designated workstations for online research and database use.
- (d) Use of digital resources is governed by institutional licensing agreements and must not be shared with unauthorized users.

(iv) User Conduct and Library Etiquette

To maintain a conducive academic environment, all users are expected to:

- (a) Observe complete silence within library premises.
- (b) Keep mobile phones on silent mode and avoid using them for calls inside the library.
- (c) Refrain from eating, drinking, sleeping, or engaging in group discussions.
- (d) Seat reservation is not allowed; unattended belongings may be removed by staff.
- (e) Users found involved in any form of misconduct, resource misuse, or violation of decorum may face temporary or permanent suspension of library privileges.

(v) Book Care, Damage, and Loss

- (a) Borrowed books must be handled carefully and returned in the same condition as issued.
- (b) Users are responsible for the safe custody of borrowed materials.
- (c) Damaged, defaced, or lost books must be either replaced with the same or latest edition of the book, or paid for in full as per the valuation decided by the librarian.

- (d) Marking, underlining, or tearing pages from books will be treated as serious misconduct and may lead to disciplinary action.

(vi) Orientation and Support Services

- (a) A structured Library Orientation Session shall be conducted for all new students during the induction program to familiarize them with:
 - (i) Library layout and resources
 - (ii) Search catalog (OPAC) usage
 - (iii) Referencing tools and citation guides (APA, MLA, etc.)
 - (iv) Digital resource navigation
 - (v) Review and Governance
- (a) The Library Policy is reviewed annually by the Library Advisory Committee in consultation with the Academic Review Committee.
- (b) Feedback from faculty, students, and staff is incorporated to ensure that library services remain current, user-focused, and technologically up-to-date.
- (c) Necessary changes and updates, once approved, will be communicated through institutional circulars and digital notices.



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CHAPTER | 8

OTHER POLICIES

33. Anti-Sexual Harassment Policy

The Institute is unequivocally committed to upholding the dignity, safety, and equality of every individual associated with it. This policy has been formulated to prevent, prohibit, and provide redressal mechanisms for incidents of sexual harassment at the workplace, in accordance with the provisions of the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 and applicable UGC guidelines. The objective is to foster a campus environment that is respectful, inclusive, and free from gender-based discrimination or harassment.

(1) Scope and Applicability

This policy applies to all persons associated with the institute, regardless of gender, and extends to any context linked with the institution, whether on or off campus. Specifically, it includes:

- (i) All students (residential, non-residential, full-time, or part-time)
- (ii) Faculty members (permanent, visiting, or adjunct)
- (iii) Administrative, technical, and support staff
- (iv) Contractual staff, vendors, interns, researchers, and external collaborators
- (v) Visitors, guests, and consultants
- (vi) Activities occurring off-campus but related to institutional duties such as internships, fieldwork, study tours, seminars, fests, placements, and other official events

(2) Definition of Sexual Harassment

Sexual harassment refers to any unwelcome act or behavior, whether directly or by implication, that is sexual in nature. It includes, but is not limited to:

- (i) Unwanted physical contact or advances
- (ii) Solicitation or demand for sexual favours
- (iii) Making sexually coloured remarks, jokes, innuendos, or comments
- (iv) Showing or circulating pornographic content, whether physically or through digital media
- (v) Verbal, non-verbal, visual, or written communications that are sexually suggestive
- (vi) Any conduct that creates an intimidating, hostile, or offensive environment for the recipient

Such actions may occur between individuals of any gender and irrespective of position, hierarchy, or power dynamics.

(3) Internal Complaints Committee (ICC)

- (i) In accordance with legal requirements, the Institute has constituted an Internal Complaints Committee (ICC) to address complaints of sexual harassment. The committee is empowered to function autonomously and includes:
 - (a) A senior woman faculty member as the Presiding Officer
 - (b) At least two other members from among the faculty or staff, preferably with experience in social work or gender issues

- (c) One external member, affiliated with a recognized NGO, legal firm, or body committed to women's rights or social justice
 - (d) Student representatives will be co-opted in case the complaint involves student parties, maintaining confidentiality and fairness
- (ii) The ICC is mandated to function in accordance with the law, maintaining neutrality and discretion throughout the complaint process.

(4) Complaint Reporting and Procedure

- (i) A written complaint must be submitted to the ICC within three months from the date of the incident or from the date of the last instance in case of a series of events.
- (ii) In exceptional circumstances, the ICC may extend the complaint window if justified.
- (iii) The ICC shall ensure:
 - (a) Confidential handling of all complaints
 - (b) An impartial and unbiased inquiry process
 - (c) Opportunities for both the complainant and the respondent to present their case and evidence
 - (d) The inquiry process shall be completed within 90 days, and the final report, along with recommended actions, will be submitted to the institutional authority within an additional 10 days.

(5) Redressal Mechanism and Disciplinary Actions

- (a) Based on the findings of the ICC, the following actions may be recommended, depending on the nature and severity of the offense:
 - (i) Issuance of written warning or reprimand
 - (ii) Compulsory written apology by the respondent
 - (iii) Suspension, rustication, or expulsion (for student offenders)
 - (iv) Termination, suspension, or demotion (for employee offenders)
 - (v) Initiation of legal proceedings as per provisions of the Indian Penal Code or other applicable laws
 - (vi) Counseling or rehabilitation support for the complainant, if requested
- (b) The Institute is bound to implement the recommended action in a timely and transparent manner.

(6) Protection Against Retaliation and Victimization

The Institute guarantees full protection to complainants, witnesses, and ICC members from any form of retaliation, discrimination, or victimization arising out of the complaint process. Any attempt to influence, coerce, or intimidate the complainant or witnesses shall invite strict disciplinary action.

(7) Awareness, Training, and Sensitization

To cultivate a culture of gender sensitivity and mutual respect, the institute shall:

- (i) Conduct regular awareness workshops, sensitization programs, and orientation sessions for students, faculty, and staff
- (ii) Display posters, digital notices, and helpline contacts prominently across the campus
- (iii) Integrate gender equality and legal literacy into student induction and staff development programs
- (iv) Promote safe and inclusive spaces through ongoing engagement with external experts and NGOs

(8) Misuse and False Complaints

While the Institute encourages reporting of genuine grievances, it also recognizes the potential misuse of the complaint mechanism. If, after due inquiry, a complaint is found to be intentionally false, frivolous, or malicious, appropriate action will be taken against the complainant. This may include a formal warning, suspension of privileges, or disciplinary action, subject to the nature of misconduct and findings of the ICC.

(9) Policy Review and Amendments

This policy shall be reviewed annually by the Internal Complaints Committee in collaboration with the Academic Review Committee and Registrar, ensuring compliance with evolving legal standards and best practices. Revisions, if any, will be formally approved and communicated to all stakeholders.

34. Diversity and Inclusion Policy

The Institute is committed to fostering a diverse, equitable, and inclusive environment where every individual is respected, valued, and empowered to reach their full potential. To actualize the principles of diversity and inclusion, the Institute shall implement the following practices:

(i) Equal Opportunity Framework

- (a) Ensure transparent and inclusive processes in admissions, recruitment, hiring, promotions, and leadership opportunities.
- (b) Eliminate biases in evaluation, assessment, and decision-making systems.

(ii) Awareness, Sensitization, and Training

- (a) Organize regular workshops, lectures, and training sessions on topics related to diversity, unconscious bias, inclusive leadership, and sensitivity to marginalized groups.
- (b) Celebrate national and international diversity observances (e.g., International Women's Day).

(iii) Accessibility and Reasonable Accommodation

- (a) Provide infrastructural support such as ramps, accessible washrooms, elevators, and signage for differently-abled individuals.

- (b) Ensure reasonable academic accommodations for students with special needs (e.g., extended exam time, assistive technology).

(iv) Safe and Inclusive Campus Climate

- (a) Establish safe spaces for dialogue, feedback, and expression of identity.
- (b) Encourage formation of student-led diversity clubs or affinity groups to voice concerns and celebrate culture.

(v) Inclusive Curriculum and Pedagogy

- (a) Integrate diverse perspectives into the curriculum by including works from varied cultural, social, and gender-based viewpoints.
- (b) Encourage inclusive classroom engagement and equitable participation.

35. Intellectual Property Rights (IPR) Policy

The Institute is committed to fostering a culture of innovation, creativity, and research by safeguarding the intellectual property (IP) generated by its faculty, students, researchers, and staff. This policy aims to protect the legal and moral rights of creators while ensuring the responsible and fair use of institutional resources. Through this, the institute promotes ethical knowledge dissemination, commercialization opportunities, and global academic recognition for its community.

(1) Ownership Guidelines

Ownership of IP created within the Institute shall be determined based on the level of institutional involvement and the context of development:

- (i) Joint Ownership - Institute and Creator(s)
 - (a) When the IP is developed using substantial institutional support, such as funding, laboratory facilities, data resources, or during the discharge of official duties, it will be jointly owned by the creator(s) and the Institute.
 - (b) The terms of ownership, revenue sharing, and responsibilities will be governed by specific agreements or Institutional guidelines.
- (ii) Individual Ownership (Creator Only)
 - (a) If the IP is created solely through personal effort without the use of institutional resources or during non-institutional time, full ownership shall reside with the creator(s).
 - (b) However, prior disclosure is encouraged to avoid future disputes regarding ownership.
 - (c) In cases where intellectual property results from collaborations with external agencies or among multiple stakeholders, a clear and written agreement must be executed at the beginning of the project to outline the ownership, usage rights, and revenue-sharing model.

(2) Types of Intellectual Property Covered

This policy encompasses all forms of intellectual property including but is not limited to:

- (i) Academic outputs like Research papers, theses, dissertations, project reports, books, and case studies.
- (ii) Industrial and technological innovations like patents, process innovations, mechanical or electronic inventions.
- (iii) Creative works encompassing copyrights for artwork, literature, music, or videos.
- (iv) Digital assets like software code, mobile applications, e-learning modules, digital simulations, data sets, algorithms, and websites.
- (v) Commercial identifiers ranging from trademarks, service marks, logos to other branding elements associated with the Institute or its initiatives.
- (vi) Instructional Materials like lecture notes, online courses, multimedia presentations and laboratory manuals developed using institutional resources.

(3) Protection and Registration

- (i) The Institute shall provide advisory and administrative support through its Research Committee, to facilitate patent filings (national and international), Copyright registrations, trademark applications, licensing and technology transfer agreements.
- (ii) All creators must submit a formal IP Disclosure Form to the Research Cell at the time of creation or before public dissemination (e.g., publication, conference presentation).
- (iii) The institute may bear part or full cost of registration, based on the strategic significance and potential of the work.

(4) Revenue Sharing

In the event of successful commercialization, licensing, or monetization of the intellectual property:

- (i) The net revenue (after deducting legal and administrative costs) shall be shared between the creator(s) and the Institute.
- (ii) The standard revenue-sharing ratio shall be defined in institutional guidelines or through a mutually agreed Memorandum of Understanding (MoU).
- (iii) In cases involving multiple creators or departments, equitable distribution will be ensured based on the documented contributions.

(5) Policy Review

- (i) The IPR Policy shall be periodically reviewed (at least once every three years) by the Research Committee.
- (ii) Amendments may be made in accordance with changes in national IPR laws, institutional priorities, technological developments, or feedback from stakeholders.
- (iii) All updates shall be communicated to the community via official circulars, training sessions, and orientation programs.

36. Environmental Sustainability

The Institute is deeply committed to promoting environmental sustainability through the adoption of eco-conscious practices across academics, administration, campus infrastructure, and community engagement. The aim of the Institute is to foster a green, energy-efficient, and environmentally responsible campus that serves as a model of sustainable development.

(1) Key Policy Areas

- (i) Energy Conservation
 - (a) Installation of energy-efficient LED lighting across campus facilities.
 - (b) Usage of energy-saving appliances and systems in classrooms and offices.
 - (c) Promotion of natural lighting and ventilation in building design.
 - (d) Exploration and gradual adoption of renewable energy sources such as solar panels etc.
- (ii) Waste Management
 - (a) Implementation of a segregated waste collection system for biodegradable, recyclable, and hazardous waste.
 - (b) Promotion of a paperless work environment through digital communication, online assignments, and e-documentation.
 - (c) Proper disposal of e-waste (electronic equipment, batteries, cartridges) in collaboration with certified recyclers.
 - (d) Periodic waste reduction drives and awareness campaigns.
- (iii) Green Campus Development
 - (a) Regular tree plantation drives and development of green corridors, herbal gardens, and biodiversity parks.
 - (b) Maintenance of landscaped areas with native and drought-resistant plant species.
 - (c) Promotion of reusable alternatives of plastics.
 - (d) Establishment of a Centre for Sustainability to lead sustainability campaigns, events, and peer education programs.
- (iv) Curriculum Integration
 - (a) Introduction of environmental science, climate change, and sustainability modules in existing programs.
 - (b) Encouragement of student-led research, case studies, and internships focused on environmental issues.
 - (c) Collaboration with academic institutions and government bodies for projects and knowledge exchange related to green technologies and sustainability.

(2) Awareness and Engagement

The awareness and engagement activities shall be organized in the following manner:

- (i) Organization of environmental awareness drives.
- (ii) Hosting competitions, workshops, and exhibitions on sustainability themes.
- (iii) Installation of educational signage across the campus to promote practices such as water conservation, waste segregation, and energy saving.
- (iv) Community outreach programs to promote sustainability in surrounding areas through collaboration with local schools, NGOs, and residents.

(3) Compliance and Continuous Improvement

- (i) The Institute shall adhere to all applicable national and state-level environmental regulations such as those under the Environment Protection Act, Water Act, and Solid Waste Management Rules.
- (ii) Partner with industry, government, and non-government organizations (NGOs) for knowledge sharing, technical expertise, and innovation support in the field of sustainability.

37. Technology and Digital Infrastructure Policy

The Institute is committed to leveraging technology and digital infrastructure to enhance academic delivery, streamline administrative processes, and foster innovation across the campus. The Institute recognizes digitalization as a critical enabler of educational excellence and institutional efficiency. This policy establishes standards and guidelines for the procurement, use, management, and security of digital infrastructure and services while promoting responsible digital behaviour among all stakeholders.

(i) Key Components of Digital Infrastructure

- (a) Campus Connectivity
 - (i) Provision of high-speed Wi-Fi and wired internet access throughout the campus, including classrooms, hostels, labs, and common areas.
 - (ii) Implementation of secure Virtual Private Network (VPN) or firewall systems to protect digital communications and access.
- (b) Learning Management Systems (LMS)
 - (i) Operation of a centralized LMS platform to host academic content, assignments, attendance, assessments, and grading.
 - (ii) Integration of LMS with student and faculty portals for seamless access and monitoring.
- (c) Smart Classrooms and Digital Labs
 - (i) Deployment of smartboards, projection systems, audio-visual aids, and interactive teaching tools.
 - (ii) Maintenance of state-of-the-art computer labs, language labs, and simulation facilities with updated software and hardware.

- (d) Digital Libraries and Repositories
 - (i) Access to e-resources, databases, academic journals, e-books, and digital reference materials via an institutional e-library.
 - (ii) Institutional repository for student projects, research publications, and digital learning content.
- (e) Administrative Automation
 - Use of Enterprise Resource Planning (ERP) systems for academic administration, admissions, examination management, HR, finance, and student services.

(ii) Usage Guidelines

- (a) All users are expected to use digital resources ethically and responsibly in alignment with academic goals and professional conduct.
- (b) Users must not misuse, modify, or attempt unauthorized access to any digital system, account, or database.
- (c) Only licensed and approved software and tools may be installed or used on institute-provided devices and platforms.
- (d) Data protection and privacy protocols must be strictly followed, especially when handling student records, financial information, or research data.
- (e) All institutional digital platforms must be used exclusively for academic or official communication.

(iii) Support, Maintenance, and Training

- (a) The institute shall establish an Information Technology (IT) Cell responsible for:
 - (i) Installation, maintenance, and upgrade of hardware and software infrastructure.
 - (ii) Monitoring of network performance and security.
 - (iii) Handling user complaints and resolving technical issues promptly.
- (b) Regular training sessions, digital skill workshops, and orientation programs shall be organized to help stakeholders effectively use institutional digital tools and systems.
- (c) Emergency support for critical IT failures or cybersecurity incidents will be available through a IT Cell.

- (iv) **Security Framework:** The institute shall implement a robust cybersecurity framework including firewalls, anti-malware systems, and access control mechanisms.

38. Generative Artificial Intelligence Gen (AI) Usage Policy

The Institute recognizes the transformative potential of Artificial Intelligence (AI) in enhancing teaching, research, and administrative efficiency. The institute actively supports the responsible, ethical, and transparent use of AI technologies while maintaining academic integrity, data security, and human oversight. This policy establishes a framework for acceptable AI usage, promotes fairness and accountability, and ensures that AI complements—not replaces—human decision-making and creativity.

(1) Scope

The provisions of this policy shall cover all students, full-time/visiting/guest faculty, and staff, using generative AI tools for academic, administrative, and personal purposes related to the institution.

(2) Terminology

- (i) Generative AI: AI systems (Online or software embedded) capable of creating text, images, code, or other relevant outputs based on the user prompts.
- (ii) Academic Integrity: Adherence to ethical standards in academic work, ensuring originality and appropriate acknowledgment of the sources.
- (iii) Sensitive Information: Data protected under legal, regulatory, or institutional policies. For example, employee, financial, and academic records of the institution.
- (iv) Understanding GenAI: Generative AI refers to one of the emerging technologies that can be used to create new content. It uses models that are trained on large volumes of data from a variety of sources. Tools such as Microsoft Copilot can answer questions of the users, help to complete written tasks, and converse with humans like a friend while responding to the prompts written by humans. GenAI can produce audio, code, images, videos, simulations etc. It creates a bouquet of openings in the higher education sector by turning prompts into well-structured text, images etc. If GenAI is used suitably, it is capable of reducing massive workloads, free-up time allowing the students, faculty, and staff to deliver output more efficiently. However, the content generated may reflect inaccuracy, biasedness, unreliability, and sometimes copyright infringement also. Thus, any content produced by GenAi requires a thorough check for appropriateness and accuracy. The quality of the document and the content written in the final document remains the obligation of the person/professional who created it and/or the organization to which the document belongs to. It becomes apparent to be also aware of the data privacy implications while generating content with the help of GenAI tools. Any data, personal or official, must be protected in accordance with data protection legislation. The organization must ensure that any product/content created by GenAI complies with data protection laws and the data privacy policies to protect the data.

(3) Guidelines for responsible use of GenAI

The responsible use of generative AI means preparing to set the agenda to see its value in teaching, learning, and assessment. It is essential to be transparent with students about the appropriate use of GenAI so that it supports their learning. GLBIMR has framed separate guidelines for students, faculty, and staff to use GenAI, as given below:

- (i) Guidelines for Students
GLBIMR recognizes that GenAI tools of various kinds are capable to provide a valuable resource for students. GenAI tools can support the learning process as students plan to complete assignments, and undertake projects. However, the inappropriate use of GenAI

to create or enhance their work without acknowledgment is considered as plagiarism and may be subject to penalty.

- (a) Students can use GenAI for brainstorming, summarizing, or improving their understanding of concepts, and only if explicitly allowed by the faculty.
 - (b) The primary accountability to identify any inappropriate use of GenAI by students remains with their faculty. Faculty must supervise the work done by students and submitted for assessment.
 - (c) Faculty must be able to authenticate it as the students' original unaided work.
 - (d) If not unaided, then the use of GenAI must be acknowledged in the work. Further, AI-generated content must be referenced.
 - (e) The assessment criteria will not award credit for the use of generative AI unless it is one of the variables to be assessed.
- (ii) The following strategy for the use of GenAI in assessment is defined at GLBIMR. The provisions are:
- (a) Banned – The students are not allowed to use at all during any examination.
 - (b) Default permitted – Students can use AI-enabled grammar checks using AI tools like Grammarly for correctness and enhancing the clarity of the content of assignments.
 - (c) Selective—AI tools can be used in limited and clearly defined ways, as per assessment, up to a maximum limit of 10 percent OR as set by the competent authority at GLBIMR.
 - (d) The default permitted is in line with our current academic integrity policy. The students must acknowledge the use of AI tools in their work, explicitly.
- (iii) Guidelines for Faculty
The faculty at GLBIMR are permitted to use GenAI tools in accordance with the following provisions:
- (a) Curriculum Design: Faculty may integrate GenAI tools into the course design and enhance learning outcomes. They should have clear guidelines for students, on their appropriate use as given in 6.2.
 - (b) Teaching material: Faculty may use GenAI tools for enhancing teaching materials.
 - (c) Assessment: Faculty may design assessments that evaluate students' understanding of the concepts.
 - (d) Disclosure: Faculty must disclose the use of GenAI tools in their own or their research scholars' research, publications, or any other content.
 - (e) However, faculty cannot use GenAI tools alone for grading or evaluation, without any personal involvement. Sole reliance on GenAI tools for grading is strictly prohibited at GLBIMR.

(iv) Guidelines for Staff

Staff may use GenAI tools to improve efficiency in tasks such as drafting emails, other communications, reports, or analysis of data. However, the output needs to be reviewed for accuracy and relevance. Staff cannot process sensitive information without any authorization.

(4) Training and Development

Training, or any development opportunities for faculty, staff, and students involved in the use of GenAI technologies will be provided by the institute.

(5) Policy Compliance and Review

Non-compliance with this policy will be reported to the GenAI Review Committee. Given the pace of growth and innovations in technologies, it is likely that this policy will be updated as frequently as necessary to maintain minimum permissible standards. Formally, this Policy will be reviewed at least annually.

(6) GenAI REVIEW COMMITTEE

The committee shall be constituted for the effective implementation of the provisions of this policy with the following members:

- (i) The Director, GLBIMR
- (ii) Program Chairperson, PGDM
- (iii) 2 Faculty members
- (iv) 2 Students, PGDM



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