

SIES College of Management Studies

Inclusivity Policy

1.Objective

SIESCOMS strongly believes in the policy of inclusivity of education delivery and access. The word inclusivity in this context implies the “right to equal education” by the section(s) of the students who may be deprived or lacking on account of any reason. This aims at bringing congruence in the learner group over a period making the learning deliverables / objectives equal for all students in a classroom setting. The other implications are customization of education delivery according to “learning styles” of individual students. SIESCOMS believes that adopting an inclusivity policy will result in improving the “average quality of education” and help better achieve the skills / competencies needed at the end of a given course.

Some of the measures in this regard include:

2. Policy

2.1 Differently Abled Students:

The first and most important focus is given to differently abled students (both physical as well as mental). SIESCOMS has an elaborate policy for academic delivery to this category of students which is given in a separate enclosure.

2.2 Students From Different Educational Backgrounds:

All students coming to management education will not be from the same or similar background. At MBA level, it is, however, assumed that students have some basic knowledge in certain core subjects like accounting, mathematics / statistics, business economics, etc. SIESCOMS, therefore, ensures through a “Bridge Course” making the basic concepts of the above subjects available over a period of time (2 to 3 weeks) to the students who do not have any exposure to one or more of the above subjects like biological or physical science or pure humanities, so that these students come to terms with fundamentals of these subjects and become at par with other students who have management background at graduation level like BMS / BBA or BCOM qualification.

2.3 Students from Vernacular Medium:

There is a possibility that all students will not be equally exposed to English up to their graduation level, both oral as well as writing. This puts these students in a position of disadvantage compared to others and it might impact their employability as well in the long term. SIESCOMS has, therefore, a policy by which such students are identified at the initial stage and given special training during first semester itself so that they become comfortable

with basics of English both in terms of speaking as well as writing capability. Some students might also have a strong dialectic accent. SIESCOMS has a “linguaphone facility” to take care of the special needs of these students.

2.4 First Generation Learners:

Quite a few students at SIESCOMS are first generation learners. Their parents do not have a good educational background. These students, therefore, need special attention so that that they can come out of initial inhibitions of being left out in an elitist environment. The climate of learning should be made extremely smooth to them without making them conscious of it. SIESCOMS has a strong “mentoring facility” whereby the special needs of these students coming from relatively deprived educational backgrounds are given special attention to bring them at par of convenience with others.

All the above policies are being practiced at SIESCOMS to ensure a climate of “equity” and “justice” so that inclusivity of education comes in place. All intellectual and financial resources of the institute are being channeled for these efforts.

Director
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