# SELF STUDY REPORT

## FOR

## 2nd CYCLE OF ACCREDITATION

## LEAD COLLEGE OF MANAGEMENT

LEAD COLLEGE OF MANAGEMENT, DHONI, PALAKKAD 678009
678009
www.lead.ac.in

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

- LEAD envisions creating an academic environment where the highest standards of academics and professionalism are met and the expectations of all stakeholders are consciously addressed.

Today LEAD College of Management is a standalone business school and is ranked amongst the top private b schools in the region. Its bustling campus at Dhoni houses a **fully residential MBA program** with an approved annual intake of 300 students. The operating model focuses on experiential and activity-based learning environments and follows the oil platform model of 40:10- 40 working days followed by a 10 day break.

LEAD College of Management, a state -of -the -art, standalone MBA institute, approved by AICTE and affiliated to University of Calicut was established in 2011. **LEAD is an acronym derived from 'Leadership & Entrepreneurship Academy, Dhoni'**. It is the brainchild of Dr. Thomas George, an entrepreneur, and a professional life-skill trainer for various Engineering & MBA students in and around Kerala for years.

Dr Thomas' training of students at various levels in a culture obsessed with measuring talent and ability opened his sense of creating an institution that gives importance to inspiration that might LEAD to entrepreneurship, social commitment and values. According to him, inspiration awakens to new possibilities by allowing one to transcend his ordinary experiences and limitations. Inspiration propels a person from apathy to possibility and transforms the way one perceives his own capabilities. The idea of starting a business school in a tier 3 city of Kerala got conceived, germinated, nourished, and became a reality in 2011.

The institute endeavors to be a preferred management institutes catering to diverse communities from inside and outside the country. The institute strives continuously to enhance the quality teaching, curricular and co-curricular activities so that the students of this institute play a significant role in the development of humanity and in societal engagement.

LEAD is an NBA accredited, ISO 21001:2018 and environmentally certified institution and has now been approved for an annual intake of 360 students making it probably the largest fully residential business school in South India. The journey to quality and excellence continues.

http://www.lead.ac.in

**Vision**

**To be one of the World-Leading Management Institutions, developing Socially Committed LEADers and Entrepreneurs**

The vision of LEAD focusses on developing leaders who are endowed with professionalism, empathy and advocates of social engagement and cause espousal. The spirit of entrepreneurship and "intrapreneurship" is evidenced by the core activities of the institute academically and administratively through several initiatives like a unique Turning Point Program before the start of the program, student driven teams which engage and manage institutional roles operationally - the LEAD Operational Excellence teams and the Business incubator which LEAD has initiated and provided an ecosystem for fostering and funding business ideas.

LEAD also offers value added programs and MDPs in entrepreneurship and has a provision of Rs 30 lakhs every year as seed-money for students to pursue their entrepreneurial dream. To progress further towards excellence in terms of international standards, LEAD is an ISO21001:2018 certified institute and received its first international accreditation in 2023 the GSAA .https://www.gsaaa.org/.

As a part of its enhanced social commitment and to ensure access to quality management education, LEAD offers fee waivers, educational support in kind and tuition waivers in case of deserving international students, fee concessions for economically weaker stakeholders and in some case Learn Now Pay Later scheme where the student can repay the cost after he /she is gainfully employed.

Sustainability is essential towards the march to global excellence. LEAD is also green audited and has energy, pollution and conservation mandates in place. By definition, a management institute has to deliver excellence in academics, skilling and enable society through research and problem-solving whist contributing as a societal stakeholder to the nurture of the society and contribute to national development.

LEAD College of Management is 12+ years old and is now progressing towards this by seeking affirmation of what it is doing and on a journey of continuous quality improvement. Its LEAD Business Incubation has been successfully creating entrepreneurs and has graduated several businesses and is nurturing a dozen more. For 2024-25 two more centers of excellence and an ICT enabled AV studio "Taranga" is planned as initiatives .

**Mission**

**Contribute to the intellectual development of individuals, to enhance their competence as Business LEADers and Entrepreneurs**

LEAD's flagship program is a unique educational model based on the gurukulam system which is fully residential with over 70% of the faculty staying in campus and supporting students in their holistic development. The experience of an intensive residential program with additional opportunities of co and extra curricular activities, evening clubs, unique memberships to associations like the Rotaract and JCI , all help in delivering this mission at LEAD

**Provide more scope for Student-driven initiatives, Peer learning, Experiential learning, Community service and Intellectual contributions.**

The curriculum, pedagogy and the working model at LEAD is unique and is highlighted by three distinct facets:

- The student driven model of LEAD Operations Team where student co-manage core institute activities from admission to placement, research, branding, outbound training, Greening, Events, Social Responsibility, and others and thus create value and contribute not only to their development but also to other stakeholders.
- Students work on projects, undergo internship and advocate causes like conservation, cleanliness, women's rights and other societal initiatives .
- Summer internship though not a mandate as per university syllabus is a value-added course at LEAD and entails a 4-6 week industry experience.

Students participate in inter-college events and LEAD has Rotaract and JCI clubs on campus which are active and conduct 12+ events annually.

**To enhance the interaction between the Institute's Learner community and the broader community through our service and outreach efforts.**

This complements the earlier mission component.

- The institute, for example, offers outbound training to several stakeholder groups which include corporate, schools, UG programs, police, government agencies , NGOs which are managed by student teams. Through the CSR LOT, JCI and Rotaract club activities over 20+ activities are conducted annually where we reach out to the community- for example health awareness camps, eye tests for senior citizens and donation drives, providing food to the less privileged. These are designed to enhance empathy, fellow-feeling and a spirit of joyful giving as a sense of kindred spirit.. An example of this is available at : SEWA@ LEAD

# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

**Scalability :**

Enrollment  has increased from 180 to 360 . Commensurate to that, we have added infrastructure , hardware and software, increased faculty and staff count and continue to expand .Infrastructure wise, AICTE mandates have changes, so we are adding floors and constructing new blocks for academic and residential requirements and in 2024-25 plan to construct faculty residential apartments opposite the campus which will provide 12 units of family accommodation.for faculty.

**Brand Image**

Compared to its nearest competitors, LEAD is a new kid on the block with a 12 year legacy and is among the top 3 private b-schools in Kerala. Our dedication to society and  membership and commitment to institutions like NIPM, PMA, JCI, Rotaract Club, Toastmasters International and OBT has enabled us to  establish the brand in Kerala. Our entrepreneurship festivals draw teams from all over India.  We are now moving pan-India and are actively participating in  events like AIMS annual convention  and promoting the brand in NE India also. Our unique out-of-box strategies for example admissions, approach to entrepreneurship, the national student centric conclaves and our CSR initiatives ensure that the brand credibility and equity is established.

**Leadership**

The core  team of leaders, headed by Dr. Thomas, Chairman have led by example. Their ability to innovate, proactively manage  the institution, create an atmosphere of trust , transparency and willingness to invest strategically and add value to the ecosystem has ensured that there is substantive growth and resilience at LEAD. The unique processes at LEAD- the admission( ULEAD), the student driven operations ( LOT@LEAD), customized training ( Turning Point and Out-Bound-Training) , the LEAD BI ( entrepreneurship cell) are all initiatives from the leadership and reflect LEAD's core values and philosophy well.

**Network in the region**

We now have academic footprints in Kerala and Tamil Nadu through MOUs .  Apart from this we have a diverse faculty intake which is outside Kerala and  faculty network is indeed useful in terms of  admissions, research and idea exchange. Our strong alumni network especially in Bangalore and other key cities are indicative of our desire to engage with our stakeholders.

**Institutional Weakness**

## Location

Being in a non-metro semi-rural location , whilst being good academically, poses challenges in terms of access to industries, easy networking and gathering adequate responses for any programs which LEAD may organize. The nearest airport is Coimbatore which is 65 kms, away. Palakkad Jn is an important railway station  hence rail and road connections are very good.

## International accreditation

The LEADers have  a dream of seeking the AACSB ( Association to Advance Collegiate Schools of Business accreditation). This is proving to be difficult as our status as a non-autonomous temporarily affiliated institute under University of Kerala  . LEAD is a member of ACBSP(**Accreditation Council for Business Schools and Programs**)

## Research Excellence

There has been a need to enhance the quality and quantity of research over the  years. This is still a work in progress at LEAD. Steps have been taken by  creating a LEAD Research Center, affiliated to KUFOS(**Kerala University of Fisheries and Ocean Studies** ,   initiating guide-ship process for faculty members and offering stipendiary research positions. Enhancing the project report quality of our students to create  primary research frameworks is work in progress.  Paper Quality and quantity over the past 3 years has been noted  .  A new policy is in place now.

## Academic Calendar and delivery /outcomes

We are   mandated to follow the 2016   University of Calicut syllabus  . The next revision is planned for 2024-25. This restricts us from creating cutting edge electives and formulating effective delivery and outcome measures  Examinations and  Results are  released after a  long gap  .This makes adherence to the academic calendar very difficult and challenging.

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## Lack of diversity in admissions

Currently less than 10% of admissions are from outside Kerala. Our location and the demand from the state has meant that diversity continues to be a challenge. As an initiative, we have reached out to the seven sister states this year with a marketing drive, providing full tuition waiver to international students from developing countries especially from South Asia/Africa. Weconduct series of events at LEAD for undergraduate students by way of national competitions to increase the branding footprint of LEAD

## Institutional Opportunity

**Leveraging the NEP for short and niche certifications:** This is possible once autonomy is achieved and LEAD is currently in the evaluation process

## Inter-state and international/Gulf collaborations

There is a lot of scope to collaborate with like-minded organizations and business schools outside Kerala and a baby step has been taken. "Dialogue across differences" by strategic exchange programs for both faculty and students within India to encourage a rich national experience, cultural immersion and understanding the nuances of different cultures and geographies within India and transcend language barriers and enhance inter-state awareness and experience sharing. Am MOU has also been initiated in the Gulf and one example was the FIFA internship at Doha, Qatar in 2022.

### Accelerating our entrepreneurship programs and LEAD Business Incubation

Post autonomy we are enhancing our LEAD BI to a full fledged strategic unit and creating a center for entrepreneurship development and support system for MSMEs. We would also look into creating a niche MBA program in entrepreneurship and offer this as a major elective specialization in our other programs. We want to focus on developing " **Intrapreneurship** :**Entrepreneurship**" in an existing organization which is a skill in demand

### Enhance alumni and professional networks

This will help us to create a national Brand Image, better network for career development and placement , establish a presence for industry-academic interface and provide a starting point for research and consultancy and create a center of excellence

### Creating Niche strategic centers to capture training and development needs of institutions and industries in the region

Kerala's geopolitical situation is unique in many ways. There is a dearth of focussed training modules, for example in data sciences, technology-enabled management, core competencies in management functions and relevant in-depth research into the local issues and challenges especially in the social sciences context. Thus, the skill set of deployed personnel across industries, specific training needs at supervisory level/shop-floor levels for example in TQM, Lean Manufacturing etc. are not being adequately addressed. This is an opportunity for LEAD to leverage is excellence and provide solutions for the social upliftment and contribute to the economic development of the state

### Institutional Challenge

**Securing autonomy:** This will help create a dynamic curriculum which can be improved proactively to remain relevant and current. . This is under process and will bring added accountability and responsibilities perhaps from 2024.

**Enhancing the 3Es:** equity, engagement and empowerment of key stakeholders. Diversity, Equity and Inclusion will remain a challenge for some more years. We are attempting to increase inclusion by offering fee waivers/concession to the EWS quota, offering Learn-Earn-Pay schemes of soft loan. Diversity by way of out of state scholarships and full fee waiver for international students are being attempted .

**Managing the admission-placement chicken-egg balance**

As admissions are scaled up, we are also aware that we are dealing with a different set /generation of student stakeholders and placements are a challenge as this is one measure which is important /or the only measure for the potential admission seeker. Pareto principle applies here. For example 70% of the eligible students achieve a median CTC Of Rs 5.2 lakhs pa or higher. Quality of admissions determine the quality of placements which in turn drives the admission quality

**Faculty engagement and retention**

This is a work in progress: Given the location and the working model, faculty retention has to be addressed. Whilst there is competition for quality faculty, given the context of Kerala, instate hiring is envisaged but at the same time we need to have faculty diversity to create a better teaching and learning environment. Ideal target would be 45 to be closer to the magic number of 1:15. We will also have to strategically hire to ensure that there is quality in all four areas of LEAD: Academic-Research-Managing Institutional Roles- Societal engagement are served well.

**Leveraging technology to drive processes and teaching learning**

Whilst technology in the classroom can be deployed, the challenge is to ensure both utilization and delivery-delivery in terms of outcomes and a higher learning experience and wholesale adoption. For 2024 LEAD is setting up LEAD "Taranga", a unit which will have a recording studio, virtual learning tools and will make short term courses/revisions/classes available online .

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

LEAD College of Management is an non-autonomous institution affiliated to University of Calicut . Therefore, an effective CBCS system is not deployable , though it is offered in a limited manner.

At LEAD we substantially complemented the curriculum design , delivery, assessment and ensure that the students are trained in contemporary skills . As we are a fully residential school we deliver beyond the syllabus requirement, ensuring there is curriculum enrichment, clear well defined learning outcomes vis-a-vis course and program :

- Enhanced curriculum design : As an instance, internship is not a requirement in the syllabus, we have made it mandatory and subject to the academic calendar set by the university, ensuring that all students undertake internship for a period of 4-8 weeks. Focus on skill development in the syllabus is limited. We have substantially increased this element through special workshops for all our first year students through our outbound training program and a unique one-week bootcamp "Turning Point" Our time table has "News Analysis" module and Skill Development modules .

- Several value added modules including Analytics, Digital Marketing, SAP also ensure that the limitations of the syllabus are overcome.

- Our course plan design, delivery and assessment processes are aimed to ensure transparency, progress

and real-time feedback to ensure learning outcomes. Prior to the start of each semester, a course plan is developed and sessions detailed with specific learning inputs, assessment process, outcomes and additional support materials. This is outlines at https://lead.ac.in/folder-2.html

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There are two reviews in place and feedback taken from the students and peer faculty is shared with the teacher. The course file management is also reviewed and audited to ensure accuracy, question paper and assessment quality apart from mapping and improving outcomes.

- The course plan for the next cycle incorporates the suggested changes and enhancements are undertaken. An example of the audit is at course delivery audit report 18 1 2023 - Google Docs.pdf

- The curriculum delivery focuses on the ABCDE principle which LEAD follows: Activity, Blended, Collaborative, Directed and Experiential teaching- learning processes and the curriculum design at LEAD drives this.

## Teaching-learning and Evaluation

- Students and faculty are the key stakeholders at LEAD. We are an institute in rural Kerala . Learning is delivered at the admission level itself as uLEAD This is detailed at ADMISSIONS AT LEAD 2021-22.

- We adhere to the regulations as mandated by the university and advertise in the local newspapers as to the admission for special categories .

- Our induction program includes outbound training and a unique one week program Turning Point, . We admit students from diverse backgrounds, international students and students whose primary language of instruction is not English.

- To encourage student diversity, we undertake admission drives in NE India, initiated a tuition-free admissions to international students who are eligible and are providing fee concessions for the students we admit under the EWS quota. Thus the focus is to ensure that there is support for all . Early testing is undertaken to identify students who will need additional support and mentoring to successfully complete the program and they are offered academic and counseling assistance,

- The teaching and learning process at LEAD is effectively mapped as COMPETENCY BUILDING MATRIX and is at https://lead.ac.in/folder-6.html. As stated earlier, the curriculum delivery focuses on the ABCDE principle with LEAD follows: Activity, Blended, Collaborative, Directed and Experiential teaching-learning process . An example is the LOT.(https://lead.ac.in/assets/qa/lot.pdf)

- Early assessment provides timely information to help students who need support.are identified early on. Pedagogy/andragogy especially in the context Gen Z learners is important and the constructivist collaborative , the reflective , the integrative , and, finally, the inquiry-based approaches are used by use of case discussions, field-work, assignments, mini research projects and tools like simulations and role plays, design and event-based learning sessions.

- Effective engagement and sharing of data and scores, attendance is done in a transparent manner through the LMS-Linways and through the effective use of a mentor system where faculty mentor and follow up academic progress with the students and also keep the parents in the loop.

- Faculty are also mentored, audited and trained to ensure quality skill currency and classroom delivery through micro-teaching exercises, training through FDPs and in-class observations by external experts.

**Research, Innovations and Extension**

- Post NAAC and NBA review a thorough assessment of intellectual contributions were made and policies were formulated to ensure there is rigour and quality in research , publications , conference proceedings books and book chapters. Special focus was also given to sponsored research projects and patents.

- For the period 2021-23 , notable achievements included patents, books and book chapters published and an increase in conference papers and proceedings. The research policy in place now along with the ISO 2100:2018 mandates ensures that there are clear targets and incentives in place.

- The initiative LEAD BI- business incubator has been an outstanding success with 15 startups graduating from the campus and 28 currently in mentorship mode. A fund of Rs 30 lakhs is also assigned for seed money

- A new research ideation team and a support system was introduced in late 2022 post IQAC observations and the outcomes are encouraging.

- Faculty are encouraged to attend conferences and FDPs for research excellence which are reimbursable and additional training on software like JASP has been undertaken.

- The Board of Governors have also offered to provide mentorship support for researchers.

- LEAD is also an authorized research center for Kerala University Of Fisheries And Ocean Studies(KUFOS) and full and faculty part-time  PhD scholars are now part of the LEAD research initiative. As an extended initiative collaborative research  MOUs  have been signed to enhance research and sponsored research footprint

- 12B UGC Act remains a challenge for LEAD as current university regulations do not grant permanent affiliation  . LEAD has applied for autonomy under the new UCG scheme and is awaiting inspection from the University. This will help us to pursue sponsored research for central agencies etc.

- Consultancy, special management development programs and industry sponsored research over the period 2021-23 also saw substantive increases.

Extension activities through institutional social responsibility initiatives and  societal empowerment delivered over 25 value-add events to  over 2000 stakeholders. For example, we offer free 2-week  training and lunch  on excel and other applications at our computer lab to the female students of ITI Palakkad  in two batches( 25

each) annually.

## Infrastructure and Learning Resources

LEAD College is situated in the valley of Dhoni Hills The residential campus is self-contained , has an administrative block, an academic block and access to the hostels, playing areas, and a large arena which can accommodate 1000+ students. There are seminar rooms which can accommodate 100 and rooftop auditorium which can accommodate 400. Additional infrastructure development under completion is the new men's hostel annex and a dedicated second unit to complement the administrative block. All Classrooms are air-conditioned, have LCD projectors, audio systems and networked PCs. All lighting is LED and ove 50% of acs are BLDC solar acs and the new buildings all have BLDC fans. Smart-boards installation is completed in the classrooms, which are configured to be functional and with movable furniture to enhance activity-based and collaborative learning .There is a dedicated Computer Lab with 60+ networked computers and LEAD also has dedicated internet connection( 240MBPS) wit h providers to ensure service and the entire campus has WiFi connectivity. There is an annual budget set aside to ensure upgrades and maintenance of this service.

There is a swimming pool, gym, all weather football turf, basketball court and halls to conduct yoga, zumba and indoor games. There is a table tennis area. LEAD has access to the Trust's farm where students visit, experience outdoor activities and training and commune with nature. The campus and farm have domesticated animals like goats, a camel, horse and birds. The farm also provides resources to the institute canteen. The campus has a pet-area with over 100 birds of various species including emus, turkeys and ostrich, resident cats, Labradors and pools with koi and turtles. The landscape is designed to ensure there is greenery and areas for students to gather and celebrate/discuss and relax. The campus has been environmentally audited and certified . Waste management, water treatment, rainwater capture, solar PV installations are a part of the sustainability initiatives at LEAD. The library provides resources which include books, journals, e-journals, databases with a dedicated staff. The library will be relocated to a dedicated center in 2024 when the new administrative annex becomes operational.

## Student Support and Progression

Student support at LEAD is multifaceted. The focal point in the mentor- each faculty has a group of mentees allotted to him/her and they offer pastoral, academic and are the interface between the student parents and the institute.

Academic support is available through the special remedial sessions and additional exercises. There is a trained counselor in place and robust mechanism to ensure that grievances are addressed promptly and fairly through a student -faculty forum and an open door policy of the director. As we induct students with different backgrounds, care is taken to ensure that additional support by way of value addition to the curriculum, special training in soft and communication skills are delivered early on which also includes placement training and news analysis to enhance employability skills. LEAD also facilitates bank loans, gives fee waivers, low-interest loans and deferred payment schemes to ensure that no student is stranded in the middle of the program.

Progression is mapped through a well established outcome based curriculum and course design and delivery . The institute provides ample out-of- classroom learning opportunities through events, extra- curricular activities, participation in events at other institutions. LEAD has 3 active clubs on site JCI, Rotaract Club and Toastmasters' international. LEAD also ensures internships for all students- this is not a mandatory

requirement in the University of Calicut syllabus. For example in 2022 over 100 students worked as interns for six weeks in Qatar during the FIFA world cup

There are several clubs and the LOT teams organize several events and activities across the semester which provide fun and learning opportunities at the same time. Key festivals like Pongal, Holi, Onam, Eid and Christmas are mandated in the academic calendar, and as we are fully residential, these events showcase the talent, innovation and creativity of our students apart from delivering cultural values and belongingness and empathy.

The institute has a registered Alumni association with chapters in Bangalore and in the Gulf. Regular interactions with them and meetings are organized. Several alumni mentor our students and are invited for knowledge sharing sessions ,provide support for internships and placements.

## Governance, Leadership and Management

LEAD is a flat and a learning organization.Post recommendations from NBA, the governance structure has been expanded through the revised panel of Board of Governors, a strategic advisory committee in place to overview governance and performance at the granular level. The Board meets twice yearly and overview progress, compliance and recommend directions. They met twice this year and overview the strategic plan and the primary draft of the proposed "Reimagining the Vision Mission @ LEAD" in addition to the strategic plan and have made several recommendations in terms of technology enhancement and faculty hiring.: .

The top management is guided by the Strategic Advisory Committee consisting of trustees advisors and emeritus professors who meet regularly to monitor performance, effect the strategic plan and recommend policy /process changes .

Internal Quality Assurance System (IQAS) is in place through 2 processes - the IQAC and the ISO:21001:2018 . IQAC advises the committee and the decisions are taken on consensus with faculty and staff feedback . Post NBA visit, IQAC has recommended changes to be undertaken to the Vision-Mission-Value-PEO-PO matrix. The new value map LEAD chakra has been adopted by LEAD in early 2023.

The leadership team comes with extensive experience in entrepreneurship and academic experience and has a deep passion to deliver excellence in management education and foster entrepreneurial spirit among its stakeholders. Stakeholders concerns, duties , performance matrices and adequate resourcing is documented in the policies which are reviewed every two years to remain relevant. There is a 360 degree appraisal process for employees in place.

Recruitment of faculty has the engagement of leadership, faculty and the students. Most faculty members including the director stay on campus. There are well defined policies in place for faculty development. Appraisal, handbooks, HR policies, research incentive policies and all faculty and staff can avail of boarding and lodging at the institute.

The enrollment ratios are currently in excess of 85% of the approved intake and this ensures a health cash flow. The trustees of Prompt Trust which manages LEAD has bootstrapped the trust and the institute has healthy financial resources and support in place

**Institutional Values and Best Practices**

The institutional values are enshrined in the LEAD Chakra  ( https://lead.ac.in/vision-mission/). These reflect what LEAD stands for and an outline of activities is  given under INDIC VALUE AND CULTURE

LEAD  has curated events and activities which embrace the letter and spirit of the  UNSDG. The SEWA@LEAD model SEWA@LEAD is the operating model. The LEAD Chakra captures the value system at LEAD, The institution organizes gender equity promotion programmes and advocates women's rights   . For example in 2021-22 Nirbhaya Day was earmarked for an awareness drive. LEAD als has an on-site JCI and Rotaract club who spearhead several activities from blood donation, social awareness campaigns. LEAD in Community details some examples.

In addition, several NGOs receive support  and collaboration from LEAD. For example, faculty and students are members of  VISWAS (Victims Information, Sensitization, Welfare and Assistance Society)  Palakkad and LEAD conducts training programs for youth associations, panchayats, SMEs associations.

The campus has unique green practices in place including rainwater harvesting within the building, water recycling plant and solar PV on rooftops. The campus has received green, energy and environmental audit certificates. The campus is located in the rural area and has been landscaped with several   trees  including chikoo, amla, papaya, coconut and mangosteen trees and has a variety of flora and fauna, including exotic birds and animals, koi fish and turtles  with the farm having additional animals including fowls, camel, horse and a donkey which enhance animal-man-nature connect..

Locational disadvantages are mitigated as we are a fully residential self contained campus, .  There is also a large farm of the trustees nearby to which LEAD has complete access and is used for outbound training, kitchen gardening and  vegetables and  poultry is supplied by the farm .The advantages of a pollution free and green campus and proximity to the town and to Coimbatore is helpful.

The facilities at LEAD are also made available on a zero cost basis to the local community for events. Special camps are organized for local school children and free two week training and meals are provided to batches of girl students from the local industrial training institute.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | LEAD COLLEGE OF MANAGEMENT |
| Address | LEAD College of Management, Dhoni, Palakkad 678009 |
| City | Palakkad |
| State | Kerala |
| Pin | 678009 |
| Website | www.lead.ac.in |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Director | Thomas George K | 0491-2553693 | 9846276936 | 0491-2533693 | info@lead.ac.in |
| IQAC / CIQA coordinator | Umesh Chandrasekhar | 0491-2553663 | 8903137390 | 0491-2523693 | umesh@lead.ac.in |

| Status of the Institution | |
| --- | --- |
| Institution Status | Self Financing |

| Type of Institution | |
| --- | --- |
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
| --- | --- |
| If it is a recognized minroity institution | No |

| Establishment Details |
| --- |
| |

| State | University name | Document |
| --- | --- | --- |
| Kerala | University Of Calicut | View Document |

| Details of UGC recognition | | |
| --- | --- | --- |
| **Under Section** | **Date** | **View Document** |
| 2f of UGC | 07-03-2022 | View Document |
| 12B of UGC | | |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
| --- | --- | --- | --- | --- |
| **Statutory Regulatory Authority** | **Recognition/Approval details Instit ution/Department programme** | **Day,Month and year(dd-mm-yyyy)** | **Validity in months** | **Remarks** |
| AICTE | View Document | 10-06-2023 | 12 | |

| Recognitions | |
| --- | --- |
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency? | No |

| Location and Area of Campus | | | | |
| --- | --- | --- | --- | --- |
| **Campus Type** | **Address** | **Location\*** | **Campus Area in Acres** | **Built up Area in sq.mts.** |
| Main campus area | LEAD College of Management, Dhoni, Palakkad 678009 | Rural | 1 | 3948 |

# 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| PG | MBA,Management | 24 | Graduate | English | 300 | 300 |

**Position Details of Faculty & Staff in the College**

| | Teaching Faculty | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Professor** | | | | **Associate Professor** | | | | **Assistant Professor** | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 6 | | | | 4 | | | | 22 | | | |
| Recruited | 6 | 0 | 0 | 6 | 2 | 1 | 0 | 3 | 15 | 7 | 0 | 22 |
| Yet to Recruit | 0 | | | | 1 | | | | 0 | | | |

| | Non-Teaching Staff | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 43 |
| Recruited | 22 | 21 | 0 | 43 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 8 |
| Recruited | 6 | 2 | 0 | 8 |
| Yet to Recruit | | | | 0 |

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 6 | 0 | 0 | 2 | 1 | 0 | 6 | 3 | 0 | 18 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 4 | 0 | 12 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 4 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 5 | 0 | 19 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Details of Visting/Guest Faculties | | | | |
|---|---|---|---|---|
| Number of Visiting/Guest Faculty engaged with the college? | Male | Female | Others | Total |
| | 14 | 4 | 0 | 18 |

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| PG | Male | 370 | 7 | 0 | 1 | 378 |
| | Female | 192 | 8 | 0 | 0 | 200 |
| | Others | 0 | 0 | 0 | 0 | 0 |

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|---|---|
| SC | Male | 0 | 0 | 0 | 0 |
| | Female | 1 | 3 | 1 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 2 |
| | Female | 0 | 0 | 1 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 96 | 86 | 79 | 42 |
| | Female | 53 | 52 | 29 | 37 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 76 | 82 | 49 | 26 |
| | Female | 53 | 46 | 27 | 37 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 279 | 269 | 186 | 144 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | LEAD College of Management prides itself in offering a different MBA program. The focus is based on a program which is best described as "Management Beyond Academics." We believe in |
|---|---|

the Knowledge-Skill-Ability development. The program delivery has a very strong element of ABCDE learning and goes beyond the mandated syllabus of University of Calicut which as a non-autonomous affiliated college we have to follow. The delivery mechanism focuses on ABCDE modes of teaching learning excellence. Activity-based, Blended, Collaborative, Directed and Experiential learning. At the operational level, experential learning at LEAD encompasses social sciences, visual sciences, arts, crafts, theatre, outbound training and social engagement modules. From the subject level, there is a mandatory company internship of 4-6 weeks which exposes the student to the Multidisciplinary / interdisciplinary approach at an organisation level followed by an industry project at semester 4 and delivers value in terms of job skills and an understanding of the management approach which deals with accounting, business environment, economics, finance, operations, marketing , HRM , systems and IT: these are also taught subjects and elective options in the progam. The final project also calls for skills in these disciplines: An Indicative example of this approach At LEAD, we have a unique model of learning process which is titled as LOT: Leadership Operational Excellence Team. This pivots around Multidisciplinary / interdisciplinary approach. All students based on their interest are grouped into 15 core areas relevant to the LEAD operations and they along with faculty mentor deliver outcomes and manage institutional process for the three semesters of the 4 semester program :For 2021-22 the mapping was LOT@LEAD GROUPS 2021-22 Administration & LDC Admission Arts & Sports Canteen Competition Entrepreneurship Events Hospitality & PR Inst Soc Resp LEADography Outbound Training Placement Research & Consultancy Sustainability Training and Skills and the defined outcomes were mapped as LEARNING OUTCOMES LOT@LEAD MODULE OUTCOMES Management by Consensus Dialogue not debate resource Management Sustainable practices Enhanced Planning skills Event Management Negotiation Skills Emotional Quotient, Social Quotient, Adversity Quotient Spiritual Quotient, Resilience, Self-awareness Seva : Selfless Service Titiksha : Tolerance Mutida : Celebrating others' success Karuna: Empathy Maitri : Friendliness

| | Kutuhala : Curiousity Samalochana: Self analysis A report is available at https://lead.ac.in/assets/qa/lot.pdf |
|---|---|
| 2. Academic bank of credits (ABC): | In the current context we are an non autonomous insitute affiliated to University of Calicut. We have prepared suitable strategies to create ABC strategies and leverage this . For example a. We have networked with institutes in India for a collaborative admission processes and engagement. This is at http://lead.ac.in/leadxmba/ and we are expanding this portfolio. b. We are currently running unique certificate programs at LEAD. These can be translated to credit offsets if the student wishes to join a full time MBA program THE LCEP Program: LEAD runs a special program every year focussing on enterpreneurship which is over 3 months on alternate weekend schedule. This is now in the third cycle . The focus is on experiential learning and run in a bootcamp mode with 75+ hours of engagement in campus with an equivalent of self study and a capstone project. The details are available at https://lead.ac.in/folder-9.html We also run an AIMA PGCM program: All India Management Association's PGCM- Post Graduate Certificate in Management (PGCM) is a one year, credit based programme approved by AICTE, Ministry of Education. It is a direct specialization programme offered in both traditional and new age specializations namely Digital Marketing & Strategy, Business Analytics (Marketing/HR/Fraud Analytics as electives), Entrepreneurship & Family Business, Marketing, International Business, Human Resource Development, Finance, Operations System & Retail Management. The learners can select the specializations as per the areas of interest and the professional requirements. The programme is divided into two semesters, in which the student gets the opportunity to gain industry relevant, in-depth knowledge through the PGCM specialization they opt for. The link is at https://leadbi.in/ Post autonomy and leveraging the NEP we intend to formalise credits for the above for consideration when the students completing them join our MBA program. |
| 3. Skill development: | The Pedagogy on ABCDE modes of teaching learning . Activity-based, Blended, Collaborative, Directed and Experiential learning. LEAD has identified the following skills for development and |

has embedded them in the curriculum and teaching learning process. Some examples are given below. Foundation skills: These are delivered in three stages: 1.A pre-entry mandatory 6/7 day residential workshop for all who intend to join LEAD. The program helps students to understand the skills needed which include, communication, interpersonal, negotiation, self confidence, time management, management of self and creative thinking. 2.At entry, a bridge course consisting of 4 core modules which include, communication, maths, accounting and computer skills over 8 days is delivered with assessments to help identify students abilities early on. 3.The above are complemented further in the first semester with 4- credit papers e.g Business communications, quantitative techniques Operational Skills: LEAD Operational Excellence Team details of which are stated in the multidisciplinary approach section. The teams are mandated to deliver at least 10 events per year and manage institutional activities. The learning outcomes include, planning and contingency planning, budgeting, organising, ( PODSCORB), crisis management, networking, team-work, sense of service and empathy and resilience . LEAD institutionally also organizes and hosts 8-10 student managed flagship events Skills at workplace: At the end of first year LEAD mandates a 4-6 week internship (this is not mandatory as per syllabus). Most students have no work experience, and this module helps deliver skills of time management, discipline, ability to work on their own initiative, understanding office dynamics and skills in reporting, presentation and collaboration. The internship is evaluated and learning outcomes are noted . All students also need to work on a project with a company which is research based or problem solving based. This means working on a project in-situ at the company for 2-3 weeks and this helps in developing their skills further and be placement-ready. Soft and Social skills: Additional training is given by the Placement cell from semester 1 to prepare students for a successful career. The placement team delivers training on interview skills, group discussion, grooming, language and presentation skills. Life skills are delivered through a dedicated program Outbound Training schedules – 3 day workshops. Language skills are enhanced through a mandatory value add module-News Analysis . Several Value

| | |
|---|---|
| | added courses include Excel, SAP, first aid training , and clubs at LEAD Toastmasters Club, Rotaract Club, JCI clubs and institutional social responsibility projects, cultural events, cause espousal, sports competitions , celebration of festivals and a unique fresher's event L:MAD all contribute to the development. Entrepreneurial skills. The E-LEAD cell conducts several weekend programs and training sessions and students are encouraged to attend these. They also participate in business plan contests and management festivals across the state. In addition, a value added module on Entrepreneurship is mandated for the students. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | INDIC VALUE & CULTURE AT LEAD The Operating Model:Gurukulam: Fully Residential And Self Contained Campus Svadharma: Trust Model- No Gates in campus Chintana, Svastha: :Mandatory yoga, meditation and Turning point session Hitopadesha and Margadarshana In-Situ Faculty Mentors 24/7 Mentoring Model Maitri:Cultural Visits and celebrations Vasudaiva Kutumbakam Unity In Diversity Curated Celebrations Beyond Religions: Calendar Mandated Eid Holi Vishu Onam Diwali Christmas Chetana: UNSDG Cause Espousal Arts & Culture Events Lot Culture Events Samskriti: Displays Arts And Crafts Creation Celebrating Kerala Art From Coconut Rangoli/Pookolum Dance Form Ayurveda And Nuances Ethos Prakriti Animal Care And Farming Vasundhara:Green Lead Initiative. Green Lot Sewa@Lead Samaja Seva Samvedana Cause Espousal Guru Shishya Mentorship Bite Size Sessions On Indian Ethos Karuna: Animal care and feeding the poor, CSR |
| 5. Focus on Outcome based education (OBE): | The institution has devised initiatives to make its curriculum Outcome-based Education (OBE), and go beyond the university syllabus mandates which go back to2016. Hence the driver is to add substantive value to our curriculum and deliver outcomes relevant to out stakeholders . We have established and implemented a Curriculum Alignment Review and Enhancement process (C.A.R.E). The CARE process is used to review the stakeholder requirements, University Curriculum, and the events happening in the external environment that could have an impact on the teaching-learning process and align, revise and enhance the Curriculum in order to ensure that the University curriculum meets the |

program education objectives set for it and make MBA course in line with industry's requirement. Value-added courses, Bridge courses contribute to the attainment of the Program outcomes of the course and the institution is able to offer OBE. This mapping is reviewed evey two years and outcomes are mapped in three ways: 1. Through internal components/exams/assignment etc using course outcomes matrix 2 Direct measure of Program Outcomes during internships, projects and other capstone activities.projects 3. Other modules delivered by placement cell and third party trainers. Indirect measure include students feedback survey and their self assessment of the progress. Post 21-22 measures a review was conduct to start a course audit and outcomes review and the course outcomes were realigned. The current mapping for the MBA program is given below Vision:To be recognized as a leading Business School in the country, developing Global Leaders, and Ideas that significantly impact the society Mission M1. To provide a transformational learning experience, that enables the students to realize their true potential to be global leaders. M2. To attract the best global talents and enable them to together create and disseminate new knowledge. M3. To foster a teaching-learning environment that forges moral values and ethical behavior. PEOs PEO 1: Demonstrate updated knowledge and superior skill as management professionals. PEO 2: Possess and promote an aptitude for research, innovativeness and life-long learning PEO 3: Display ability in setting Organizational goals and building/motivating multi-dimensional teams to achieve them. PEO 4: Formulate and implement Corporate Governance policies, practices, decisions, as true global leaders upholding Societal, Environment and Ethical values POs PO 1: Problem Solving Apply the knowledge of management theories, concepts and practices in Management to solve business problems. PO 2: Decision-Making Foster Analytical and critical thinking abilities for data-based decision-making. PO 3: Value Based Leadership Ability to develop Value-based Leadership ability PO 4: Communication Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business PO 5: Team Work Ability to lead themselves and others in the achievement of

| | organizational goals, contributing to a team environment. PO 6: Self Initiative Develop and ability to be self –initiated and resourceful. PO 7: Transferable Skills Build competencies in Transferable Management skills, Information Technology skills and Digital communication skills. |
| --- | --- |
| 6. Distance education/online education: | The institution is an affiliated college of the University of Calicut and has yet to obtain autonomous status. However, the college offers NPTEL - MOOC courses to our students and also prepares the students with finance electives for the NISM courses.We conduct special classes, revision sessions and modules for outstation students as remedials using zoom. In additional all students are mandated to attend 2 online cerfication programs from industry perspective, eg, short online course from ACCENTURE Avodha AWS training and certification Be positive institute of skilling pvt ltd Corporate Finance Institute Coursera Forge Future learn Goldman Sachs GOOGLE |

**Institutional Initiatives for Electoral Literacy**

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | The Voter Literacy Forum is what we have initiated at LEAD. Kerala is a state which has a history of election advocacy, has the highest literacy rate and constantly is amongst the top 5 states for voter turnouts generally over 75%.The forum is a place to enhance voter awareness, their constitutional obligations and use of tools like RTI and providing platforms for dialogue and debate amongst various political parties |
| --- | --- |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | The Voter Literacy Forum is a subset of LOT initiative and is attached to the Institutional Responsibility Team. There is a 10 strong unit which is mentored by a faculty and is a mix of both genders. Additional support is drawn from other LOT teams like LEADography ( Social Media and creatives) for example |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of | ISR has created several media messages, undertaken a drive to ensure delivery of the ballot registration strips and helped with transport for the local community who may not have transport or may need |

| | |
|---|---|
| students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | support. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | Whilst Voter Literacy Forum hosts a few events, LEAD has a strong presence by way of campus Rotaract and JCI clubs who conduct several activities and awareness campaigns in the community. The also work with other NGOs to support their initiatives. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | As we are a post graduate program all our students are over 18 and the current batches in place have had the experience of voting in 2021 assembly elections and a few in the 2019 general elections. |

# Extended Profile

## 1 Students

**1.1**

**Number of students year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 563     | 472     | 332     | 304     | 286     |

| File Description | Document |
|------------------|----------|
| Upload Supporting Document | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

## 2 Teachers

**2.1**

**Number of teaching staff / full time teachers during the last five years (Without repeat count):**

**Response: 61**

| File Description | Document |
|------------------|----------|
| Upload Supporting Document | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

**2.2**

**Number of teaching staff / full time teachers year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 31      | 27      | 24      | 26      | 27      |

## 3 Institution

**3.1**

**Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 920.9   | 656.6   | 356.6   | 408.9   | 419.6   |

| File Description | Document |
|---|---|
| Upload Supporting Document | [View Document](#) |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curricular Planning and Implementation

**1.1.1**

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

Curriculum Delivery Process at LEAD:

- The academic calendar is issued by the University of Calicut annually and is often subject to changes and delays which hinders effective planning , especially when there are changes in the final semester exam dates .

- LEAD is a temporarily affiliated non-autonomous institution. Academic calendar planning is   a challenge  . LEAD, being a  full residential school, we create redundancies in   time table and the semester time-apportionment to ensure that there is adequate time for completion of the syllabus, provide slack to ensure co and extra curricular activities and provision for revisions.
  The academic calendar is  kept flexible and sufficient   time cushion   is provided to ensure that the syllabus is completed .

  At least a month before the start of the semester, subject-faculty allocation is completed,   faculty teams review the previous course plans and audit data and prepare the plan for the forthcoming semester.

- This is   previewed by senior faculty and the deputy director to ensure the detailing, sessions planned, assessments used and what value addition, reading material and content is included in the course plan.

- Subsequently during the program delivery, reviews are undertaken which included:

  - Assessment and audit of the international assessment tools used to include internal examinations question papers.

  - In-situ teaching observations and reporting by assigned faculty

  - Student feedback to mentors on a periodic basis.

- After completion of each internal examination and answer script evaluation, a random audit is conducted to ensure that the evaluation is valid, transparent and that students have reviewed their performance individually and have been advised areas for improvement.

- The course file which each faculty member maintains contains 23 items and maps the entire

delivery, teaching and learning measures , outcomes and audit reports.

The map is at https://lead.ac.in/folder-2.html

To ensure proactive preparedness, internal tests are planned for at the end of each module of a subject( a subject has generally 5 modules) and at least 3 are mandated in a semester. at regular intervals. In addition to this, faculty also include at least two more elements of non-test assessments including assignments, presentations , case studies, activity based learning and mini-projects. The assessment of each component is completed and published , generally within 7 working days, which helps both the students and faculty identify the students who need additional support early on. Each internal test is written in a dedicated test booklet for each subject across the semester and the students review each performance, validate the scores given and seek advice. This process also helps faculty to ensure that this form of internals assessment helps in identifying those who need additional support early on. The tests are patterned on the final semester examinations which provides practice and helps formulate a strategy to attempt the final semester paper.

As there a uncertainties in the final semester examinations dates for every semester , a condensed review workshop is conducted a week before the examinations begin thorough a process of virtual and physical mode to refresh and prepare the students

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 1.2 Academic Flexibility

**1.2.1**

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response:** 30

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document](#) |

**1.2.2**

*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*

**Response:** 59.12

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 491     | 226     | 100     | 168     | 172     |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |

## 1.3 Curriculum Enrichment

**1.3.1**

*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

**Response:**

Though we are limited in syllabus mandate because of University of Calicut, LEAD has created a unique model to enshrine the following

Professional Ethics: This module is the taught subject Management and Business Ethics. Apart from this students sign charter undertaking professional behavior on campus and to regulatory compliance. Ethics is again reinforced in the Turning Point Modules , Outbound Training and regularly during the mentor meetings . The Library runs a session on plagiarism and transparency. The SOPs for the examinations are in place and any incidence of malpractice if firmly dealt with in a transparent manner During Placement Training Modules corporate behavior, expectations are reinforced. 3 sessions on ethics as a separate module/initiative each of 30 minutes is conducted as a communication exercise.

Gender Sensitivity : Several co-curricular activities mandated in the academic calendar , activities undertaken by LOT teams, JCI and Rotaract clubs ensure that there is a healthy outlook and an appreciation of diversity, equity and inclusion. Students volunteers also are active in NGO programs like (Victims Information, Sensitization, Welfare and Assistance Society) . Special events commemorating international women;s day, mothers day and events centered around UNSDG 5 which includes staff appreciation, espousing gender issues, POSH regulations and advisories are issued and documented and circulated. Outbound Training modules often engage team activities which are physical and the sessions are mentored and body awareness, respect of touch and communications are enforced in these sessions,

Similarly environment and sustainability in the curriculum is driven more by activities in-campus and out of campus activities/engagements. We have Green LOT which manages the environment, the flora and

fauna including visiting the farm. Expression of human values is also delivered through institution social responsibility ( ISR) LOT team. As an example, they just concluded a one day awareness program on dyslexia and during the Onam festival provided food for the needy in the locality.

As an outline

1. Professional ethics are mandated in the handbooks and the SOP documents of the institute.

2. There is a 2 module unit on management ethics in the first semester

3. The Library :Nalanda: runs sessions on plagiarism and Turnitin licenses are in place..

4. The QLEAD team reviews activities and flags ethical risks.

5. Environment and sustainability initiative and delivered through cause espousal and best-practices and embracing LEAD SEWA model https://lead.ac.in/assets/qa/SEWA@LEAD-REPORT-2021-22.pdf

6. The pre-admission program which is mandatory Turning Point dwells on several sensitive issues including gender, human values, Indian ethos which are reinforced by cause espousal and events by the students.

7. Activities which encourage ethics: For example, running camps for driving license application to enhance compliance and safety, student undertakings and societal engagement participation and behavior change marketing activities undertaken by the students.

8. LEAD organizes over a dozen programs in-campus annually where students participate and engage, These are cause espousal, social awareness and also special groups to promote sustainability ( Green LOT) and the ISR( social responsibility ) LOT.

9. online social media messaging we do regularly to promote higher values. SOME EXAMPLES ARE enclosed at https://lead.ac.in/assets/qa/social-media-message-2021-22.pdf

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**1.3.2**

**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**

**Response:** 89.88

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 506

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 1.4 Feedback System

**1.4.1**

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

| File Description | Document |
|---|---|
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | [View Document](#) |
| Action taken report on the feedback analysis | [View Document](#) |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Enrolment percentage**

**Response:** 90.43

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 279 | 269 | 186 | 144 | 162 |

2.1.1.2 **Number of sanctioned seats year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 300 | 300 | 190 | 180 | 180 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Final admission list as published by the HEI and endorsed by the competent authority | [View Document](#) |
| Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only. | [View Document](#) |

**2.1.2**

*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

**Response:** 100

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 120     | 120     | 76      | 72      | 72      |

**2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 120     | 120     | 76      | 72      | 72      |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | View Document |
| Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable) | View Document |

## 2.2 Student Teacher Ratio

**2.2.1**

**Student – Full time Teacher Ratio**
**(Data for the latest completed academic year)**

**Response:** 18.16

## 2.3 Teaching- Learning Process

**2.3.1**

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

LEAD College of Management embraces the ABCDE methodology(Activity based learning: Blended learning : Collaborative Learning:Directed Learning:Experiential Learning Focussed Learning )

Extensive collaborative and experiential learning is delivered through the processes of Turning Point,

Outbound Training and LEAD Operating Team philosophy apart from the curated events and programs conducted at LEAD by the Rotaract , JIC and YMens' Club.

We train our students on SAP and SPSS. We have initiated faculty training and subsequently student training on an open source statistical software JASP 2.0 wish is an online application tool. Our smart classrooms have ready access to content repositories and the applications embedded in the smartboards enable virtual participation, quizzes using smartphones , real-time assessments and evaluation.

Even though internship is not a requirement as per the university syllabus, we mandate a minimum 4 week internship for our students to ensure that they experience corporate life and learn professionalism and how to work in that environment.

Case study methodology adopted for almost all subjects as in a typical management school. A separate statement for experiential is also enclosed. For the period the courses had the following embeds. These are indicative :

BUS IC 01:Business Communication: Role Play , theater , social media engagement

BUS IC 03: B Laws Case Study, Directed learning

BUS IC 05: Bus Environment:Activity and Collaborative: News Analysis module add-on

BUS IC 07: QT:Computer Lab, software use

BUS IC 08:Accounting for Managers:Balance sheet group activity

BUS 2C 09:Soft Skill Development:Role-playing, extempore speaking

BUS 2C 10:Marketing Management:Field work, team presentations and analysis

BUS 2C 12:OM:industry-specific discovery, online learning, simulations

BUS 2C 13:HRM:Field visit, HR interaction.

BUS 2C 16:BR mini-project assignment, statistical software training

BUS 3C 17:Advanced Strategic Mgmt: Simulation-software case-study, industry report , news analysis

BUS 3C 19:Entr. Dev. & Project Mgmt.B Plan development, team activity

Functional Electives:Case study, group discussion, self learning via videos and discovery , group/team activity, expert sessions from industry

BUS 4C 25: Major Project:Field work, working in company environment, focussed learning

- Data on timetable , attendance and assessments is maintained by faculty at our LMS Linways which students can access real time.

- Faculty use video narratives/stories from youtube for example

  - https://www.youtube.com/c/ThinkSchool --one example used is AMUL:https://www.youtube.com/watch?v=nnwqtZiYMxQ&pp=ygUEYW11bA%3D%3D. Additional websites used are https://tradingeconomics.com/ and World Economic Forum-Insights. These are embedded in the course plans.

- Simulation is used for core courses and electives.https://mitsloan.mit.edu/teaching-resources-library/management-simulationsis used and in some cases Harvard Business school is used.

- Faculty has created an online repository of review lessons and important topics to help students needing support and to capture knowledge. These are done as video recording and often faculty use ZOOM to record sessions.

- Social media assignments leveraging sites like LinkedIn and business journals are given out to encourage students to understand and harness the power of ICT.

- SAP training is a mandate for students and faculty to mentor the sessions.

- We have mandated completion of 2 online courses for each student.In r 2022-23 over 80% of the enrolled students completed courses by TCS, Google, IBM Training, Microsoft, AWS and other leading companies.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

## 2.4 Teacher Profile and Quality

**2.4.1**

**Percentage of full-time teachers against sanctioned posts during the last five years**

**Response:** 97.83

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 32 | 28 | 25 | 26 | 27 |

| File Description | Document |
|---|---|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | View Document |

**2.4.2**

*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*

**Response:** 53.33

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 21 | 17 | 12 | 12 | 10 |

| File Description | Document |
|---|---|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | View Document |
| Institution data in the prescribed format | View Document |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awaeded by UGC recognized universities | View Document |

## 2.5 Evaluation Process and Reforms

**2.5.1**

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

**Response:**

Procedure for grievance handling of internal assessment

- If students have any grievance against any member of faculty, this shall be dealt with at three levels .
  - student may discuss it with the concerned faculty.

- If not solved he student submits a writtencomplaint to Director
- A Committee headed by director,institute, one senior teacher and concerned faculty will attempt to resolve it.
- lf not resolved, the director forwards the complaint and the response detailsto the Controller of Examinations, University ofCalicut whowill set up a committee
- The Committee will consider and take a final decision based on the facts presented by the student(s)and the concerned teacher and the answers they get from them.

At LEAD, we resolve most grievances at the faculty level and also in place a robust system of intenal audits and transparency in place. All marks are available at our LMS portal for students to view. All Internal exams for the semester is conducted in student and subject specific booklet. The faculty evaluates the answers and enters marks on the cover of the booklet. The student verifies the scores ,confirms the totals and once satsified,signs on the cover to confirm accceptance. An extended map is given below and examples of how the marks are displayed is included in 2.5.1.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

**Response:**

Currently LEAD has only one flagship program the MBA which is  administered under the non autonomous temporary affiliation of University of Calicut. LEAD College of Management has curated its on PO CO as the affiliating university syllabus does not have the mapping This is displayed at:

- Website: https://lead.ac.in/regular-mba/   and included under quality and accreditation page:https://lead.ac.in/folder-9.html
- At the institution building and all classrooms including the board room
- A detailed manual of outcome based education is also uploaded under NAAC at https://lead.ac.in/assets/qa/obem@LEAD.pdf and a sample report is also embedded at https://lead.ac.in/assets/qa/IQAC-REPORT-FOR-SEMESTER-1-PO-CO-2021-23-BATCH.pdf

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

POs and COs are evaluated as a form of continuous assessment at the formative level. The semester exams are conducted by the University and there is no data available in time to take any action but to enhance exam preparation.

Each subject has at least 5-6 elements of assessments which are mapped to the COs. These comprise of 3 internal tests held over the semester, 2-3 other forms of assessment including assignments, presentations, reports, activities and case studies. The course plan details the outcomes, the measures used and the PO-CO mapping. The internal components and tests are evaluated and the internal tests are administered in a notebook which is evaluated and reviewed by the students and teachers assist them to understand their performance. Data is mapped in the LMS -Linways and cyclical reports are generated and discussed by the associate dean( academics) the subject teacher and the mentor: An example of analysis is given below

| PO5: Lead themselves and others in the achievement of organizational goals contributing effectively to a team environment | | | |
|---|---|---|---|
| **POs** | **Target Level** <br><br> (80% of Max) | **Achieved Attainment Level** | **Observation** |
| PO5 | 1.96 | 1.90 | Does not meet Target. Specific Action required |
| **Identified Courses with weakness (< 80% of max attainable value)** | | **Observation** | **Action taken** |
| BUS 1C 05 Environment and Business | | CO4 Contributing a low level of attainment (2.15) | Action : No of case studies about the dynamic business environment increased in the course plan |
| BUS 2C 10 Marketing Management | | CO2. CO3, CO4 have a low level of attainment which adversely affected the PO5 | Weakness in analyzing various performance management instruments addressed by revising the course plan to include |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  | practice analysis activity in Classroom with peer coaching and learning. |

| POs | Target Level (80% of Max) | Attainment Level | Observation |
| --- | --- | --- | --- |
| PO6 | 1.97 | 2.00 | Meets Target. No Specific Action required |

**PO6: Develop an ability to be self-initiated and resourceful.**

| Identified Courses with weakness (< 80% of max attainable value) | Observation | Action taken |
| --- | --- | --- |
| Courses with high correlation and lower Attainment values are BUS 3C 17 – Advanced strategic Management BUS 4C 22- Corporate Governance. BUS 3EM 01 – Consumer Behaviour & Marketing Research. BUS 3ES 04 – Enterprise Resource Planning. |  | **Action** – Courses with borderline attainment monitored closely. |

.

| POs | Target Level | Attainment Level 2018-20 | Observation |
| --- | --- | --- | --- |
| PO7 | 1.99 | 1.95 | Does not meets Target. No Specific Action required |

PO7: Build competencies in transferable Management skills, Information technology skills, and Communication skill

| Identified Courses with weakness (< 80% of max attainable value) | Observation | Action taken |
| --- | --- | --- |
| Courses with high correlation and lower Attainment values are BUS 3C 17- Advanced Strategic Management (All COs) BUS 3C 19- Entrepreneurship Development & Project Management (CO5 2.10) BUS 4EM 06- Retail Management(CO4 - 1.94) |  | **Action 1** – Courses with borderline attainment identified and monitored closely. **Action 2** –Introduced experts talks on use of technology and communication in Advanced Strategic |

management Course.

**Action 3 –** Made pursuit of certification programs on online platforms compulsory for EDPM Course

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**2.6.3**

**Pass percentage of Students during last five years  (excluding backlog students)**

**Response:** 92.83

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 255 | 123 | 128 | 152 | 119 |

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 278 | 130 | 142 | 163 | 124 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document](#) |
| Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise. | [View Document](#) |

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.33

| File Description | Document |
|---|---|
| Upload database of all students on roll as per data template | [View Document](#) |

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

**3.1.1**

*Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)*

**Response:** 77.93

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11      | 12      | 30      | 19.44   | 5.49    |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |

## 3.2 Innovation Ecosystem

**3.2.1**

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

LEAD has created a strong niche in entrepreneurship and has provided services like business incubation and seed money for encouraging innovations. The entire effort is headed by a Dean and ideation and design thinking and creativity modules are included as activities. Additional examples are where faculty have created bite-sized videos to help students follow and learn out of class hours. Faculty are also felicitated for their innovations and several student engagement including LOT model themselves drive innovation.

Academic innovations include unique assignments and activities , some of which have been covered in television channels. Our course-plan management and audit creates a unique repository and the plan itself captures all resources as embeds and is available online for faculty and students to pursue and new faculty to engage with the subject matter with an advantage. Our value added module News Analysis is unique as it drives business information and awareness to our students through a flipped mode and using short single page worksheets to engage in learning by discovery. Similarly, our competence in outbound training activities means we add new challenges to it and these are video recorded and training modules

and documentation is preserved. Our innovative admission process ULEAD and the flagship training program Turning Point is a shared with stakeholders and in 2023 a unique 2 day workshop Profit+ for academic leaders was conduct to share the admission strategies and processes which are unique to LEAD.

Additional information is included as additional information about LEAD BI cell

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**3.2.2**

*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*

**Response:** 29

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 29 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document](#) |

## 3.3 Research Publications and Awards

**3.3.1**

**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**Response:** 0.69

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3 | 12 | 9 | 8 | 10 |

| File Description | Document |
|------------------|----------|
| Link to re-directing to journal source-cite website in case of digital journals | [View Document] |
| Links to the papers published in journals listed in UGC CARE list or | [View Document] |
| Institutional data in the prescribed format | [View Document] |
| Provide Links for any other relevant document to support the claim (if any) | [View Document] |

**3.3.2**

**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

**Response:** 1.07

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 37 | 7 | 11 | 9 | 1 |

| File Description | Document |
|------------------|----------|
| List of chapter/book along with the links redirecting to the source website | [View Document] |
| Institutional data in the prescribed format | [View Document] |
| Provide Links for any other relevant document to support the claim (if any) | [View Document] |

## 3.4 Extension Activities

**3.4.1**

**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

- Candle-light march in the locality to create awareness about Nirbhaya Day and observe it.

- A bicycle rally on Word River Day in support of an NGO Friends of Bharathapuzha: A Peoples' Collective for Protecting Bharathapuzha River,

- World Heart Day. Sessions were conducted by eminent doctors and the local community also participated in this event and learnt about managing the heart .

- The Gandhi Jayanthi cleanliness drive on October 2 in the local area and the vicinity surrounding the local police station saw students running this campaign and collecting waste and helping community to reinforce swacch bharat scheme

- A Blood donation camp in collaboration with HDFC Bank at LEAD was conducted and over 100 volunteers donated blood

- A first aid training and safety camp was organized by LEAD in association with the Indian Red Cross which benefited students and several householders and small business workers , staff and other community members.

- Free 2 week computer training and meals were provided to students of the local ITIs. During the period over 100 girl students benefited.

- Students also ran social media campaign on FB and Instagram and displayed posters in front of the campus to create awareness amongst the passing public

- LEAD sponsored and conducted the 3rd state Chess Championship for the Blind in their campus. 100+ attended

- Free Computer training and meals to students of the local ITIs. During the period over 100 girl students benefited.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

**3.4.2**

**Awards and recognitions received for extension activities from government / government recognised bodies**

**Response:**

LEAD College of Management has achieved several awards for its extension activities. For example in May 2023,they received the best performing team award from the Kerala Enterprise Centre for running the youth ideation bootcamp. Both the JCI and Rotaract clubs at LEAD have won best club awards for their extension and outreach activities and achievements.

**3.4.3**

*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

**Response:** 44

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 14 | 7 | 18 | 4 | 1 |

| File Description | Document |
| --- | --- |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 3.5 Collaboration

**3.5.1**

*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*

**Response:** 46

| File Description | Document |
| --- | --- |
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

**The Institution has adequate infrastructure and other facilities for,**

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

**Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)**

**Response:**

### Sports Facility

LEAD College of Management gives adequate importance to sports to let students imbibe the spirit of winning, teamwork and maintain fitness. The Campus has both Indoor and Outdoor sports facility. Outdoor games include Cricket, Football. Indoor facilities include facilities for Volleyball, Basketball, and Throw ball, Badminton, Table Tennis, Chess and Carroms.

The institute also organizes various sports competitions and events for the students as well as for the public. These events are organized by the students themselves thus deriving twin benefit of putting their sport skills to test with the best in the locality and horning their organization skills.

### Indoor Sports Facility

The institute has an indoor sports complex where the following games and tournaments are held

1. Swimming
2. Volley ball court
3. Basketball court
4. Badminton court
5. Table tennis
6. Chess
7. Carroms

### Outdoor Sports Facility

The outdoor sports facilities of the Institute are

1. Football turf
2. Cricket
3. Volley ball
4. Throw ball
5. Facilities for adventure sports

We also have a swimming pool in our campus, and access to the Trust's 13 acre farm for outdoor activities and training. There is a gym with a dedicated trainer in place. Within the campus there are other field equipment including wall climbing and meditation pergola.

There are two large auditoriums: The outdoor arena which can hold 600+ and provides a multi-functional use from concerts to yoga. The roof top auditorium houses around 300 seats and is used for yoga, cultural activities and events.

https://lead.ac.in/sports-facility/

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**4.1.2**

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 26.22

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 175.94 | 239.78 | 146.30 | 93.79 | 68.46 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document](#) |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | [View Document](#) |

## 4.2 Library as a Learning Resource

**4.2.1**

*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made.  The library is optimally used by the faculty and students*

**Response:**

 **Library**

LEAD college has a well-structured and well-resourced physical and digital repository in its Library. One of the unique features in the Library is its Open access. The library is essentially unmanned and students can walk in at any time choose the books they would like to read, carry it with them if they prefer to read in their hostel and return them responsibly after use.  The library also has printers, high-speed internet connections through Wi-Fi. Recently KOHA library software is deployed (https://koha-community.org/)

The details of resources available for use by the students are as follows

*Availability of Library Resources*

| Type of Library Resource | Availability |
|---|---|
| Books | 6968 |
| International Journals | 5 |
| National Journals | 18 |
| E- Journal | JGate |
| E-book Titles / Volumes | 1452 / 2325 |
| References | Dictionaries, Encyclopedias, Year books |
| Seating capacity | 100 |
| Number of PCs | 4 |
| Reprographic Facility | Yes ( 1 high speed printers) |
| High speed Internet & Wifi facility | Yes |

**Initiatives to motivate reading and library usage**

The faculty and the student recommendation play an important role in the decisions to purchase of titles or subscription to Journals and periodicals.  The participation of the students in purchasing titles for the library plays an important role in promoting usage of Library among the students. Students generally prefer reading in informal settings and to facilitate that they are given the freedom to carry their reading material anywhere they want, read it and return it after use. There are no restrictions on the using the books based on the number of books already in their names or with them. The institute has set aside an annual budgetary amount of Rs. 3,00,000 /- exclusively for purchase of books and journals. Apart from books and journal, specific Case studies, articles, case-lets, survey reports are procured based on the requirements indicated by the faculty, experts in the field or Visiting resources persons. The institute is presently planning the purchase of simulation software and Learning apps to facilitate experiential learning.

The library has subscribed access to Kindle and Magzter making over a million title and journal available to the students.

Apart from ensuring the availability of the books and adequate number of copies, the library also provides specialized services like

Provide bibliographic support for students and faculty for their research work.

Information search with J-gate and Delnet.

Newspaper clipping service, where important Newspaper clippings are scanned and mailed to the students and faculty.

Archiving the Best project works of students of previous batches and facilitating its availability to the students based on their topic of study.

Accessing and retrieving past University Question paper and their answer keys.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

## 4.3 IT Infrastructure

**4.3.1**

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

Approaches to teaching and learning are fast evolving and the role of IT infrastructure increasingly is getting more and more important. The Covid-19 pandemic has seen a phenomenal shift towards the technology and accelerated technology enhancement in LEAD College of management. From traditional lectures classes to blended learnings and online platforms LEAD has laid a very strong IT infrastructure that supports this transition.

The IT infrastructure backbone of LEAD College of Management supports the following functionalities efficiently for the faculty the students and the Alumni

- Teleconferencing facility
- Video Conferencing facility
- Audio, Video TV Lessons.

- Intranet and E Mail distribution
- Smart Classrooms
- Network drives and Cloud computing
- Virtual Classrooms
- Discussion forums
- Cloud based Learning Management system (LINWAYS).

Components of IT infrastructure available in LEAD college of Management are detailed below

| Type | Availability |
|---|---|
| Internet Bandwidth | 60 Mbps Leased line – BSNL<br><br>40 Mbps – BSNL National Knowledge network<br><br>200 Mbps- FTTH x 2 nos.<br><br>200 Mbps – RailWire – FTTH x 1No. |
| ERP Software | Cloud based Linways learning management system. |
| Wi-Fi Hotspots | All classrooms, Hostel rooms, Canteen, Seminar room, Auditorium Library and Activity rooms have high speed Wifi Internet facility. |
| Virtual Classrooms | Google Class room, |
| Video Conferencing and Online classes platform | Zoom Videoconferencing with capacity to accommodate 500 participants. |
| Digital Video Recording studio | Digital Camera, Studio lights, Green Screen and Video streaming, editing and recording software. HD display screens, powerful Computers and Microphone with noise filtering facilities. |

In 2022-23, several upgrades were undertaken including upgrade of SOPHOS firewall, 24/7 remote surveillance system and the WiFi node points were substantially enhanced to cover additional areas and remove blind spots. Over Rs 4 Lakhs was invested in upgrading the PCs in the lab and Rs 6 lakhs were spent in 2021 to strengthen the networks. A LED wal was also acquired with internet connectivity for the main auditorium. Samples of the purchase invoices are enclosed as additional/ indicative information.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

**4.3.2**

**Student – Computer ratio (Data for the latest completed academic year)**

**Response:** 4.9

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 115

| File Description | Document |
|---|---|
| Purchased Bills/Copies highlighting the number of computers purchased | [View Document](#) |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | [View Document](#) |

## 4.4 Maintenance of Campus Infrastructure

**4.4.1**

*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

**Response:** 12.77

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 175 | 69.7 | 42.33 | 25.52 | 40.21 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document](#) |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | [View Document](#) |

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

### 5.1.1

*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 15.64

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 160     | 103     | 22      | 21      | 0       |

| File Description | Document |
|------------------|----------|
| Year-wise list of beneficiary students in each scheme duly signed by the competent authority. | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

### 5.1.2

*Following capacity development and skills enhancement activities are organised for improving students' capability*

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*
4. *ICT/computing skills*

**Response:** A. All of the above

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

### 5.1.3

**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 95.45

5.1.3.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 550     | 450     | 300     | 296     | 272     |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |

**5.1.4**

*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

**Response:** A. All of the above

| File Description | Document |
|------------------|----------|
| Details of statutory/regulatory Committees (to be notified in institutional website also) | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 5.2 Student Progression

**5.2.1**

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 73.02

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 220 | 166 | 104 | 101 | 56 |

5.2.1.2 **Number of outgoing students year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 269 | 186 | 144 | 162 | 125 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |

**5.2.2**

*Percentage of students qualifying in state/national/ international level examinations during the last five years*

**Response:** 0

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations  year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 5.3 Student Participation and Activities

**5.3.1**

**Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years**

**Response:** 0

5.3.1.1 *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years*

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |

**5.3.2**

**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**Response:** 8.2

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12 | 11 | 8 | 6 | 4 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |

## 5.4 Alumni Engagement

**5.4.1**

**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

**Response:**

**LEAD College has a substantive alumni presence in India and in the Gulf. The LEAD College of Management Alumni Association ( LCMAA) is registered and is active in providing support for mentoring students, giving insights into career openings and participating in program development and also in admissions, placement training and acting as brand ambassadors. They meet periodically and the chairman travels to the Gulf and other cities to interact with them and take feedback. Over 11 events are organized every year in India and in the Gulf. Alumni associations also help in arranging training programs in their cities, enhancing LEAD visibility through media engagements. Alumni are also part of the program advisory committee and some alumni will be inducted into advisory roles for ISO and other activities and to support institute initiatives for autonomy and placement training. Alumni feedback report, registration certificate, byelaws etc.are included in additional information. The website ishttps://www.almashines.com/lcom The decennial celebrations of the first graduation batch will be held in October 2023. LCMAA also helps in internship support  placement leads at LEAD and take several sessions on training and skills for placement. Over four faculty members themselves are alumni of the program. The alumni association contributes generously to sponsor events and also help each other. For example, over Rs 10 lakhs was raised by them to help a fellow alumni to meet medical expenses.  Since 2021-22, the association has sponsored special grants, laptop cell phones, fee discounts and support to the institute financially. In turn LEAD also encourages alumni companies and businesses and supports them to commercially engage with the institute as a sign of trust. These include education software company, web design and  other service providers.**

**Later in October 2023.LCMAA is organizing an international alumni meet and celebrating the 10th anniversary of the first graduating batch**

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

**Response:**

The governance is aligned with the vision to develop socially committed leaders and entrepreneurs and mission parameters which includes intellectual contributions, enhanced teaching and learning experiences and social engagement.

The Governing structure of LEAD College of Management is

1. Prompt Charitable Trust: Oversight of LEAD College of Management Brand, strategy, growth and ensuring self-sustainability and stutury and regulatory compliance and management of finance

2. Board Of Governors: To mentor, advice and overview the progress and processes of LEAD College of Management and act as a beacon.

3. Program Advisory Committee:To review, recommend and evaluate the program and curriculum contents and suggest changes/improvements

4. Program Core Committee:To ensure that the MBA programs are managed effectively,

5. Strategic Planning Committee: Comprising of senior faculty, trustees and adfisors to plan , design , ensure delivery and realign the iinstutute

6. IQAC: To oversee statutory, regulatory, internal processes, accrediations , internal processes audits

The guidance booklet was designed in 2019 and is under review f . The booklet is enclosed

In 2022-23, several changes in the BOG members, committes and an update and inclusion of more policies and SOPs, including enhancing the IQAC remit and initiating ISO 21001-2018 to enhance quality management were introduced

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

## 6.2 Strategy Development and Deployment

**6.2.1**

*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

**Response:**

LEAD College of Management has a lean structure and a dynamic reporting system.

a. To ensure clarity of purpose and effective functioning several SOPs are in place. These are also supported by policy documentation for all the core activities of the college .

b. Student affairs are effectively managed at two levels: The daily interaction and engagement, liasing with the parents, advocacy for the students when needed and reporting to the management about the students is done through the "mentorship" system. This setup is essential as it generates transparency, quick accountability and an effective dashboard to pre-empt issues. The director meets all students in a townhall meeting once evey month and more so if need arises

c.Attendance, evaluation etc. is online , real time and with student access 24/7. This also helps in mitigating errors and helps in academic administration.

d. Employees handbook and employee contracts are circulated and explained in detail to all new joinees to ensure thorough understanding. Procedures re; staff attendance, reporting systems, KRAs are reviewed and unpdated as and when needed.

e. The Strategic Advisory committee meets every month and received reports of all key activities of the college.. They are charged to ensure process delivery and improvement.

f. Sensitive committies like grievance, internal complaints, disciplinary and anti-ragging have nominated faculty/experts who are qualified and who are seasoned administrators with experience in management of these committees.

| File Description | Document |
|---|---|
| Institutional perspective Plan and deployment documents on the website | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**6.2.2**

*Institution implements e-governance in its operations*

   **1.Administration**

      **2.Finance and Accounts**
      **3.Student Admission and Support**
      **4.Examination**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Screen shots of user interfaces of each module reflecting the name of the HEI | **View Document** |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | **View Document** |

## 6.3 Faculty Empowerment Strategies

**6.3.1**

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

Faculty appraisal system is based on a comprehensive 360 degree and covers the core activities of academic, research, managing institutional roles and creating social impact. It also has other incentives of performance including data compliance, adhering to deadlines and also includes students, peer, directors feedback. The form is self administered by the faculty member. This is reviewed with the stream head and then by the director. A final review with an external academic expert is conducted and a short SWOC report given to faculty ... Training needs are also planned during these sessions.

Staff( non teaching) have a supervisor assessment and then thier work is reviewed by a team led by the administrator and a senior faculty member. A similar process of review SWOC and training need analysis is undertaken

Faculty appraisal indicative parameters include:

TEACHING PERFORMANCE :11 parameters

RESEARCH & SCHOLARSHIP : 5 parameters

INSTITUTIONAL DEVELOPMENT ACTIVITIES: 10 parameters

CONSULTANCY, TRAINING, SPONSORED PROJECTS:3 parameters

PATENTS & SPECIAL ASSIGNMENTS : 3 parameters

elow is the indicative list extracted from welfare policy.

- Salary Advance Scheme: If an employee needs money in an emergency period, the institution provides financial support as salary advance and also provides for loan waivers in specific cases.
- A specified amount of bonus is given to Non – Teaching staff during the period of festival seasons like Onam, Vishu, etc.
- College ensure that ESI treatment facility is made availableto Non- Teaching staff who qualify
- Medical insurance to Teaching staff. Medical Insurance upto 1 lakh rupees is provided for the employees and their families. Medical assistance for hospitalization
- Food (6 days Non-Veg) and Accommodation to staff at free of cost.
- Tea and Snacks to staff during working hours.
- Training problems and FDP's to teaching staff for acquiring knowledge in the fields like academics and skill development. andtraining programmes to Non- Teaching staff on various day to day performance enhancement topics.
- Transportation facility
- Institution provides marriage gift for employees.
- Module breaks of students are holidays for faculty members too
- Annual & occasional tours for employees and common celebration of festivals.
- Free Wi-Fi and email addresses
- Gymnasium and swimming pool
- Washing and Ironing clothes at free of cost

**6.3.2**

**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

**Response:** 10.37

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 7 | 7 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |

**6.3.3**

*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

**Response:** 86.96

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 80      | 44      | 33      | 41      | 42      |

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 43      | 28      | 24      | 24      | 22      |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

**Response:**

LEAD Policies on financial management mandates the following:Internal Auditing is done on a monthly basis by a Chartered Accountant and year end audit is done by a different Chartered Accountant and audit reports / annual accounts are submitted to Prompt Charitable Trust and further to Income Tax authorities. Funds for LEAD is from Internal Accruals (Fee collection from the students and the expenses are done on the basis of budgeting done.. These are also reviewed by chartered accountants. To ensure that there is fair reporting we use two different auditors to ensure there is no conflict of interest. Ever quarter, there is a meeting of the trustees who review the process and recommend further action. As a process of ISO 21001:2018 compliance, we are now mandating a quarterly financial systems, created new recording system of expenses and operational outflows and doing a bank reconciliation as to fees collected and reporting this to all faculty mentors to ensure there is transparency and the actual fee-collection difference is confirmed and action taken to improve the ratio on a semester to semester basis.

## 6.5 Internal Quality Assurance System

**6.5.1**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

**Response:**

For the period 2021-22 IQAC contributions include the following:

1. Creating SOPs and amending handbooks for stakeholders. This including creating dashboards

2. Enhancing and curating information collation and analysis at LINWAYS, th LMS Portal

3. Coordinating sustainability and green initiatives in the campus post-pandemic.

4. Creating a framework to prepare for ISO 21001:2018 through TUV and deploy processes and EOSPs for the period 2022-23 with a target to achieve certification in 2023-24

5. Conducted a soft audit of energy consumption and " green audit" to create a position statement

6. Enhance the stakeholder feedback system and reporting to make in comprehensive.

7. Creating briefing reports and directions for quality improvement post academic audit of 2020-21

8. Helping in NBA SAR Deconstructing the NBA score to suggest and initiate quality and process changes which include reconstituting the Board of Governors, white paper on realigning the Vision-Mission-PEO matrix

9. Creating a research policy framework to enhance research quality and output.

10. Redesign of the course plan documentation and format to standardise the curriculum and ensure outcome measures robustness.

11. File 2020-21 AQAR and create an action plan for 2021-22 and 2022-23 to enhance position in NIRF and international accreditation planned for 2022-23.

| File Description | Document |
|---|---|
| Provide Link for Additional information | [View Document](#) |

**6.5.2**

**Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** A. Any 4 or more of the above

| File Description | Document |
|---|---|
| Quality audit reports/certificate as applicable and valid for the assessment period. | [View Document](#) |
| NIRF report, AAA report and details on follow up actions | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |
| Link to Minute of IQAC meetings, hosted on HEI website | [View Document](#) |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

**Response:**

Several inbuilt processes and policies are in place to ensure gender equity and zero discrimination in the campus . The orientation begins from the first day students join and experience the Turning Point Program. Awareness of body language, social media engagement and understanding gender as an identity and appreciating the difference and abilities are delivered at these sessions. Several ISR events including "Nirbhaya Day ", Debate against Dowry, Womens' Day celebrations are a part of our strategies to ensure gender equality. The mentors also regularly discuss these issues and subjects like organisational behaviour, HRM, ethics , Marketing also dwell on this.

A special value-added module of 60 minutes is taken for all the first year joinees . A post session feedback is taken to reinforce learning and feedback about the risks and challenges of stereotyping and generalisation is explained. Examples of opinions sought are on Surrogacy , Women soldiers , teasing women , Women :weaker sex transgenders and same sex marriages, equality in jobs. The results are analysed and a research paper is being proposed.

**7.1.2**

**The Institution has facilities and initiatives for**

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

**Response:** A. 4 or All of the above

| File Description | Document |
|---|---|
| Geo-tagged photographs/videos of the facilities. | [View Document](#) |
| Circulars and report of activities for the implementation of the initiatives document | [View Document](#) |

**7.1.3**

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Policy document on environment and energy usage Certificate from the auditing agency | [View Document](#) |
| Green audit/environmental audit report from recognized bodies | [View Document](#) |

**7.1.4**

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

Diversity, equity, and inclusion are espoused by LEAD College of Management . We are supportive of different groups of individuals, including people of different races, ethnicities, religions, abilities, genders, and sexual orientations.. Examples included:

a. Inclusive celebrations of religious events across denominations. This is mandated in the calendar. LEAD celebrates, Pongal, Holi, Vishu, EiD, Onam, Diwali and Christmas Days in style at the campus and this is celebrated by all residents.

b. Special transport is offered to those who wish to pray in palce of worship. Every friday transport is arranged for the afternoon namaz.

c. The token gift of money during Vishu is given to all faculty and staff .

d. At the canteen, there is always a special care taken to offer options for all communities. There is always vegetarian options which are kept in a seperate area ..

e. Support is given by way of fee waiver and benefits in kind to deserving students and these details are kept confidential .

f. Multiculturalism is a key point in Kerala. We sing in malayalam, tamil, hindi , english and sometimes in arabic too.

g. We operate an open space policy and remain gender-religion-community-geography neutral and we are offering free education to international students from other countries in our campus.

h. There is also a learn-now -pay-later scheme for deserving students

LEAD practices good citizenship. Students are briefed about the constitution as a component in business law. Group discussions and meetings are conducted and topics as women's rights, labour laws, the justice system are covered. There is great emphasis on activity based learning and CSR activities align with the constitutional obligations. These are further reinforced on special day events like the Independence and Republic Day where social messaging, events and activities help in understanding what good citizenship is all about. LEAD students proactively participate in Rotaract and JCI and LEAD houses the Palakkad chapters for them. A report for 2021-22 for the Rotaract Club of LEAD is available athttp://https://pubhtml5.com/kmyz/mzwo/basic/and a copy is online athttp://https://lead.ac.in/folder-8.html

Over 40 special days are celebrated . Some examples are given below.

- Christmas: 2021 https://fb.watch/m2fEQVIHu5/
- Gandhi Jayanthi https://fb.watch/m2fC96vcRM/
- Holi@LEADhttps://lead.ac.in/gallery/holi-celebration/
- Vishu2021https://www.youtube.com/watch?v=rjFA65LgBtI
- Teachers Day https://fb.watch/m2fJIcb8DS

Full details at https://www.instagram.com/lead_college_of_management/ .Each icon has detailed album for all major events and festival at LEAD and contains videos, photos etc. of the events.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

## 7.2 Best Practices

**7.2.1**

**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**

**Response:**

**A. ULEAD: Innovations @ Admissions**

1. **Objectives** : To ensure  the admission process is inclusive, offers enhancement in diversity and a chance for students to prove their competence to join the program beyond the academic scores .

This helps in identifying applicants who are multi-skilled,quick learners and exhibit leadership qualities apart from keenness to learn in a collaborative environment and express themselves through fellowship and empathy

2. **The Context:** The admission process should deliver quality students.This will help in admitting a cohort of students who are multifaceted, multiskilled and creating a peer learning environment in the camps. Whilst out-of-state diversity data is low, the attempt of this practice is to ensure that the admission -program fit is ensured and for this the usual marks, GD, PI would not suffice. Over the past 3 years, the University has also waived the entrance exam requirements. Hence the process must deliver a high value proposition. There is also a changing learning environment and the stakeholders characteristics also , especially post-pandemic has changed  markedly.  2st century  skills  demand  learning   and  skilling  beyond  academics  for  a  managerial program.Communication and interpersonal skills, An ethical or spiritual orientation,The ability to manage change,The ability to motivate, Analytic and problem solving skills and  Being a strategic/visionary manager/leader .Our working model attempts to deliver this and we wish to promote diversity, equity and inclusion in our process of admissions, hence we follow this out-of-box approach to admissions.

3. **The Practice:** 4 stage process:

   ○ The WAD Program: "What after Degree". This is a general session which is conducted at various undergraduate institutions across the state. It acts as a precursor to register interest and students  accompany   faculty/director to engage the candidates

   ○ The  student-led  i-LEAD program where we run events for final year undergraduate students from various institutions  to compete and win prizes and experience life at LEAD . This  helps  in  creating  brand  awareness  and  also  provides  potential  students  an experience of LEAD. This helps us to identify outstanding competitors and assess them for on-the-spot registration for admission process

   ○ KMAT training: Subsidized special training for KMAT. The earlier mandate was the state Kerala Management Aptitude Test ( KMAT) which is at present not mandatory for admissions. LEAD runs at-cost training for all participants to prepare them for theKMAY.

   ○ U-LEAD process: This consists of a 4 -set process where

      ■ THE INTERVIEW: a.Your POV b. Self Awareness c.Why should we select you

         • To assess  ability to analyse, communicate and   to  brand one self

      ■ THE SIM-CITY PAPER GAME: A board game in a large team context to create a city

         • To assess their ability to work in a group, express   views, collaborate and ensure focus on the outcome over individual need

      ■ THE ROPE GAME: A small group activity: To assess  ability to work in a group to deliver optimal results

- "losing to win collaborative spirit", coordination and lateral thinking

- HAT-PICK JAM: An on the spot short speech exercise :

  - To assess  ability to think on  feet,   language and oratory skills plus self confidence and task performance under pressure.

4. **Evidence of Success:** Admissions at 90% + and multitalented. Admission dropout rate less than 10% after first semester.  Better brand equity and a student cohort which aligns with the LEAD value proposition.

5. **Problems Encountered ,Resources Required** : Some applicants  find the processes challenging. Faculty training and availability , physical and infrastructural support needed. To overcome this we plan to deploy alumni, run  the processes in a few other major cities and start the admissions process earlier on to get a good spread.

Details at https://www.lead.ac.in/assets/qa/ADMISSION-REPORT-2021-22-CYCLE@LEAD.pdf

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## B.Leadership Operations Team@LEAD

1. **Objective:** To develop 'Sewa" bhaava and life skills in students and management by action. Generation Z   needs upgrades in terms of  real-time societal engagement, ability to respect the dignity of work and also a willingness to perform tasks which they would have faced their entire life, for example washing their plates before and after a meal.  They also come with little or no work-experience and often need to be guided and enabled to the spirit of caring-sharing-giving philosophy. Many lack  experience in managing events and processes which deliver experiential learning value and learning-by-doing methods.

2. **The context:** The generation Z stakeholders' need for engagement with society, self-management skills, managing in a crisis, managing stress , multitasking skills need engagement.LEAD is a full-time residential program and we have over 600 stakeholders in the campus. Apart from the normal operations which are academic, administrative we also conduct 100 events annually, and have residential facilities on site which require management and processes in place. There is also a need to impose self-discipline, inculcate a sense of responsibility and ownership apart from learning the core skills of management : POSDCORB ,an acronym for Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting.

3. **The Practice:**  Strategically, LEAD has identified 16 core activities which need to be executed and value added at the institute. Each of the activities is assigned a faculty-advisor and students volunteer in their respective interest area. Around 15-20 students are aligned to each activity. This is finalized at the first semester when the senior students who have earlier been a part of this also advise and guide the first year students. The key activities included : Administration, Admission, Arts and Sports, Canteen ,Competition, Events,Greening(nature) ,Hospitality & PR, IEDC( innovation and entrepreneurship development cell),ISR( institute social responsibility), Leadography( digital media),OBT( outbound training),Placement, Research ,Training and Consultancy. Each team executes 2 curated activities each semester or has ongoing scheduled task responsibiity , for example, canteen , Admin and Hospitality

4. **Evidence of Success**: Positive feedback on skills :time-management, resource planning, group dynamics and operational skills , placement confidence. Delivers direct program outcomes. Espouses activity-based learning and helps in social and communication skills and teaches resilience and crisis management techniques.

5. **Problems Encountered ,Resources Required**: Certain events canceled due to time constraints. Policies integrating these activities as learning outcomes formally needed. There are academic calendar uncertainties also. These are mitigated as we are fully residential and students have a flexible schedule.

Example of work executed athttps://www.lead.ac.in/assets/qa/ART-AND-LEAD.pdf .Policy document at https://www.lead.ac.in/assets/qa/lot.pdf

| File Description | Document |
|---|---|
| Best practices as hosted on the Institutional website | [View Document](#) |

## 7.3 Institutional Distinctiveness

**7.3.1**

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

The vision of LEAD is To be one of the World-Leading Management Institutions, developing Socially Committed Leaders and Entrepreneurs and  amongst the mission pillars to: Contribute to the intellectual development of individuals, to enhance their competence as Business Leaders and Entrepreneurs. Hence entrepreneurship is a big driver at LEAD and more so as LEAD itself is an entrepreneurial venture started by first generation techno- entrepreneurs.

Dr. Rajan P  has been appointed as the Dean for this initiative as is supported by a team of 2 seasoned professionals. He comes to this role with 30+ years of experience in the corporate and industry world and has taken a leadership role in  LEAD BI. Under his initiative  over a dozen ideas have graduated from LEAD and several new initiatives including seed-funding has been launched.

Over the 5 year period, LEAD College has initiated, sustained and delivered several outstanding initiatives in this area .  The key facets are:

1. Network engagement with the industry and entrepreneurship community and  agencies. This was achieved through the Kerala Startup Mission initiative and the Innovation and Entrepreneurship Cell (IEDC) was started at LEAD. As a member of Kerala Startup Mission and Kerala Institute for Entrepreneurship Development (KIED), we collaborate with various organizations and

institutions to provide extensive exposure and opportunities for our students.

1. Several initiatives including B Plan contests, participation by students in several festivals and organizing of BUSINESS JALAKAM : MEGA BUSINESS NETWORKING EVENT at LEAD in 2022 , attending over 6 state events was achieved. One example was STRATEGIZE-2022-23: STRATEGY FORMATION FOR BUSINESS event at Kochi in 2022 where over 50 students participated.

2. There is also an IEDC club in place with over 50 students registered. The club has conducted and associated with over a dozen events in 2021-23

2. In 2022 LEAD also was declared as the Palakkad nodal center for Young Innovators Programme ,a specially designed programme under Kerala Development and Innovation Strategic Council (K-DISC). The programme aims to empower future innovators to innovate new products, services or models to meet emerging requirements, unarticulated needs, or existing market needs of the society more effectively through an innovative challenge.

3. In late 2021, LEAD also initiated a successful LEAD Entrepreneurship Development program of 3 months over weekends to offer entrepreneurs and would-be entrepreneurs skilling and support. The 3rd batch of this has been successfully launched and over 100 participants have successfully completed the program as on date.

Business Incubation(LEAD BI) : LEAD has an incubation center on our campus called LEAD BI. It is a registered incubation center where the students have dedicated space to work. Moreover, the institute provides seed funding of up to Rs 1 lakh for the students to start their businesses. A wide range of consultants, mentors, accountants, cost accountants, advocates, and bank managers are present in the panel who provide guidance and support to the students . They are also in touch with various companies and agencies interested in Entrepreneurship development such as Vijayee Bhava Alumni Association (VBA), Positive Commune Entrepreneurs Club (PCEC), TiE, Kerala, Bramma, Kanjikode Industrial Forum (KIF), Palakkad management association (PMA), Talk-10, Club 9, DARSANA, etc. They participate in all Entrepreneurial Summit, conferences, workshops, and contests to pitch the ideas and to have a better understanding of the business through experience sharing and networking events.

BI's Unique and regional friendly initiatives: So far LEAD has been able to facilitate the upcoming Entrepreneurs by way of the following activities in a short period of 2021-23 :

- YUVA BOOT Camp of KIED
- MSME Conference
- ODOI (One district One Idea) program
- Strategize program @Kochi
- RYLA conference at Chennai
- YIP program of K-DISC
- Innovation Premier League (IPL) of Startup mission
- IEDC activities inside and outside
- Consultancy projects promoting entrepreneurship
- VBA regional meet

- Talk 10 meet of Entrepreneurs
- Tie-Con meeting at Kochi
- IIM-K Entrepreneur program
- IGNITE-Darshana innovation contest
- Influencers' meet
- "Out of Box" innovation program
- SEAL Academy meet
- LEAD Talks- Series of Experts from various field of Entrepreneurships

In early 2023, LEAD BI organized a very successful 3-day national conclave National Entrepreneurship Conclave where out of 300 teams who applied across the country, 176 were selected and invited to attend the convention and it involved training, mentoring and a mega-b-plan contest with prize awards to the best entrepreneur-teams. The conclave had a national footprint with participation from Rajasthan and J&K. The second conclave is planned for October 2023.

Over 17 companies have been incubated to date. These include :

- GEO PRINT-LAB- Paper based Food packaging solutions and reduction of plastic for food Packaging
- CODEME- Edu Tech Platform/ Software,
- PARALEAP-2.0: New Trend in construction
- Chefdayz 10/10 – FMCG customer centric marketing solving the current day issues related to home makers
- TAGET – A company that visualizes in simplifying marketing through technology,
- EXIGHT FUTURE – Tech platform to provide an integrated block chain based solution institutions and universities for issuing certificates/documents,
- ASEPTICA Healthy living – providing natural and pure extracts for pharmaceutical and special aromatic products, Energy One – Fuel at doorsteps of bulk consumers
- TRANSISTOR ENERGY TECH - Power storage and transmission.Electric vehicle charging stations, CoEarth – Recycled plastic boards replacing partition Boards reducing the use of wood
- Agree Space -Hydroponic farming to reduce the abnormal use of resources for vegetable.
- AFHILLS – Lab solutions, health, counseling and wellness holistic solutions provider
- YKART – Exim platform for AgroTech products,
- QUIZ YOU- Quizzing Solutions-Books, quizzing ; learning platform for students
- OFFSHORE-Total Solution providers to educational institutions not performing well currently
- FAMFAM- Natural, Unadulterated milk with less microbes content to customers @doorstepsDiary Technology.
- WAWE: Special Toys for specially abled Children.Toy manufacturing/Refurbishing.

For 2024-25 LEAD BI Plans to do the following:

- National Entrepreneurship Conclave 2.0 in January 2024

- 4th Batch of LEAD Entrepreneurship Program

- One District One Idea program for mentoring industrial clusters, indicative example including Ramassery and Peruvembu clusters

- Initiation and creation of E4U , an activity-based kit to introduce entrepreneurship at 10+2 school level to enable NEP deployment.

- Creation of E-Ambassador scheme /mentor team leveraging our alumni and their corporate contacts.

- Social Entrepreneurship Week and contests.

| File Description | Document |
|---|---|
| Appropriate web in the Institutional website | [View Document](#) |
| Any other relevant information | [View Document](#) |

# 5. CONCLUSION

## Additional Information :

Post NAAC and NBA reviews **LEAD has initiated several changes and innovations in policy and process to improve themselves.**

| Indicative examples : | • UCG12B not applicable currently. Projects from industry achieved e.g Amul and Marico. To enhance industry engagement, faculty secondment program initiated. |
|---|---|
| • Funded projects from national , international agencies | |
| • ICT based t-l to be strengthened, MOOC | • Linways LMS now in place. Video-based micro teaching repository being populated. Simulation software , web-based application and mooc assignments now part of course plan . |
| • IT infra upgrade | • WiFi networks , additional servers, enhanced hardware by way of cameras, AV systems and PC and PC RAM upgrades completed. |
| • T–l pedagogy update to current requirements | • New course plan designed, course plan, file and delivery audited initiated and additional training imparted on the ABCDE methodology. |
| • Enhanced research and publication | • LEAD Research Center established. Research promotion policy in place . Patents granted to faculty in 2021-22 Increase in Scopus, ABDC papers and book chapters in the period 2022-23 recorded. |
| • Encourage consultancy | • Some success achieved and 4 project funding received including Marico etc. |
| • Strategic intent to be reviewed-vision-mission | • Strategic plan in place, Vision Mission review ongoing and being reframed, New Values@LEAD-LEAD Chakra setup |
| • Library resources enhancement | • Volumes,online resources have increased library ( KOHA) software deployed |
| • Soft and entrepreneurial skills development | • LEAD-certified entrepreneurship the 3rd batch is in progress. Placement training enhanced. Toastmasters International Club , JCI, Rotaract helps in communication skills . Turning Point program and OBT modules help in developing EI, resilience . |
| • Degree and diploma courses to be introduced | • Present affiliation status does not permit. |
| • Summary of Progress post NBA 2022 Feedback | |
| • Weak governing Body | • BoG reformed to include a healthy mix of technocrats, emeritus professors and entrepreneurs. |
| • Organizational structure and HODs | • The role of director has been reviewed. There is a provision Deputy Director. A full time |

| | |
|---|---|
| | Administrative Manager is now in place.The system of stream heads for functional areas: Gen Management, Finance, HRM, Marketing and Operations in place, |
| • Lack of research and quality of research | • . LEAD is an authorized research center for Kerala University Of Fisheries And Ocean Studies(KUFOS) . This is work in progress. |

# Concluding Remarks :

LEAD College of Management is a unique institution which delivers excellece through its model and approach. Its flagship MBA program  currently has an enrolment of 600 students .

The five year journey of applying for NAAC has been a journey of self discovery    and has provided an excellent learning plarform and directions to proactively pursue a path of continuous improvement. This has positively impacted all out stakeholders.

- For example, deployment of outcome based education has meant substantive improvement in curriculum design, course design, teaching and learning delivery mechanism , more academic discipline and innovation apart from skilling both the students and the teacher.
- The pursuit of quality benchmarking e.g. ISO and through IQAC initatiatives has meant that there are more robust standard operating procedures in place, better reporting, accountability and ownership. This has provided frameworks for bettter administration and given clarity , transparency and awareness into many areas including admissions, exams, research, employee  and student welfare, health and safety and other statutory requirements.
- The focus on sustainability has resulted in several initiatives including using LED lights across the fans, deploying BLDC equiment through replacement and new purchases, increasing the green footprint through innovative rainwater harvesting schemes and waste water recycling apart from installing solar PV on roofs and adhering to a clear mandates for waste disposals.
- Ensuring that LEAD should  be a  vital stakeholder in the society we serve is another outcome of this journey. Our engagement with the local community and  Palakkad has  resulted in multiple innovative projects in cause espousal, supporting differently-abled ( e.g chess competition for the blind), promoting literacy and conservation and this creating a framework which we have created: SEWA@LEAD. The focus on indic value systems which include multi-faith celebrations, meditation, yoga, focus on ethics and citizenship and embracing the CSG ( caring-sharing-giving) philosophy through our clubs and the LEAD Operations Teams offers a higher value proposition to our stakeholders, especially to our students who are LEADers of tomorrow.

We  are aware that there is much to improve on, much to deliver and this is just a beginning. Thank you