NOT YOUR USUAL MBA !

LEAD

LEAD COLLEGE OF MANAGEMENT

HARNESSING THE NEW DECADE:
A strategic outline for LEADership@LEAD
2021-26
(rev. Jan 2023)

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"Change is the only constant in life."

Heraclitus, Greek philosopher

Welcome to our World- LEAD College of Management .

I am delighted to present to you a short narrative of our strategic plans for 2021-26- A five year journey. This document has been reworked and updated as on 31st June 2022. This is to ensure that we are focussed, meet proactively competition and the changes in the environment.

We strive to create a business school which drives creativity, innovation, out-of-box learning, unique learning experiences and activities which makes a difference to not only our student stakeholders but to all who engage with LEAD.

As a precursor to 2021-22, 2020-21 has been an "interesting" year for the world; challenging, confrontational, anxious. What we know as the VUCA world is now a BANI world. Volatile becomes Brittle.Uncertain becomes Anxious. Complex becomes Nonlinear and Ambiguous becomes Incomprehensible. Therefore resilience becomes a sine-qua-non to survive and succeed. We achieved greater understanding, empathy and agility that year.

2021-22 was an epoch-making year for LEAD. We admitted for the first time 308 students this year, thus making LEAD probably one of the largest fully residential business schools in the region with 500+ students. Our unique operating model is akin to the offshore platform model-we work for an average of 40 days and then take a week's break.

We also prepared for the NBA and successfully achieved accreditation in the summer of 2022. This is the first step we have taken to becoming an autonomous affiliated institution which is a strategic necessity in view of the changing education and regulatory environments. Our target for 2023-24 is to seek NAAC accreditation and then go for autonomy status.

This will enable us to move to the next level of the MBA program - Enhancing what we call the Triple E: Experience, Entrepreneurship and Empowerment. The fourth E is engagement which binds the other three. The rationale of what our graduates should achieve after the two years they invest with us is very simple and elegant. It was given by UNICEF India in 2018 as a comprehensive life skill framework for "schools". It works for us. The four pillars of Learning are : to be, to do, to live and to know. In essence enhance life skills of our stakeholders-students, faculty and staff and any one we engage with . The model is included in this report.

This document is unique. It is a living one and will be reviewed and updated in regular cycles so that we remain focussed on what we do

"If you are not willing to risk the unusual, you will have to settle for the ordinary." — Jim Rohn
At LEAD, we do not settle for the ordinary.

Warm regards

Dr. Thomas K George.

About LEAD

The LEAD Story

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

LEAD College of Management, Dhoni Palakkad is a brain child of Dr. Thomas George, 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 three tier city of Kerala got conceived, germinated, nourished and became a reality in 2011.

M/s. Prompt Charitable Trust, promoter of LEAD College of Management Palakkad was registered at Palakkad to establish an educational institution imparting a holistic education, which will promote human excellence, encompassing knowledge skills, attitude and values so that the students reveal their full potential. Educationalists, entrepreneurs and socially committed people are founders.

The institute endeavors to be one of the most preferred management institutes catering to the diverse communities from inside and outside the country. The institute incubated entrants into excelling executives with an edge in their attitude and professional outlooks. 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

We at 'LEAD' cherish the endeavors as 'LEAD' is to become a place, where LEADership is promoted and nurtured with a long-term vision in crafting highly engaging outgoing students who possess the attributes of competency, LEADership and empathy. LEAD is armed with proficient and experienced faculty members and state-of-the-art academic infrastructure, supported by an efficient management team. The team consists of industry oriented professionals, distinguished personalities who have contributed significantly to the industry and the society.

The task of this magnitude demands the efforts of faculty, academic staff and students. People have been working beyond the call of duty. Harnessing the skills to a focused task of visualizing the LEADers, entrepreneurs and managers. We started working to prove that teams develop naturally to bring the best.

Objectives of the Institution

1. Committed to delivering a carefully designed blend, which includes rigorous learning from international academicians, regular exposure to thoughtLEADers, entrepreneurs and industrial experts.
2. Provide more scope for student driven initiatives, peer learning, experiential learning, community service, and numerous other societal activities that make 'LEAD' experience a transformational one for our students.

3.   To make the students realize and utilize their potential to the maximum.

LEAD Vision

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

LEAD Mission

- ❖ Contribute to the intellectual development of individuals, to enhance their competence as BusinessLEADers and Entrepreneurs.
- ❖ Provide more scope for Student-driven initiatives, Peer learning, Experiential learning, Community service and Intellectual contributions.
- ❖ To enhance the interaction between the Institute's Learner community and the broader community through our service and outreach efforts.

Values@LEAD

Lead College of Management offers a niche MBA program which is exhibited uniquely. We espouse a value system which is also unique. We believe that Values are not wall posters but delivered through action. We call this **Mojo@LEAD . Mojo@LEAD is different.** Cambridge Dictionary defines mojo as "a quality that attracts people to you and makes you successful and full of energy"

What we do and espouse is mapped indicatively as a Chakra.(Designed approved and deployed Jan 2023.

- ❖ We are not just another MBA!
- ❖ You will notice no individual circle is complete. It cannot and never will be . It will result in a zero if it does !
- ❖ You will also notice the interdependency. Hence the wheels with cogs!
- ❖ This will remain a work in progress.

"Quality begins on the inside... then works its way out." — Bob Moawad

The LEAD Chakra

We Nourish
*Learning through Experience
*Entrepreneurship
*Human Development
*Leadership Excellence

We Embrace
*Unity in Diversity
*Gender equality
*Social betterment
*Divergent thoughts

We Celebrate
*Festivals
*Success
*Journeys
*Achievements

We Cherish
*Equal share of voice
*Individual Empowerment
*Fellowship
*Collaborative Learning

We Value
*Transparency
*Fair Play
*Ethics
*Sustainability

We Learn
*From
*Our mistakes
*Our experiences
* Each other
* The larger world

Reimaging the Vision Mission Matrix

In late 2022, post evaluation of the NAAC(2016) and NBA(2021) visit feedback, the Strategic Advisory Group received a report from the IQAC team as to the points of action to be addressed to improve the quality of the processes and the institute key areas of engagement. The four major areas highlights included:

- Strengthening the Board of Governors
- Reviewing the Vision-Mission PEO-PO matrix as strategic outcomes and deployment did not measure up to them
- Greater focus on faculty intellectual contributions in the following areas:
  - Research and publications
  - Conferences , FDPs and MDPs
  - Funded projects
  - Consultancies
  - Industry-academic collaborative projects / engagements.
- Realigning the outcome based education processes to deliver better performance indicators.

A white paper on this was released by IQAC as to realigning the Vision Mission matrix. which forms a part of this plan and is to be reviewed in the 2023-24 review cycle. This is enclosed as annexure to the document. The current map is given below:
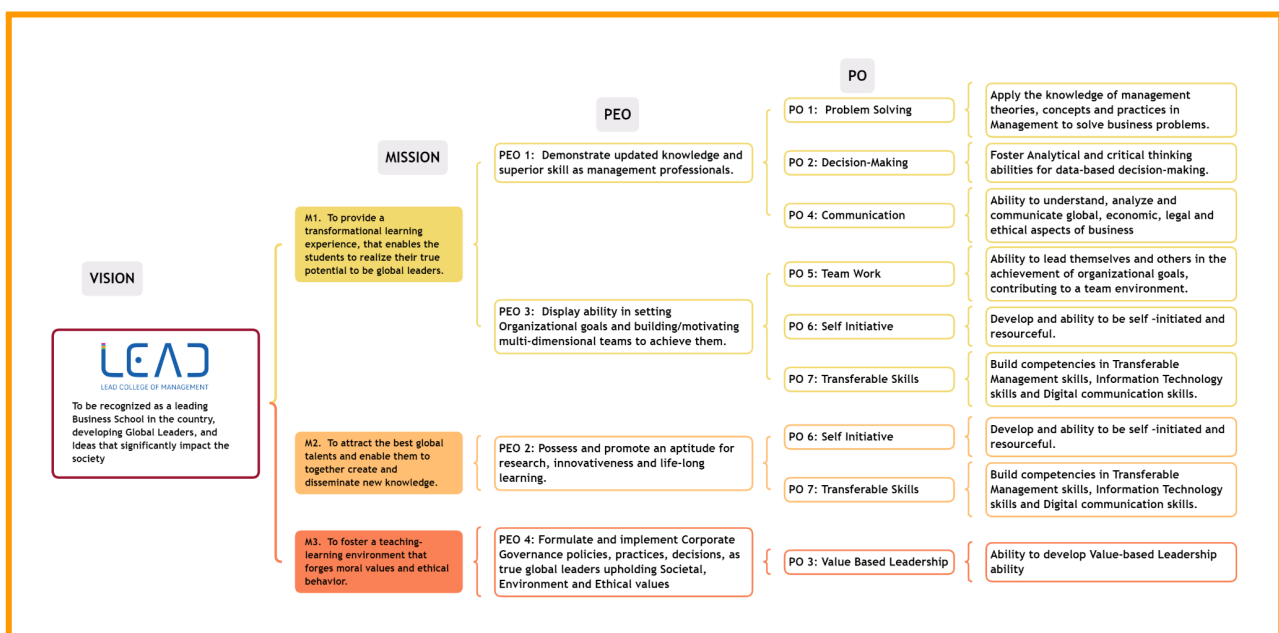
The strategic document revision for 2022 will incorporate the proposed Vision-Mission matrix to seek better alignment with the plan and deliver excellence .
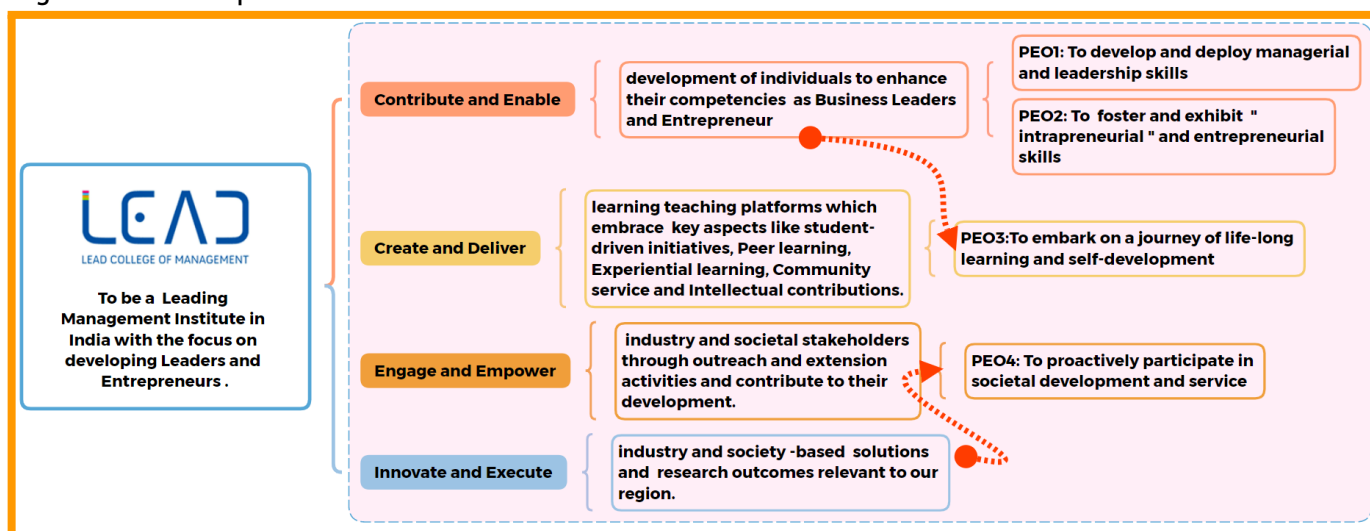
1.The Journey So Far

" 2010 - we had applied for MBA college with 60 seats and extended 120 seats in 2011, We did not receive the affiliation and later in 2011 we got affiliation for 120 seats. But based on the newspaper reports given by University of Calicut that there is a MBA college going to be sanctioned in Palakkad, and green signal we had , we recruited faculty members and admitted 120 students and began the classes, finished the portions and by the end of November 2010 we understood that that year these 120 students cannot write the 1st sem MBA exam in LEAD, hence immediate we have identified different college and arranged admission for them. Out of the 120 students, 58 students said that they are going to stay with LEAD. For them without collecting any single money - not for hostel, not for food and not for academics- we ran the program and we did it well. The rest as they say is history"

Currently LEAD College of Management is a non-autonomous affiliate of University of Calicut, AICTE approved, NAAC and NBA accredited and going for a second cycle NAAC in 2023-23. By July 2023, LEAD also aspires to be ISO 21001:2018 accredited and will also undertake the green and environmental audit certification

From 58 students in 2012, in 2023 we have an approval for 360 annual intake and an additional quota for EWS. Currently the campus houses 650 students , 40 faculty and staff members.

Dr. Thomas has built LEAD College of Management from scratch. The institute is located at Dhoni, a rural area of Palakkad and surrounded by hills and forests. Beyond the traditional MBA program Dr Thomas has co-created the Innovation and Entrepreneurship Development Center and LEAD-BI (business incubator) which provides training and seed money for budding entrepreneurs. Recently he has also championed Kochi Business School where he is the chief mentor and under his guidance LEAD now also manages PiMS -People Institute of Management Studies at Kasargod. Just this year, LEAD has also entered into an MOU with United Institute of Technology, Coimbatore for collaboration in research and development.

The mother-ship LEAD College of Management has also grown by leaps and bounds. From an initiation intake of 60 students, LEAD now has approval to admit 360 students annually and in addition also provide for EWS quota.

This has meant substantive efforts and investment to develop infrastructure at LEAD. In 2009, Dr. Thomas's mother gifted 1.32 acres of her property to Prompt Trust founded by Dr Thomas, managing trustee. The main building is approximately 2720 sq mt. consisting of four floors was completed in 2010 and the hostel blocks which were completed in 2012 . A separate academic block of 808 sq meters was commissioned in 2011. We are now in the process of doubling the hostel space and a new state of art hostel block to house 400+ students and resident faculty is scheduled to be fully commissioned by the end of 2023.

LEAD College also has unlimited access to the farm owned by the family which focuses on natural farming and supplies produce to LEAD canteen and is a center for our outbound training and for students to experience rural life and try their hand at growing vegetables and fruits.

In addition, to facilitate empathy, joy and engagement with nature, LEAD College of Management perhaps has the largest collection of animals and birds on the campus and in the farm. Over 100 birds of different species , farm animals, chicken, camel, horse and even a donkey are residents there. There is a resident dog IZZA which students often play with and take out for walks. The landscape also includes a koi fish tank and a tank for turtles and terrapin. This out-of-box approach helps in fostering an inclusive environment at campus.

2. The Market Overview (updated Jan 2023)

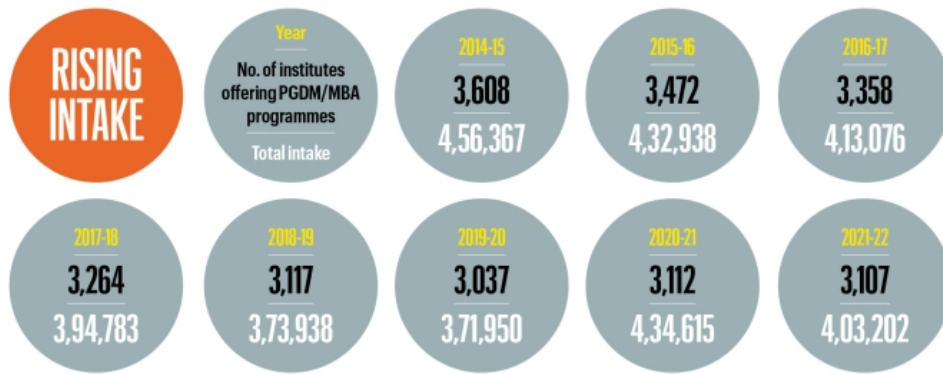**Understand the Ecosystem, Capabilities & Major Challenges**

India Skills report 2023 notes that in 2023, MBAs had the highest degree of employability since 2017 (60%). Paradoxically, India also has the second highest number of post graduates in management in the world. It is estimated that 3.25 lakh students would have graduated in 2022 with a postgraduate qualification in management. The CAT (Common Admissions Test) administered by the IIMs and the scores used for
admission in many of the top non IIM B schools is one marker to understand the market context. For example, after a hiatus 2022 registration was the highest recorded and it is estimated that for the first time the test takers will exceed the 2.0 lakh level. Otherwise the data is static. (Bhatnagar M, Ramachandran K (2021)Management education in India is poised for a major transformation, Business Standard, Jan 18, 2021) note that " the current wave of turbulence caused by the twin influences of technology disruption and the pandemic has exposed the weaknesses in our management education and the
need for urgent remedial action to address them." They identify the following trends:

- Fading borders, Intensifying competition:The Covid-19 pandemic has accelerated the pace of digitalization of education. This implies availability of international programs, twinning of programs and Indian institutes realigning to partner such models including virtual/hybrid(phygital) and offering international expertise
- More industry-oriented specialized programmes: Recruiters are demanding better alignment between curriculum and the industry skill sets.
- Hyperspecialisation and super specialization delivering industry-specific niche value will come into play rather than the traditional models in place today.
- Curriculum redesign and creating a talent pool for faculty to deliver this will be an ongoing challenge as the design-delivery- outcome cycle has to be of a higher order. This also means cutting out a lot of chaff, streamlining the curriculum and delivery and it would seem programs of shorter duration rather than the 2 year ones will be more in demand, especially in the 24-28 segment (3-5 years work experience)
- Technovate - Improve or perish: B-schools will be forced to use technology in innovative ways. Increasingly , technology-based decision making and i.4.0 developments, AI, ML and other scenarios mean that institutes will have to adapt to leveraging technology to deliver the program and indeed embed this substantively in the curriculum too and ensure proactive skilling and transformation is in place at that too in the context of changes.

The authors also predict that " Two-year MBAs will give way to modular 15-month or one-year programmes. Market demand is likely to increase for even shorter duration programmes that provide super-specialized certifications. The challenge here would be to retain the richness of programme content and quality of delivery,even as duration is squeezed."
 However data seems to indicate overall enrolment for business management programs are increasing:

RISING INTAKE

Year / No. of institutes offering PGDM/MBA programmes / Total intake	2014-15	2015-16	2016-17
	3,608	3,472	3,358
	4,56,367	4,32,938	4,13,076

2017-18	2018-19	2019-20	2020-21	2021-22
3,264	3,117	3,037	3,112	3,107
3,94,783	3,73,938	3,71,950	4,34,615	4,03,202

SOURCE: FORTUNE INDIA-CMS RESEARCH

2016 - 2022

	2016	2017	2018	2019	2020	2021	2022
B.E./B.Tech	52.58%	50.69%	51.52%	57.09%	49%	46.82%	55.15%
MBA	44.56%	42.28%	39.4%	36.44%	54%	46.59%	55.09%
B.Arts	27.11%	35.66%	37.39%	29.3%	48%	42.72%	44.2%
B.Com	20.58%	37.98%	33.93%	30.06%	47%	40.3%	42.62%
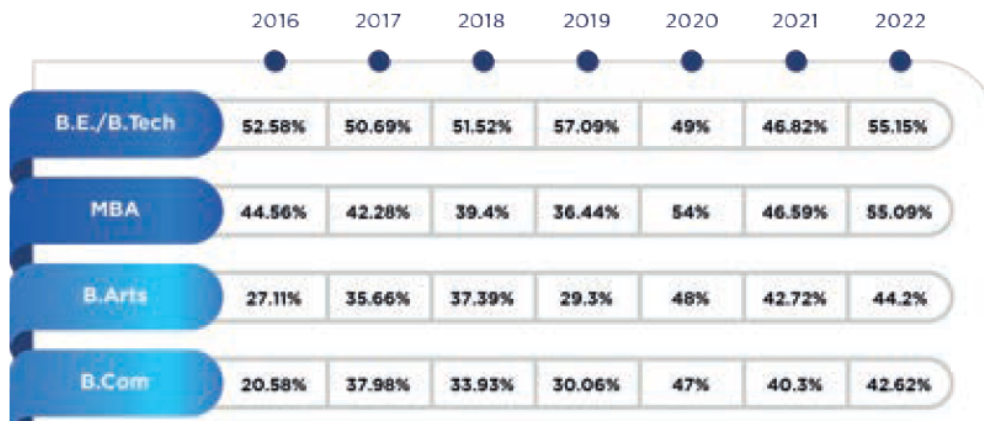
Employability % as given in India Skills Report 2022 indicates an increase for 2022 for MBA. However, this should be seen in the context that BA and B Com employability has increased over the years and indeed post 2020 there has been substantive increases which means there is a role and job transition where more undergraduates are being employed and probable in roles where MBAs were competing earlier. This indicates that there is a role dilution possibilities for the MBAs and there is evidence from placement teams as tier 2 and 3 schools that this may be the case.

The proposed changes in higher education and the New Education Policy deployment is indicative of major shifts in the market and will provide opportunities and challenges for HEIs. Management education is no different and it is anticipated that strategic initiatives /realignment/collaborations will be needed to successfully survive the proposed changes.

The competitive context for LEAD: A NIRF 2022 Overview of private schools in Kerala and TamilNadu

IR-M-S-164	Rajagiri Business School	Cochin	Kerala	45.79	74

Rajagiri Business School (IR-M-S-164)

	TLR				RP			GO			OI				PR
	SS	FSR	FQE	FRU	PU	QP	FPPP	GPH	GUE	MS	RD	WD	ESCS	PCS	PR
Score	9.00	30.00	19.27	6.76	5.03	11.56	0.96	32.07	20.00	17.24	5.58	30.00	0.93	20.00	15.06
Total	20.00	30.00	20.00	30.00	40.00	40.00	20.00	40.00	20.00	40.00	30.00	30.00	20.00	20.00	100.00
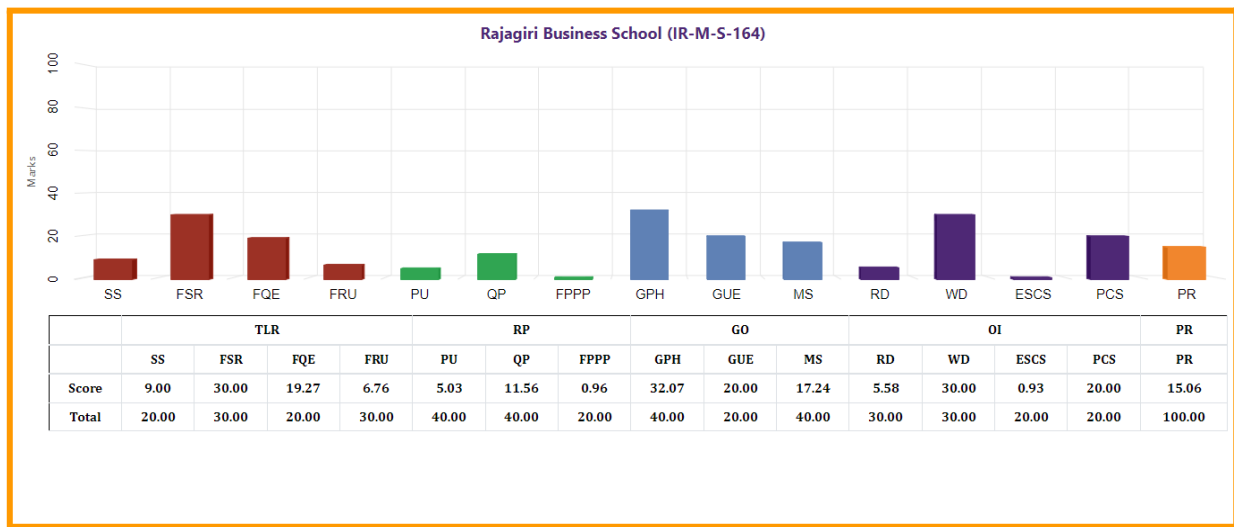
Tamil Nadu

IR-M-U-0436	Amrita Vishwa Vidyapeetham	Coimbatore	Tamil Nadu	57.83	27
IR-M-N-16	Great Lakes Institute of Management	Chennai	Tamil Nadu	54.9	31
IR-M-C-37013	PSG College of Technology	Coimbatore	Tamil Nadu	48.08	63
IR-M-I-1441	Saveetha Institute of Medical	Chennai	Tamil Nadu	45.13	77
IR-M-N-4	Bharathidasan Institute of Mgmt	Tiruchirappalli	Tamil Nadu	44.47	83
IR-M-S-331	LIBA	Chennai	Tamil Nadu	44.02	86
IR-M-C-36557	Thiagarajar School of Management	Madurai	Tamil Nadu	42.48	96

3.SOAR Model for LEAD

STRENGTHS
- The business model
- Ability to generate own resources
- Scalability
- Brand Image
- Leadership
- Network in the region

ASPIRATIONS
- NIRF 100 by 2026
- AUTONOMY by 2025
- AACSB by 2028
- Self sustaining MBA entrepreneurship 2025
- International collaborative MBA by 2025
- ISO 21001:2018 by 2023

KEY STRATEGIC CHALLENGES TO ADDRESS
- Securing autonomy: This will help create a dynamic curriculum which can be improved proactively to remain relevant and current.As of now Univ of Calicut syllabus is a 2016 version with no updates of significance
- Enhancing the 3Es: equity, engagement and empowerment of key stakeholders. For example, student diversity, role enhancement, focussed training and development and enlarging the LEAD footprint and creating infrastructure and competencies to deliver excellence
- Managing the admission-placement chicken-egg balance
- Enhancing faculty quality and retention
- Leveraging technology to drive processes and teaching learning .

OPPORTUNITIES
- Leveraging the NEP for short and niche certifications
- Inter-state and international/Gulf collaborations
- Accelerating our entrepreneurship programs and LEAD Business Incubation
- Enhance alumni and professional networks

RESULTS
- Autonomous institute in the NEP context
- Larger regional footprint with a unique focus on entrepreneurship at regional/national level
- 3 centers of excellence
- NAAC A minimum by 2024

This outlines a starting point for LEAD to evolve.

4. Stakeholder Mapping

At LEAD, we have mapped out our stakeholders, their expectations and tried to identify some measurable performance indicators to see the progress . The stakeholders overview and expectations are detailed below .

These groups are classified   for convenience into direct and indirect stakeholder groups
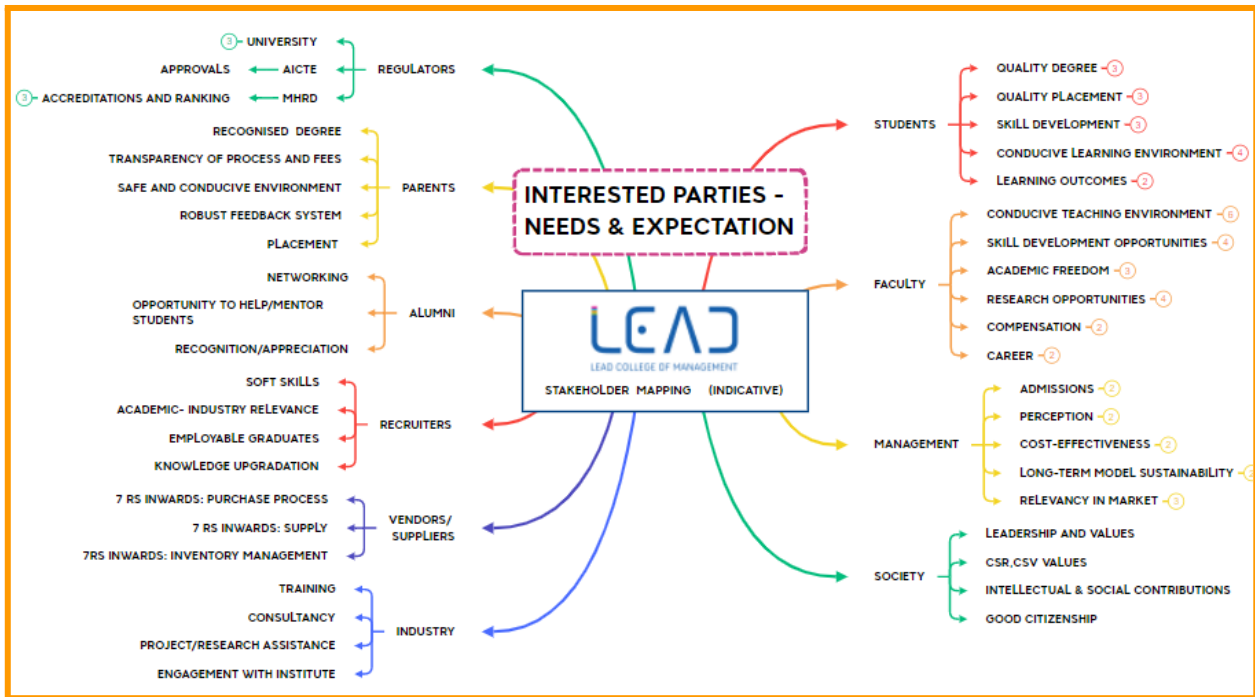THE DIRECT STAKEHOLDER GROUPS as those which need regular engagement and performance/satisfaction measuring.

STAKEHOLDER	OUTCOME	INDICATIVE MEASURE OF PERFORMANCE	ADDITIONAL OUTCOMES
STUDENTS	QUALITY DEGREE	CGPA	
		NO ARREARS	
		IN TIME COMPLETION	
	QUALITY PLACEMENT	EMPLOYER BRAND	
		CTC	
		PROFILE	
	SKILL DEVELOPMENT	SOFT SKILLS	
		ENTREPRENEURIAL SKILLS	
		MANAGERIAL SKILLS	
	CONDUCIVE LEARNING ENVIRONMENT	FACILITIES IN CLASS	
		FACILITIES IN CAMPUS	
		LEARNING ENVIRONMENT	
		STUDENT ENGAGEMENT	
	LEARNING OUTCOMES	OUTCOME BASED	
		SELF DEVELOPMENT	
FACULTY	CONDUCIVE TEACHING ENVIRONMENT	FACILITIES IN CLASS	
		FACILITIES IN CAMPUS	
		LEARNING ENVIRONMENT	
		STUDENT ENGAGEMENT	
		SUPPORT	
		WORK LOAD	
	SKILL DEVELOPMENT OPPORTUNITIES	TRAINING FOR SKILLS	TEACHING
			RESEARCH

STAKEHOLDER	OUTCOME	INDICATIVE MEASURE OF PERFORMANCE	ADDITIONAL OUTCOMES
			SELF DEVELOPMENT
	ACADEMIC FREEDOM	CURRICULUM DELIVERY	
		PROCESS DELIVERY	
		EVALUATION AND ASSESSMENT	
	RESEARCH OPPORTUNITIES	PUBLICATION SUPPORT	
		RESEARCH GRANTS	
		CONFERENCE OPPORTUNITIES	
		TIME-SPACE FOR RESEARCH	
	COMPENSATION	MARKET CONDITIONS	
		PERFORMANCE MEASURE	
	CAREER	PROMOTION	
		WORK-LIFE BALANCE	
MANAGEMENT	ADMISSIONS	COUNT	increased approved seats
		QUALITY	diversity
	PERCEPTION	BRAND	
		RANKING	top NIRF 100
	COST-EFFECTIVENESS	PROFITABILITY	
		COST OPTIMIZATION	
	LONG-TERM MODEL SUSTAINABILITY	GROWTH DRIVERS	
		COMPETITION	
	RELEVANCE IN MARKET	PROGRAM VALUE	
		PROACTIVE CHANGES	
		COMPETITIVE FORCES	
RECRUITERS	SOFT SKILLS		
	ACADEMIC- INDUSTRY RELEVANCE		
	EMPLOYABLE GRADUATES		
	KNOWLEDGE UPGRADATION		
ALUMNI	NETWORKING		
	OPPORTUNITY TO HELP/MENTOR STUDENTS		
	RECOGNITION/ APPRECIATION		

Indirect stakeholders include

STAKEHOLDER	OUTCOME	INDICATIVE MEASURE OF PERFORMANCE	ADDITIONAL OUTCOMES
SOCIETY	LEADERSHIP AND VALUES		
	CSR,CSV VALUES		
	INTELLECTUAL & SOCIAL CONTRIBUTIONS		
	GOOD CITIZENSHIP		
INDUSTRY	TRAINING		
	CONSULTANCY		
	PROJECT/RESEARCH ASSISTANCE		
	ENGAGEMENT WITH INSTITUTE		
VENDORS/ SUPPLIERS	7 RS INWARDS: PURCHASE PROCESS		
	7 RS INWARDS: SUPPLY		
	7RS INWARDS: INVENTORY MANAGEMENT		
PARENTS	RECOGNISED DEGREE		
	TRANSPARENCY OF PROCESS AND FEES		
	SAFE AND CONDUCIVE ENVIRONMENT		
	ROBUST FEEDBACK SYSTEM		

REGULATORS	PLACEMENT			
	UNIVERSITY	ADMISSIONS		
		EXAMS & ASSESSMENT		
		GRADUATION		
	AICTE	APPROVALS		
	MHRD	ACCREDITATIONS AND RANKING	NAAC	
			NBA	
			NIRF	

This framework provides us with the relevant issues to address and plan for.

5. Aligning Mission To Goals

Based on stakeholders, accreditation requirements and to ensure a holistic growth of the brand, some key markers were identified
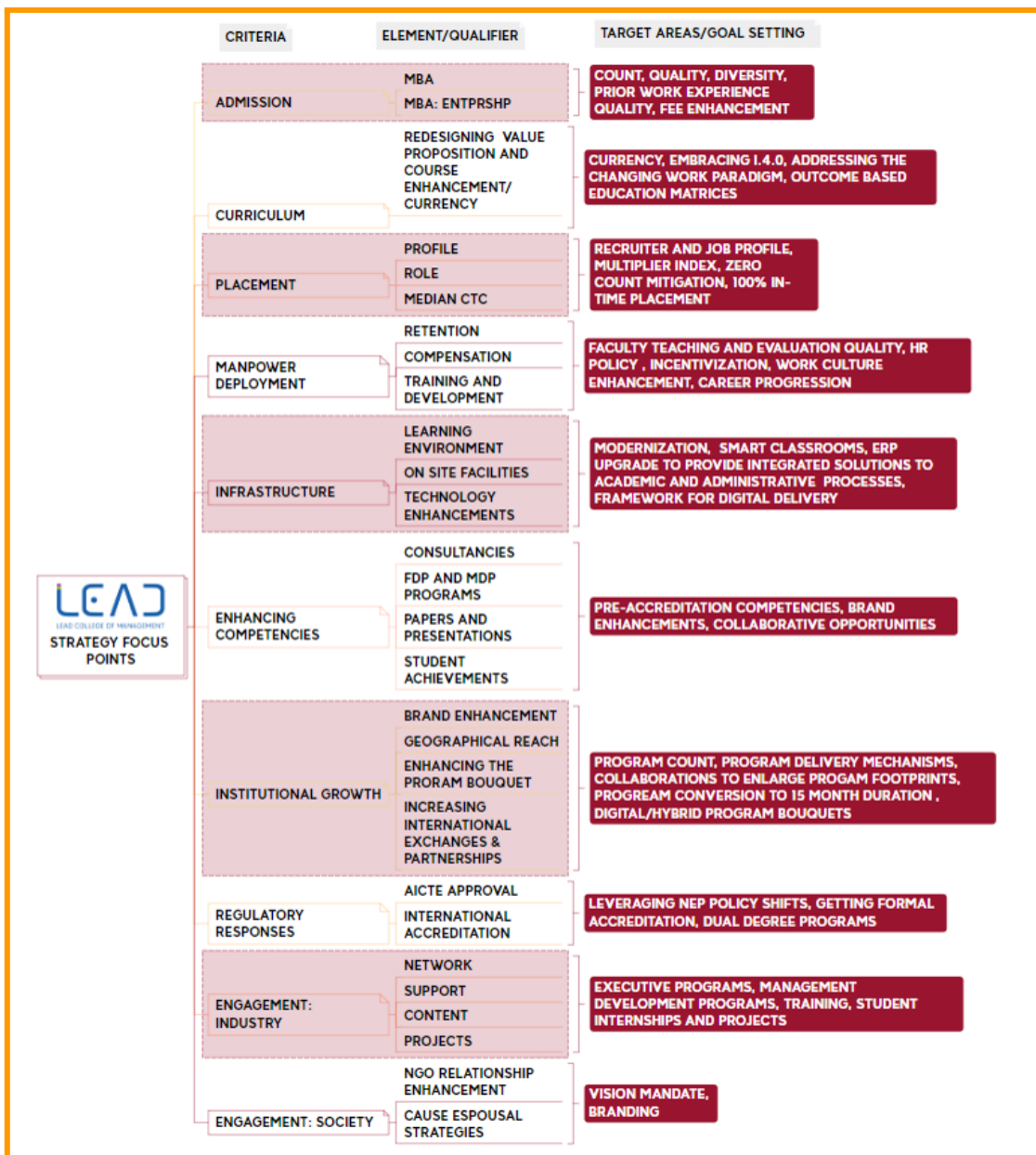
These were validated against the Mission statement and core focus areas were identified to ensure plan deployment at the granular level.
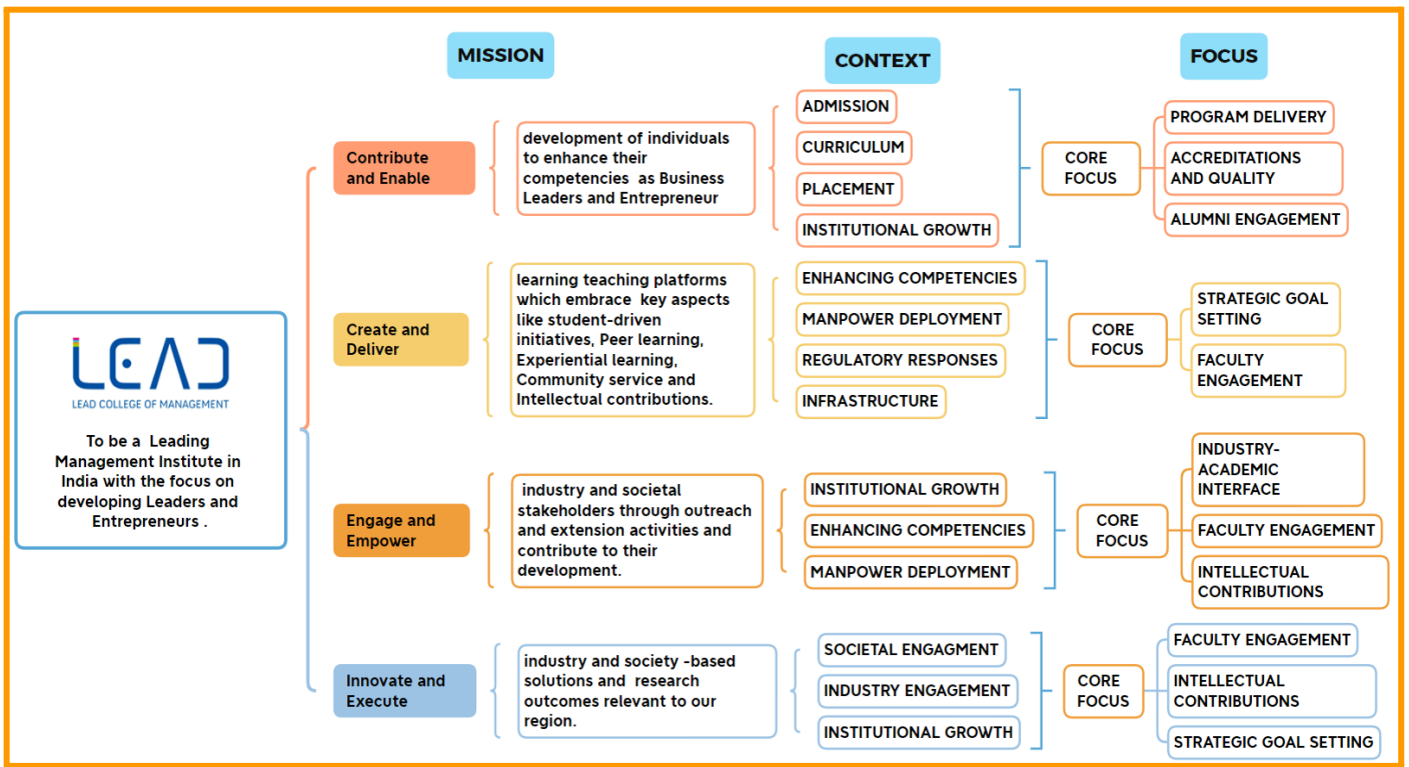
MISSION **CONTEXT** **FOCUS**

LEAD
LEAD COLLEGE OF MANAGEMENT

To be a Leading Management Institute in India with the focus on developing Leaders and Entrepreneurs .

Contribute and Enable
development of individuals to enhance their competencies as Business Leaders and Entrepreneur
- ADMISSION
- CURRICULUM
- PLACEMENT
- INSTITUTIONAL GROWTH

CORE FOCUS
- PROGRAM DELIVERY
- ACCREDITATIONS AND QUALITY
- ALUMNI ENGAGEMENT

Create and Deliver
learning teaching platforms which embrace key aspects like student-driven initiatives, Peer learning, Experiential learning, Community service and Intellectual contributions.
- ENHANCING COMPETENCIES
- MANPOWER DEPLOYMENT
- REGULATORY RESPONSES
- INFRASTRUCTURE

CORE FOCUS
- STRATEGIC GOAL SETTING
- FACULTY ENGAGEMENT

Engage and Empower
industry and societal stakeholders through outreach and extension activities and contribute to their development.
- INSTITUTIONAL GROWTH
- ENHANCING COMPETENCIES
- MANPOWER DEPLOYMENT

CORE FOCUS
- INDUSTRY-ACADEMIC INTERFACE
- FACULTY ENGAGEMENT
- INTELLECTUAL CONTRIBUTIONS

Innovate and Execute
industry and society -based solutions and research outcomes relevant to our region.
- SOCIETAL ENGAGMENT
- INDUSTRY ENGAGEMENT
- INSTITUTIONAL GROWTH

CORE FOCUS
- FACULTY ENGAGEMENT
- INTELLECTUAL CONTRIBUTIONS
- STRATEGIC GOAL SETTING

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6. Indicative Goal Setting

	STAGE I CONSOLIDATE	STAGE 2 EVOLVE (1+2)	STAGE 3 EXCEL(1+2+3)
ADMISSION	ACHIEVE 360 TARGET	AIM FOR QUALITY ADMISSIONS ENHANCE SIZE TO 420	ENHANCE DIVERSITY, PROGRAM NICHES AND EXPAND FOOTPRINT
CURRICULUM	SEEK AUTONOMY	REDESIGN , DEPLOY ABCDE	HYPER SPECIALIZATION AND ENTREPRENEURSHIP AS A NICHE OFFERING
PLACEMENT	ENHANCE CTC BY 10% ANNUALLY , TARGET 90%+ PLACEMENT	ENHANCE RECRUITER QUALITY, INCREASE CTC BAND TO TIER 2	CORPORATE RELATION CELL IN METROS, ALUMNI ENGAGEMENT AND CAPTURE TOP 100 BSE COS.
INSTITUTIONAL GROWTH	SEEK AUTONOMY. ENHANCE FOOTPRINT. INCREASE PROGRAM OFFERING	EXTEND BRAND BY M&A. TARGET TOTAL STUDENT COUNT TO 300+.	CREATE / MAJOR UPGRADE/CENTERS OF EXCELLENCE
ENHANCING COMPETENCIES	INCREASE TRAINING AND ENSHRINE TQM, SEEK NAAC AND PREPARE FOR DELIVERING NIRF MEASURES	STRATEGIES AND COLLABORATIONS FOR CONSULTANCIES, FUNDED RESEARCH . H-INDEX 3	NATIONAL POSITION IN 2 KEY AREAS OF OUR REMIT. INTERNATIONAL AASCB. NIRF TOP 100. H –INDEX 10
MANPOWER DEPLOYMENT	ACHIEVE FACULTY RATIO VIS A VIS STUDENT COUNT AND AQ:PQ RATIOS. RETAIN FACULTY. TRAIN STAFF AND HIRE ADDITIONAL SKILL SETS IN IT, DATA MANAGEMENT AND IQAC PROCESS	FACULTY COUNT 1:15 WITH OPTIMISED A.R.M.S DELIVERY(ACADEMIC-RESEARCH-MANAGING INSTITUTE ROLES-SOCIETAL ENGAGEMENT OPERATIONAL STAFF TRAINED	
REGULATORY RESPONSES	PREPARE TO ACHIEVE NAAC	IMPROVE NBA SCORE	AUTONOMOUS INSTITUTE STATUS WITH 3000+ ENROLMENTS
INFRASTRUCTURE	COMPLETE CURRENT PROJECTS. SMART CLASS AND TECHNOLOGY DEPLOYMENT	REFURBISHMENT AND MODERNIZATION, ADDITIONAL UNITS	LEED CERTIFIED INSTITUTE WITH STATE OF ART FACILITIES
SOCIAL ENGAGEMENT	ENHANCE SEWA@LEAD MODEL COLLABORATE FOR CSR FUNDING	ADOPT CAUSE ESPOUSAL AND FOCUSSED DELIVERY ON UNSDG DRIVEN PROJECTS	10 OUT OF BOX IDEAS/PAPERS/PROJECTS WITH MEASURABLE SOCIAL IMPACT

7 . Short Term Goal Setting: 2021-22 Mapped

|	PARAMETER	DIRECTION	MEASURE	TARGET
PLAN OUTLINE 2022-23	PROGRAM DELIVERY	ENSURE ADMISSIONS TARGET	330 FOR AY 2022-23	APPLY FOR INCREASE 2023-24
		PLACEMENT INCREASE COMPANY COUNT BY 10% AND MEDIAN CTC BY 10%	FORMALISED TRAINING IN TIME-TABLE	
			AT LEAST 30 NEW COMPANIES TO BE CONTACTED EVERY SEMESTER	
			ENHANCE INTERNSHIP QUALITY	STIPENDS TO AT LEAST 20% STUDENTS
				MNC/NATIONAL BRANDS
	FACULTY ENGAGEMENT	ENSURE FACULTY RATIO IS 1:18	ADDITIONAL HIRES IN OPERATIONS, ANALYTICS AND FINANCE	TARGET 30 FULL TIME + 4 ADJUNCT
			IMPROVE PHD AND PROF:ASSOC:ASST RATIO	PRESENT FACULTY TO COMPLETE PHDS
		PROVIDE FOR MORE TRAINING AND SKILL DEVELOPMENT	IN-HOUSE FDP/ ATTENDING FDPS/TRAINING OUTSIDE INSTITUTE	6 PROGRAMS PER YEAR
	INTELLECTUAL CONTRIBUTIONS	ENHANCE PUBLISHING/CONFERENCE PAPERS TO AT LEAST 1 PER FACULTY	MANDATE IN UCG CARE FOR EACH FACULTY	
			UPDATE RESEARCH PROMOTION POLICY	
		PARTICIPATE IN COMPETITIONS LIKE AIMS, MBA UNIVERSE	AT LEAST 5 SUBMISSIONS PER YEAR	
		FUNDING AND CONSULTANCY	AT LEAST 5 APPLICATIONS PER YEAR TOTALLING RS 20 LAKHS	ICSSR
				OTHER AGENCIES E.G AZIM UNIVERSITY, STATE GOVTS ETC.
		FDP/MDP ORGANIZED	AT LEAST 2 PROGRAMS PER SEMESTER OF 5 DAYS EACH	ESCALATE TO 4 FOR 2023-24
	ALUMNI ENGAGEMENT	OPEN ADDITIONAL CHAPTERS		MUMBAI, BANGALORE AND CHENNAI-AT LEAST 1
		ENHANCED ENGAGEMENT AT LEAD	MEETINGS	6 PER YEAR, ENGAGEMENT IN MENTORING
	ACCREDITATIONS AND QUALITY	NAAC	ENHANCE IQAC ROLE AND DELIVERY	4 PROGRAMS A YEAR
			FILE AQAR AND INITIATE SSR	PREPAREDNESS BY SEPTEMBER 2023 WITH SSR
			ACADEMIC AND ADMINISTRATIVE AUDIT	TO BE COMPLETED AUGUST 2023 FOR 2022-23
		ACBSP/AACSB	PREVIEW FRAMEWORK AND POSITION STATEMENT	TO PARTICIPATE IN ACBSP CONTESTS
		ISO 21001:2018 AND ENVIRONMENTAL AUDIT	TO INITIATE BOTH AND COMPLETE ASSESSMENT BY MAY 2023	CERTIFICATIONS BY AUGUST 2023
		AUTONOMOUS STATUS	APPLICATION	BY END 2023/ EARLY 2024
	STRATEGIC GOAL SETTING	ENHANCING APPROVED INTAKE	TARGET 360	APPROVAL BY MAY 2023 AND HIGHER INTAKE 2024
		COMMISSION /OPERATE INFRA DEVELOPMENTS	COMPLETION AND OCCUPATION OF NEW HOSTEL BLOCK	TARGET JULY 2023
		BRANDING OUTREACH	HOST/SUPPORT 3 NATIONAL CONFERENCES	INCREASE TO 4 2023-24
		HIGH IMPACT PROGRAMS	TWO INTERNATIONAL/ NATIONAL EVENTS	INCREASE TO 4 2023-25
		FOCUS ON ENTREPRENEURSHIP	ENHANCE REACH, PROGRAMS/EVENTS	INCREASE TO 4 2023-26
			REINVIGORATION THE LCEP PROGRAM	INCREASED INTAKE AND 2 CYCLES
		BRAND FOOTPRINT	INCREASE MOUs AND PROGRAM MANAGEMENT FOR OTHER INSTITUTIONS	ONE IN PLACE, 2 MORE TO BE COMPLETED IN 2022-23.
	INDUSTRY-ACADEMIC INTERFACE	ENHANCE INDUSTRY-ACADEMIA INTERFACE	PRESENCE/PRESENTATIONS IN PROFESSIONAL ASSOCIATIONS	AT LEAST 4 PER YEAR TARGETED.
			PAID FACULTY SECONDMENT TO COMPANIES FOR A MONTH	TO BE EXECUTED IN SUMMER OF 2023. SOP AND POLICY TO BE PREPARED

Key Performance Indicator Trends Examples

SUMMARY

Placement					
Item	**2020-2022**	**2019-2021**	**2018-2020**	**2017-2019**	**2016-2018**
No of students placed in companies or	167	110	138	104	124
No of students pursuing Ph.D./Higher Studies			0	1	1
No of students turned entrepreneur			0	5	3
	167	110	138	110	128
Academic Performance	**2020-2022**	**2019-2021**	**2018-2020**	**2017-2019**	**2016-2018**
Mean of CGPA or Mean Percentage of all successful students (X) (CGPA Out of 4 converted to percentage)/10	*6.6 (Official results not uploaded at in Univ portal. Mean of 3 sems taken*	*6.9*	*7.05*	*6.8*	*6.78*
Total no of successful students (Y)	152	128	152	119	114
Total no of students appeared in the examination(Z)	186	142	163	124	147
In time graduation i.e. in 4 semester all cleared	**2020-2022**	**2019-2021**	**2018-2020**	**2017-2019**	**2016-2018**
Number of students admitted	186	143	167	125	154
Number of students who have graduated in minimum time	152	118	138	110	106

Admissions for the 2021-23 batch was both a challenge and an opportunity for LEAD. This year the approved intake was increased from 180 to 300, the maximum possible for a stand-alone institution. This was the first batch and the admissions team successfully scored 300/300. 18 seats for the EWS quota were also successfully implemented and the total admissions count was 308. LEAD provided cash and benefits in kind support to over half the admitted students equivalent to a sum of Rs.1.02 crores.
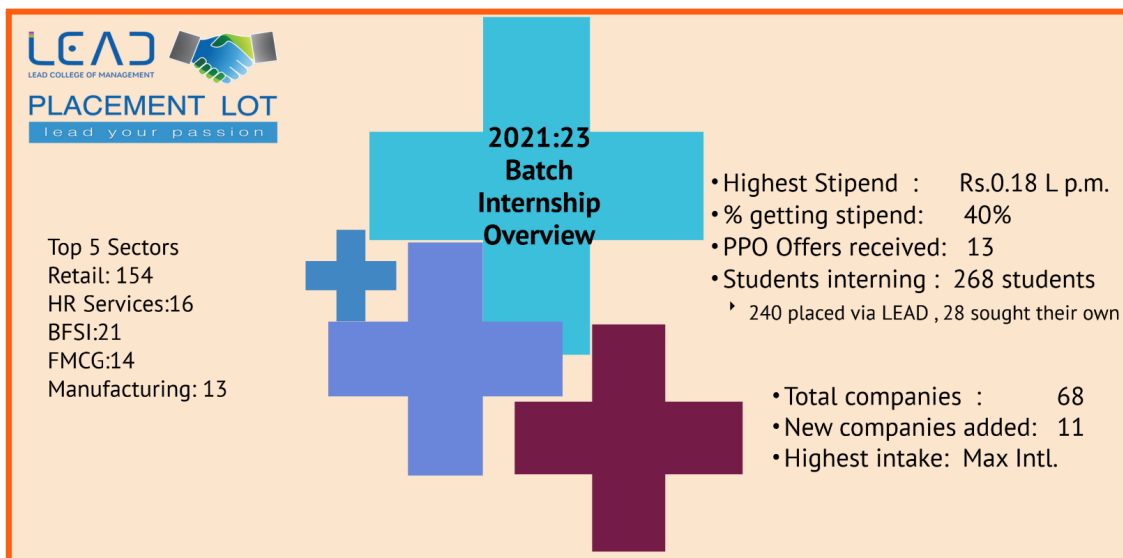
The admission process at LEAD is an innovation by itself and emphasizes the focus of management education through experiential and activity based learning. A presentation is available at LEAD 2021 ADMISSION REPORT

LEAD strives for diversity. A summated profile of admissions for 2021-23 batch is given below:
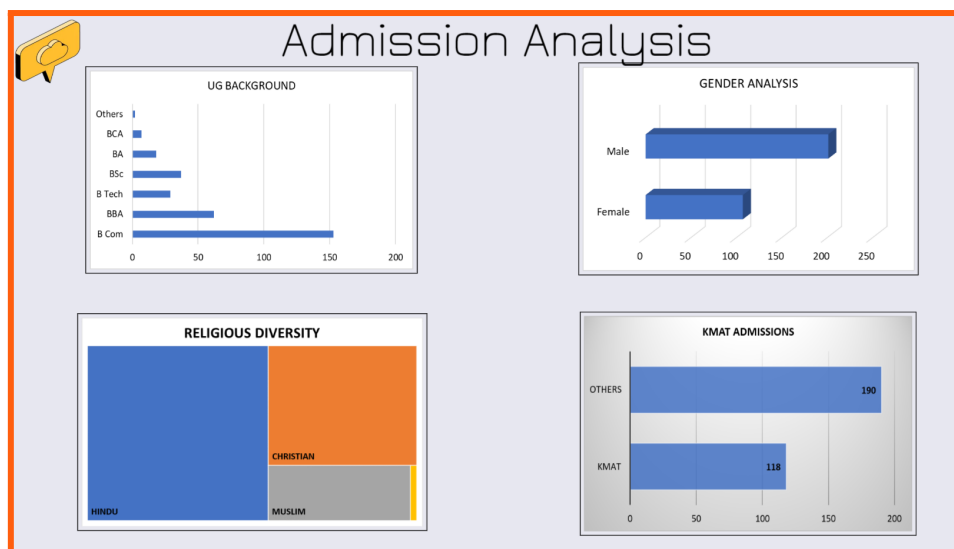
Internship is not a mandatory requirement as per the regulations of University of Calicut. At LEAD, we have made this a "mandatory"value-add module to ensure that our students get a good exposure to industry and this is extended to the final year students through company based final project-work. Most of the students joining us have

little or no experience of industry or a workplace. Placement cell, with the assistance of alumni and recruiters and other stakeholders, arranges for internships. The summary for the 2022 summer internship is given below:

LEAD PLACEMENT LOT
lead your passion

2021:23 Batch Internship Overview

Top 5 Sectors
Retail: 154
HR Services:16
BFSI:21
FMCG:14
Manufacturing: 13

- Highest Stipend :   Rs.0.18 L p.m.
- % getting stipend: 40%
- PPO Offers received: 13
- Students interning : 268 students
  ‣ 240 placed via LEAD , 28 sought their own

- Total companies :   68
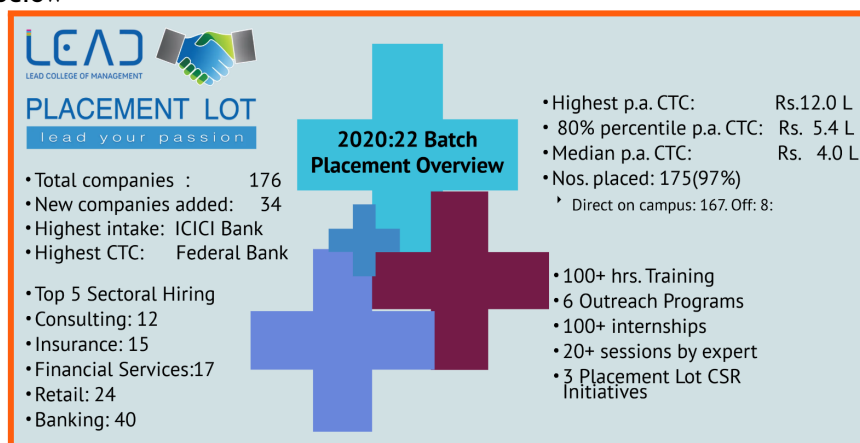- New companies added: 11
- Highest intake: Max Intl.

There is a formatted assessment process and feedback from the host organizations are received which help in student development and enhancing their workplace skills.

LEAD Placement LOT successfully overcame the challenges of the pandemic year and the team drove the placement processes in online, hybrid and offline modes. The placement cycle was extended due to changes in the university exam schedules and delayed admission cycles which meant that the academic calendar had to be reworked to meet stakeholders' expectations. A full report is available at: hyperlink to report

Elective wise, placement data for the 2020-2022 batch indicate:

FINANCE PLACED	59
MEDIAN CTC	3.5 LPA
HRM	23
MEDIAN CTC	3.5 LPA
MARKETING	92
MEDIAN CTC	4.25

An overview is given below

LEAD PLACEMENT LOT
lead your passion

2020:22 Batch Placement Overview

- Total companies :   176
- New companies added: 34
- Highest intake: ICICI Bank
- Highest CTC: Federal Bank

- Top 5 Sectoral Hiring
- Consulting: 12
- Insurance: 15
- Financial Services:17
- Retail: 24
- Banking: 40

- Highest p.a. CTC: Rs.12.0 L
- 80% percentile p.a. CTC: Rs. 5.4 L
- Median p.a. CTC: Rs. 4.0 L
- Nos. placed: 175(97%)
  ‣ Direct on campus: 167. Off: 8:

- 100+ hrs. Training
- 6 Outreach Programs
- 100+ internships
- 20+ sessions by expert
- 3 Placement Lot CSR Initiatives

Annexures

INCLUDES
- PAPER ON REDEFINING VISION MISSION FOR LEAD
  - SUMMARY OF EXPENSES AT LEAD

LEAD COLLEGE OF MANAGEMENT

Revisiting the Vision-Mission-Program Matrix

A Concept Note & Discussion Document.

DECEMBER 2022

ISSUED BY

DR. UMESH CHANDRASEKAR

IQAC TEAM INITIATIVE

Background

The recent review by the NBA team indicated that there are shortcomings in the Mission-PEO formulation and dissemination processes:

1.3.	Dissemination among stakeholders	10	A. Adequacy in respect of publication & dissemination (2)	2	6	Overall Marks for 1.3	
			B. Process of dissemination among stakeholders (2)	1			
			C. Extent of awareness of Vision, Mission & PEOs among the stakeholder (6)	3			
1.4.	Formulation Process	15	A. Description of process for defining the Vision, Mission (5)	2	8	Overall Marks for 1.4	Not extensive process.
			B. Description of process for defining the PEOs of the program (10)	6			
1.5.	Consistency of PEOs with Mission	15	A. Preparation of a matrix of mapping PEOs and elements of Mission statement (5)	3	8	Overall Marks for 1.5	
			B. Consistency/justification of co-relation parameters of the matrix (10)	5			

This paper will attempt to deal with 1.4 and 1.5 and suggest a better framework for consideration. In the first draft we will review 1.5 as this is the basis. 1.4 needs to be retro mapped and 1.3 is activity-

Overview of Current Position and Suggested Changes:

CURRENT POSITION	RECOMMENDED CHANGES
LEAD VISION	**LEAD VISION**
• To be one of the World-Leading Management Institutions, developing Socially Committed Leaders and Entrepreneurs	• To be LEADER in management education in South Asia with the focus on developing Leaders and Entrepreneurs .
LEAD MISSION	**LEAD MISSION**

• Contribute to the intellectual development of individuals, to enhance their competence as Business Leaders and Entrepreneurs.
• Provide more scope for Student-driven initiatives, Peer learning, Experiential learning, Community service and Intellectual contributions.
• To enhance the interaction between the Institute's Learner community and the broader community through our service and outreach efforts.
	• **CONTRIBUTE AND ENABLE**
	  ○ the development of individuals to enhance their competencies as Business Leaders and Entrepreneurs.
	• **CREATE AND DELIVER**
	  ○ learning teaching platforms which embrace key aspects like student-driven initiatives, Peer learning, Experiential learning, Community service and Intellectual contributions.
	• **ENGAGE AND EMPOWER**
	  ○ industry and societal stakeholders through outreach and extension activities and contribute to their development.
	• **INNOVATE AND EXECUTE** industry and society -based solutions and research outcomes relevant to our region.

The revised mind map is given below
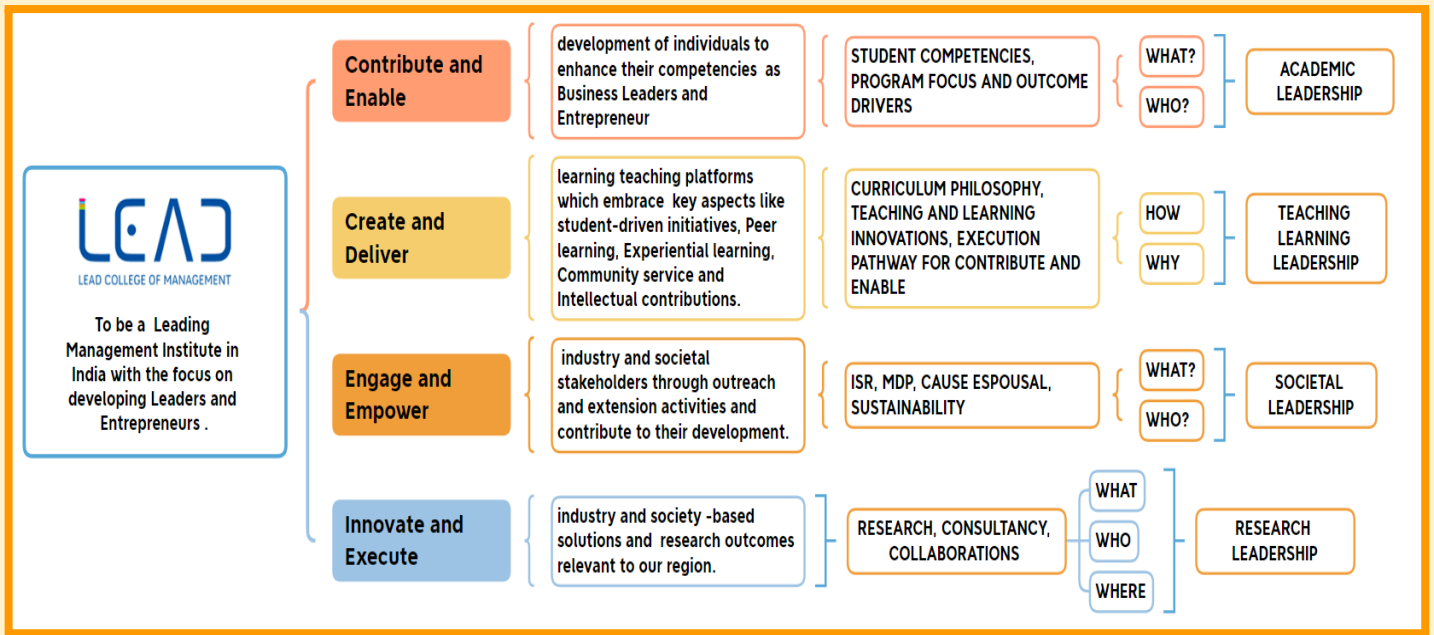
There is no need to create a separate Mission statement for MBA as we currently have a single program the MBA. When we evolve other programs, we can create different program objectives etc. to reflect the uniqueness. In principle the mission statement itself will not change, the emphasis may differ.

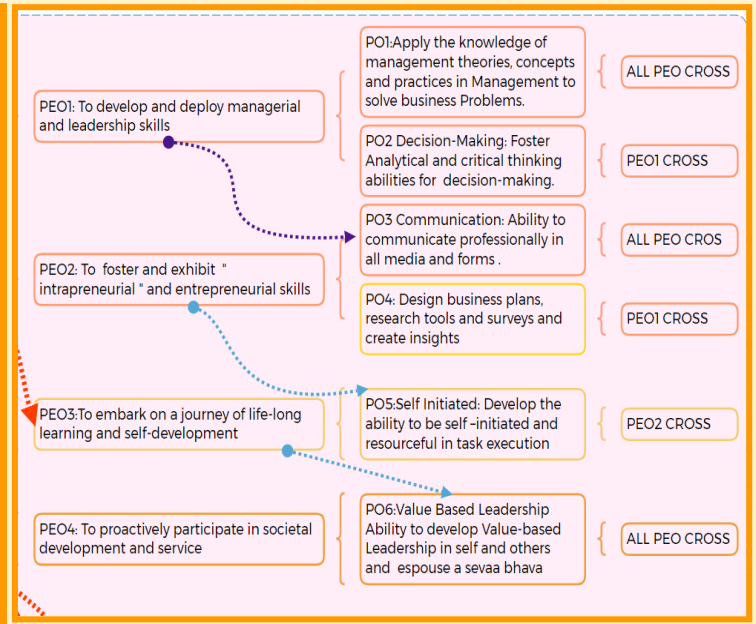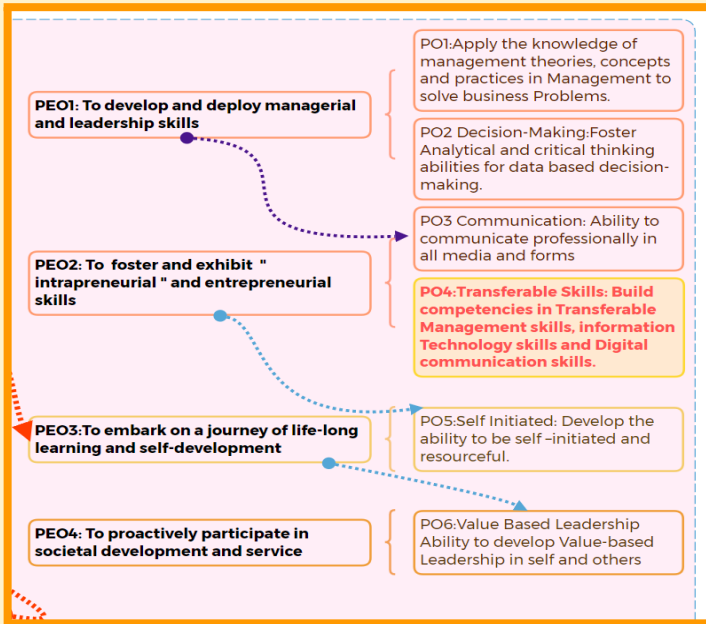# Evolving the PEO factors.
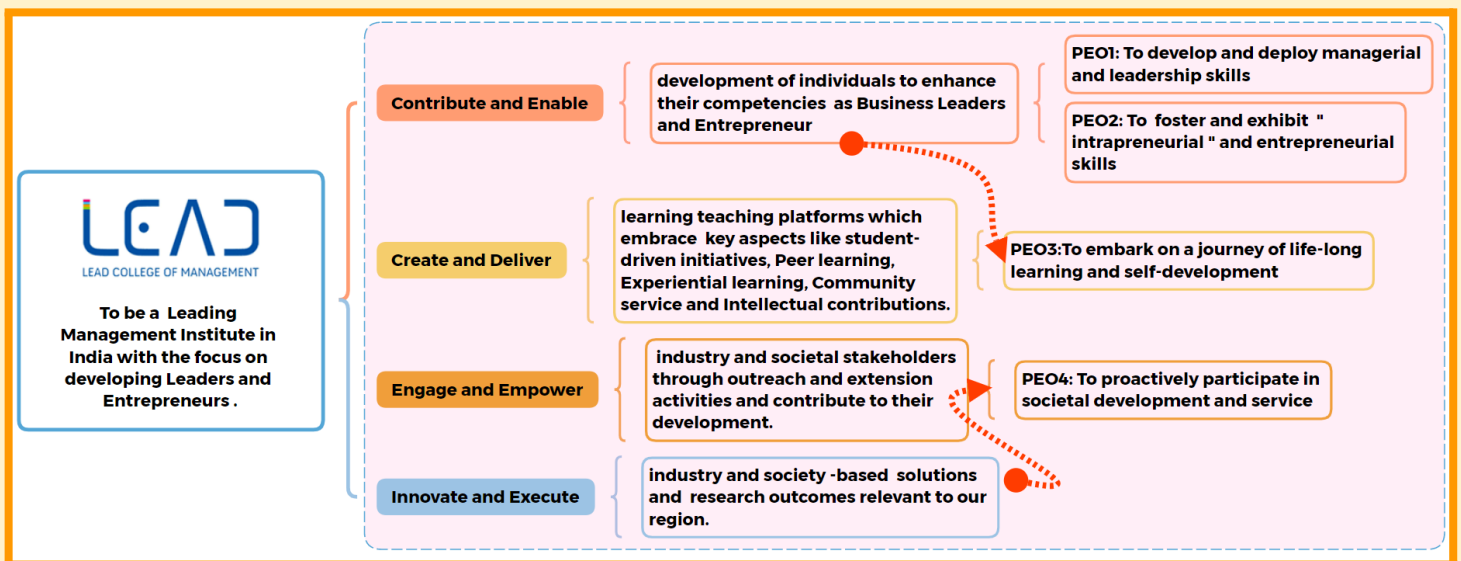
There will be a tendency to overlap with the suggested Mission Pillars. This is logical since a faculty-student relationship and the teaching and learning processes create these synergies and both stakeholders will contribute directly and indirectly to all the mission pillars.

Embedding the Program Outcomes

There are several inconsistencies in the current Program Outcomes. Generally , these should lead to SMART COs and therefore program outcomes must also lead to PEO. The current PO structure has been modified but more work needs to be done. The focus is our student stakeholders and how we can help them upskill through our processes. Given that the majority are freshers with no work experience, creating POs which will NOT have the potential to be deconstructed to measurable COs will be a challenge. This is at best a work in progress. PO4 definitely needs a review. Dotted lines show cross linkages as examples only. Some modifications have been made.

VERSION 1

PEO1: To develop and deploy managerial and leadership skills

PEO2: To foster and exhibit " intrapreneurial " and entrepreneurial skills

PEO3:To embark on a journey of life-long learning and self-development

PEO4: To proactively participate in societal development and service

PO1:Apply the knowledge of management theories, concepts and practices in Management to solve business Problems.

PO2 Decision-Making:Foster Analytical and critical thinking abilities for data based decision-making.

PO3 Communication: Ability to communicate professionally in all media and forms

PO4:Transferable Skills: Build competencies in Transferable Management skills, information Technology skills and Digital communication skills.

PO5:Self Initiated: Develop the ability to be self –initiated and resourceful.

PO6:Value Based Leadership Ability to develop Value-based Leadership in self and others

VERSION 2

PEO1: To develop and deploy managerial and leadership skills

PEO2: To foster and exhibit " intrapreneurial " and entrepreneurial skills

PEO3:To embark on a journey of life-long learning and self-development

PEO4: To proactively participate in societal development and service

PO1:Apply the knowledge of management theories, concepts and practices in Management to solve business Problems.

PO2 Decision-Making: Foster Analytical and critical thinking abilities for decision-making.

PO3 Communication: Ability to communicate professionally in all media and forms .

PO4: Design business plans, research tools and surveys and create insights

PO5:Self Initiated: Develop the ability to be self –initiated and resourceful in task execution

PO6:Value Based Leadership Ability to develop Value-based Leadership in self and others and espouse a sevaa bhava

ALL PEO CROSS

PEO1 CROSS

ALL PEO CROS

PEO1 CROSS

PEO2 CROSS

ALL PEO CROSS

Checklist for Mission Vision Construct

A mission statement is primarily internal and defines the organization's purpose and main objectives. A vision statement is shared internally and with external customers. It too defines the organization's purpose but more in terms of values than measurable objectives.

MISSION STATEMENT CHECKLIST	STATUS
Does the Mission Statement (MS) address the following components:	
Customers?	
Products or Services?	
Markets and Location?	
Concern for survival?	
Values of organization?	
Self-Concept (SWOT)?	
Concern for Public Image?	
Concern for Employees?	
Is the Mission Statement readable?	
Is the Mission Statement Inspiring and motivating?	
Does the Mission Statement distinguish the organization from its competitors?	
Does the Mission Statement create a sense of optimism?	
Is the Mission Statement assertive?	
Have the following rhetorical strategies been considered/addressed:	
Use of first-person point of view?	
Character?	
Goodwill?	
Has the Mission Statement been developed in an inclusive team process?	
VISION STATEMENT	
Do your mission statement and vision statement support each other?	
Does it convey what the organization should look like in a way that expresses its values?	
Does it appeal to and speak to leadership, employees, and customers?	
Is it future-oriented yet also realistically attainable?	
Does it describe what makes the organization unique?	
Can it be referred to as a guide to make strategic business decisions?	
Does it have focus yet is not too rigid that it stifles innovation?	
Does it have positive energy and will it inspire excellence and loyalty?	
NOT an advertising slogan!	

CONSOLIDATED SUMMARY OF BUDGET:ACTUAL EXPENDITURE FOR 3 YEARS

	Budgeted in CFY 2021-22 (Rs)	Expenses in CFY 2021-22 (Rs)	variance 2021-22	Budgeted in CFY-1 2020-21 (Rs)	Expenses in CFY-1 2020-21 (Rs)	variance 2020-21	Budgeted in CFY-2 2019-20 (Rs)	Expenses in CFY-2 2019-20 (Rs)	variance 2019-20
Infrastructure & Buildup	₹ 2,21,03,864	₹ 2,44,69,405	11%	₹ 2,76,11,593	₹ 1,55,39,684	-44%	₹ 1,21,52,424	₹ 1,00,74,552	-17%
Library	₹ 6,25,581	₹ 4,63,104	-26%	₹ 8,62,862	₹ 4,07,989	-53%	₹ 10,97,883	₹ 8,87,486	-19%
Computer Lab and Software	₹ 10,42,635	₹ 11,38,723	9%	₹ 15,10,009	₹ 13,30,809	-12%	₹ 12,11,457	₹ 9,91,405	-18%
Salary	₹ 2,41,89,134	₹ 2,65,94,810	10%	₹ 2,84,74,455	₹ 2,01,29,677	-29%	₹ 2,55,92,020	₹ 2,13,13,799	-17%
Research funding	₹ 21,68,681	₹ 16,00,341	-26%	₹ 8,62,862	₹ 3,40,449	-61%	₹ 3,78,580	₹ 2,84,670	-25%
Training & Travel	₹ 14,17,984	₹ 19,11,406	35%	₹ 4,31,431	₹ 3,52,012	-18%	₹ 18,92,901	₹ 15,55,711	-18%
Placement Charge	₹ 6,25,581	₹ 7,02,100	12%	₹ 8,62,862	₹ 7,98,860	-7%	₹ 3,40,722	₹ 2,58,420	-24%
Co-Curricular activities	₹ 21,68,681	₹ 27,00,850	25%	₹ 15,10,009	₹ 12,97,498	-14%	₹ 3,78,580	₹ 2,95,435	-22%
Extra Curricular	₹ 1,66,822	₹ 1,28,151	-23%	₹ 8,62,862	₹ 58,753	-93%	₹ 3,40,722	₹ 2,60,710	-23%
Misc. Expense	₹ 1,66,822	₹ 9,65,574	479%	₹ 4,31,431	₹ 3,16,306	-27%	₹ 7,57,160	₹ 6,22,093	-18%
Others	₹ 4,17,054	₹ 8,34,053	100%	₹ 4,31,431	₹ 2,28,282	-47%	₹ 3,78,580	₹ 3,07,207	-19%
Promotions	₹ 16,68,216	₹ 29,35,604	76%	₹ 8,62,862	₹ 6,21,316	-28%	₹ 2,65,006	₹ 1,92,650	-27%
Statutory	₹ 12,51,162	₹ 17,92,493	43%	₹ 17,25,725	₹ 9,44,220	-45%	₹ 43,15,814	₹ 35,30,477	-18%
Office Expenses	₹ 41,70,540	₹ 54,62,830	31%	₹ 34,51,449	₹ 28,93,509	-16%	₹ 60,57,283	₹ 49,93,685	-18%
Students Activity	₹ 12,51,162	₹ 28,27,340	126%	₹ 17,25,725	₹ 5,23,253	-70%	₹ 17,41,469	₹ 14,17,464	-19%
Scholarship	₹ 25,85,735	₹ 0	-100%	₹ 17,25,725	₹ 7,90,000	-54%	₹ 22,71,481	₹ 18,45,000	-19%
Bank charges	₹ 25,02,324	₹ 27,72,438	11%	₹ 34,51,449	₹ 28,75,689	-17%	₹ 29,15,067	₹ 23,35,455	-20%
Mess and food charges	₹ 1,33,45,729	₹ 1,49,79,150	12%	₹ 77,65,760	₹ 63,51,717	-18%	₹ 1,31,36,732	₹ 1,08,74,918	-17%
Contingency Expenses	₹ 15,43,100	₹ 0	-100%	₹ 17,25,725	₹ 3,28,078	-81%	₹ 4,92,154	₹ 0	-100%
Grand Total	₹ 8,34,10,807	₹ 9,22,78,372	11%	₹ 8,62,86,227	₹ 5,61,28,101	-35%	₹ 7,57,16,037	₹ 6,20,41,137	-18%
LESS SALARY ITEMS		₹ 2,65,94,810			₹ 2,01,29,677			₹ 2,13,13,799	
TOTAL EXCL SALARY		₹ 6,56,83,562			₹ 3,59,98,424			₹ 4,07,27,338	

** Scholarships will be allotted after the end semester for 2023.

Dr. Thomas George K, Director