# Yearly Status Report - 2017-2018

| Part A | |
|---|---|
| **Data of the Institution** | |
| **1. Name of the Institution** | **LEAD COLLEGE OF MANAGEMENT** |
| Name of the head of the Institution | **Dr. Thomas George K** |
| Designation | **Director** |
| Does the Institution function from own campus | **Yes** |
| Phone no/Alternate Phone no. | **04912553693** |
| Mobile no. | **9497713693** |
| Registered Email | **info@lead.ac.in** |
| Alternate Email | **thomas@lead.ac.in** |
| Address | **LEAD College of Management Dhoni P.O, Palakkad Dist** |
| City/Town | **Palakkad** |
| State/UT | **Kerala** |
| Pincode | **678009** |

## 2. Institutional Status

| | |
|---|---|
| Affiliated / Constituent | **Affiliated** |
| Type of Institution | **Co-education** |
| Location | **Rural** |
| Financial Status | **Self financed** |
| Name of the IQAC co-ordinator/Director | **Mrs. Yasmin Samad** |
| Phone no/Alternate Phone no. | **04912553693** |
| Mobile no. | **9497713693** |
| Registered Email | **info@lead.ac.in** |
| Alternate Email | **yasmin@lead.ac.in** |

## 3. Website Address

| | |
|---|---|
| Web-link of the AQAR: (Previous Academic Year) | http://lead.ac.in |

## 4. Whether Academic Calendar prepared during the year

| | |
|---|---|
| **4. Whether Academic Calendar prepared during the year** | **Yes** |
| if yes,whether it is uploaded in the institutional website: Weblink : | https://lead.ac.in/student-internal-assessment/ |

## 5. Accrediation Details

| Cycle | Grade | CGPA | Year of Accrediation | Validity | |
|---|---|---|---|---|---|
| | | | | Period From | Period To |
| **1** | **B** | **2.35** | **2016** | **10-Jul-2016** | **11-Jul-2021** |

## 6. Date of Establishment of IQAC

**01-Mar-2016**

## 7. Internal Quality Assurance System

| Quality initiatives by IQAC during the year for promoting quality culture | | |
|---|---|---|
| Item /Title of the quality initiative by IQAC | Date & Duration | Number of participants/ beneficiaries |
| **Innovative Teaching Methods with IT** | **03-Sep-2018** <br> **1** | **29** |

| | |
|---|---|
| integration | |

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**8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.**

| Institution/Department/Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|---|---|---|---|---|
| Nil | NIL | Nil | 2018 0 | 0 |

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| | |
|---|---|
| **9. Whether composition of IQAC as per latest NAAC guidelines:** | **Yes** |
| Upload latest notification of formation of IQAC | [View File](#) |
| **10. Number of IQAC meetings held during the year :** | **1** |
| The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website | **Yes** |
| Upload the minutes of meeting and action taken report | [View File](#) |
| **11. Whether IQAC received funding from any of the funding agency to support its activities during the year?** | **No** |

**12. Significant contributions made by IQAC during the current year(maximum five bullets)**

Preparation of AQAR documentation work All faculty members are encouraged to enhance their teaching learning process by holding FDPs for instance Innovative Teaching Methods with IT integration. IQAC regulates the arrangements for holding seminars, workshops etc. To encourage research FDPs related to Management research was conducted and Faculty members were sent for workshop in SPSS. Various programmes are conducted for the students to improve their knowledge and Skills.

[View File](#)

**13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year**

| Plan of Action | Achivements/Outcomes |
|---|---|
| To conduct FDPs related to Quality & Teaching Process | Conducted the programme Use of IT in teaching |

| To conduct & send Faculty for research, seminars/FDP/Workshops | One event & Faculty send for Workshop & FDP on research & SPSS. |
|---|---|
| To apply for NAAC- 2019 cycle 2 | Submitted the SSR in 2015 & AQAR process in progress |
| To apply for NBA in 2022 | Work initiated & under progress |
| [View File](#) | |

| **14. Whether AQAR was placed before statutory body ?** | **No** |
|---|---|
| **15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?** | **No** |
| **16. Whether institutional data submitted to AISHE:** | **No** |
| **17. Does the Institution have Management Information System ?** | **Yes** |
| If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words) | **The college has a comprehensive and well integrated management information system, ONE LEAD.A web application has several features that are useful to the management and the teachers.maintains the records of student's personal information, academic history, the attendance, and the marks. Various reports can be generated based on the needs of the concerned teaching staff.Entire official and nonofficial Onelead promoting an ecofriendly campus** |

## Part B

### CRITERION I – CURRICULAR ASPECTS

#### 1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

**Learning by doing, community service, experiential learning, collaborative learning are innovative approaches in modern management education where management institution provide a simulated environment that facilitate such learning. At LEAD, it is not simulated or virtual it is real and actual. It is part of the students' campus life. Students manage a vegetable farm, poultry farm, fish farm, Canteen, Stationery store, food-court, guest relationship, admissions, placements, alumni as part of the "LOT" or LEAD Operating Team. We have LOT- Admission, Administration, Canteen, Greening, Research, Placement, Competition, Training, OBT, Events, LEAD Development, LEAD O Graphy, ISR, Arts & Sports. Valuable lessons in Inventory management, Supply chain management, Human resource management, Finance management are learned not in simulated environments, but in actual live situations no different from what they would have to encounter in the corporate world. The approach to fostering Ethics and**

Social values in students is unique here in LEAD College of Management. No facility is locked, no out-of-bound zones and restricted area for students or the staff. You will seldom come across an institution where students walk-in to the unmanned library at any time they wish and carry whichever book they desire and return it responsibly after its use. We believe that Faith, Trust and freedom rather than rules, obedience and enforcements cultivate long-lasting values and ethical behavior that is part of the students' character. Outcome based Education is the underlying philosophy that shape our teaching-learning processes. It is not the 'What' and 'When' but 'Why 'and "How" that is of paramount importance when it comes to teaching and learning. Teams of very talented Professors interact and work hand-in-hand with the talented students, moulding them, transforming them to Global leaders with ethical, social values. LEAD College of Management is unique in its approach to Management and Entrepreneurial Education. A rising star in the south, focused and quality oriented. By securing the stamp of approval of NBA accreditation, LEAD College of Management is all set to validate its unique and superior system and realize the lofty vision of its founders; "To be one of the World-Leading management Institutions, developing socially committed business leaders."

## 1.1.2 – Certificate/ Diploma Courses introduced during the academic year

| Certificate | Diploma Courses | Dates of Introduction | Duration | Focus on employ ability/entreprene urship | Skill Development |
|---|---|---|---|---|---|
| NIl | NIL | Nil | 0 | NIL: | NILNIL |

## 1.2 – Academic Flexibility

### 1.2.1 – New programmes/courses introduced during the academic year

| Programme/Course | Programme Specialization | Dates of Introduction |
|---|---|---|
| Nill | NIL | Nill |
| View File | | |

### 1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

| Name of programmes adopting CBCS | Programme Specialization | Date of implementation of CBCS/Elective Course System |
|---|---|---|
| Nill | NIL | Nill |

### 1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

| | Certificate | Diploma Course |
|---|---|---|
| Number of Students | 0 | 0 |

## 1.3 – Curriculum Enrichment

### 1.3.1 – Value-added courses imparting transferable and life skills offered during the year

| Value Added Courses | Date of Introduction | Number of Students Enrolled |
|---|---|---|
| Yes | 18/01/2011 | 124 |
| View File | | |

### 1.3.2 – Field Projects / Internships under taken during the year

| Project/Programme Title | Programme Specialization | No. of students enrolled for Field Projects / Internships |
|---|---|---|
| MBA | General | 124 |
| View File | | |

## 1.4 – Feedback System

### 1.4.1 – Whether structured feedback received from all the stakeholders.

| | |
|---|---|
| Students | Yes |
| Teachers | Yes |
| Employers | Yes |
| Alumni | Yes |
| Parents | Yes |

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

| Feedback Obtained |
|---|
| Apart from this, Industry people are invited as examiners for project examination, group discussions and similar curricular and co-curricular activities. Apart from this, Industry people are invited as examiners for project examination, group discussions and similar curricular and co-curricular activities. The involvement of industry in academic encourages the students and helps them to boost their confidence by gaining knowledge/sharing from industry. The involvement of industry in academic encourages the students and helps them to boost their confidence by gaining knowledge/sharing from industry. Institute takes feedback from its stakeholders like students, alumni, parents, industries and considers it in enriching the curriculum. Involvement of experts from industries is promoted during every curriculum revision to receive feedbacks and requirements to bridge the gap between industry and academia. Same comments are incorporated in the curriculum revision. Feedback is also received from industries regarding the performance of alumni's placed in various reputed companies and the gaps where they need to improve is discussed and communicated with all the subject teachers.The students who are taking industry-sponsored projects are guided by industry guides as well as institute guides. The students present the action plan, work done during their review presentations in front of industry and institute guides. Their assessment is done on regular basis and corrective actions are taken based on the performance/progress feedback from industry guide. Along with the sponsored projects, industry also provides short-term assignments to the students, which are merely based on the credentials of the students and their interest in the domain. Apart from this, Industry people are invited as examiners for project examination, group discussions and similar curricular and co-curricular activities. The involvement of industry in academic encourages the students and helps them to boost their confidence by gaining knowledge/sharing from industry. |

## CRITERION II – TEACHING- LEARNING AND EVALUATION

### 2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

| Name of the Programme | Programme Specialization | Number of seats available | Number of Application received | Students Enrolled |
|---|---|---|---|---|
| MBA | General | 180 | 396 | 125 |
| [View File](#) | | | | |

### 2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

| Year | Number of students enrolled | Number of students enrolled | Number of fulltime teachers | Number of fulltime teachers | Number of teachers |
|---|---|---|---|---|---|

| | in the institution (UG) | in the institution (PG) | available in the institution teaching only UG courses | available in the institution teaching only PG courses | teaching both UG and PG courses |
| --- | --- | --- | --- | --- | --- |
| 2017 | 0 | 125 | 0 | 24 | 0 |

## 2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

| Number of Teachers on Roll | Number of teachers using ICT (LMS, e-Resources) | ICT Tools and resources available | Number of ICT enabled Classrooms | Numberof smart classrooms | E-resources and techniques used |
| --- | --- | --- | --- | --- | --- |
| 24 | 24 | 2 | 6 | 6 | 2 |

View File of ICT Tools and resources

No file uploaded.

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

"Mentoring as a tool to Improve Productivity" The class of 60 students is divided into 4 mentor groups, each group consisting of 10 – 12 students. Building an aptitude for research and Innovations among the students is strongly correlated with the kind of mentoring and guidance that the student gets in the campus. Quality discussion and guidance from globally talented faculty and talented peers automatically leads to building the right attitude towards research and life-long learning. The focus of the course would be on developing Value based leadership, Self-Initiation and Transferable skills. As part of this Value-added course students would also have a organize a Management Festival for the Graduates in and around the locality and provide mentorship support to the students in the public. The institution has the complete updated database of the Alumni and their contact details including phone number, email-id and other credentials. It is updated from time to time. They are grouped into various mentor groups to which they belonged during the period of their study at LEAD College of Management, and the current mentor in charge is given the responsibility to get their updates, news and current job information from them. They can connect and update their details through the alumni.

| Number of students enrolled in the institution | Number of fulltime teachers | Mentor : Mentee Ratio |
| --- | --- | --- |
| 125 | 24 | 1:5 |

## 2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
| --- | --- | --- | --- | --- |
| 18 | 24 | 0 | 8 | 10 |

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )

| Year of Award | Name of full time teachers receiving awards from state level, national level, international level | Designation | Name of the award, fellowship, received from Government or recognized bodies |
| --- | --- | --- | --- |
| 2017 | NIl | Nill | Nill |

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## 2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

| Programme Name | Programme Code | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
|----------------|----------------|----------------|----------------|----------------|
| MBA | 006 | 2017 | 27/07/2017 | 26/11/2019 |

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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Internal evaluation for the core delivery at Lead is designed in such a way that students learn management by doing various activities in the first appendix process is gap analysis reform to identify the gap curriculum governed by the university and the outcomes envying by Lead. The various components of internal evaluation are Internal test (50), written submission, presentations and class participations. Lot of a host of pedagogical tools such as case study, simulation, aptitude, logical reasoning is been categorised to ensure the participation to ensure the higher level of bloom's taxonomy

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

Academic calendar of the institution is prepared by admin office, inconsideration with dean academics. The institution calendar has 3 components, 1) Academic 2) Training Development 3) Other components of management. The draft of academic calendar is submitted to the committee. On approval of director, entrust the dean-academics and the chief administration. The examinations are categized as 1) Continuous evaluation (Internal) 2) University examination (External). In continuous improvement of the students/ Sufficient provision are made in the calendar to adjust the academic process whenever the university examinations are declared.

## 2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

https://lead.ac.in

2.6.2 – Pass percentage of students

| Programme Code | Programme Name | Programme Specialization | Number of students appeared in the final year examination | Number of students passed in final year examination | Pass Percentage |
|----------------|----------------|----------------|----------------|----------------|----------------|
| 006 | MBA | General | 107 | 74 | 69.2 |

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## 2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

https://lead.ac.in

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

## 3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

| Nature of the Project | Duration | Name of the funding agency | Total grant sanctioned | Amount received during the year |
|----------------|----------|----------------|----------------|----------------|

| Major Projects | 00 | 0 | 0 | 0 |
|---|---|---|---|---|

| View File |
|---|

## 3.2 – Innovation Ecosystem

### 3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

| Title of workshop/seminar | Name of the Dept. | Date |
|---|---|---|
| 00 | MBA | |

### 3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

| Title of the innovation | Name of Awardee | Awarding Agency | Date of award | Category |
|---|---|---|---|---|
| NIL | NIL | NIL | Nill | Nill |

| View File |
|---|

### 3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

| Incubation Center | Name | Sponsored By | Name of the Start-up | Nature of Start-up | Date of Commencement |
|---|---|---|---|---|---|
| NIL | NIL | Nill | Nill | Nill | Nill |

| View File |
|---|

## 3.3 – Research Publications and Awards

### 3.3.1 – Incentive to the teachers who receive recognition/awards

| State | National | International |
|---|---|---|
| 0 | 0 | 0 |

### 3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

| Name of the Department | Number of PhD's Awarded |
|---|---|
| MBA | 0 |

### 3.3.3 – Research Publications in the Journals notified on UGC website during the year

| Type | Department | Number of Publication | Average Impact Factor (if any) |
|---|---|---|---|
| International | MBA | 11 | 0 |

| View File |
|---|

### 3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

| Department | Number of Publication |
|---|---|
| NIL0 | 0 |

| View File |
|---|

### 3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

| Title of the Paper | Name of Author | Title of journal | Year of publication | Citation Index | Institutional affiliation as mentioned in the publication | Number of citations excluding self citation |
|---|---|---|---|---|---|---|
| NIL | NIL | NIL | Nill | Nill | Nill | Nill |

| | |
|---|---|
| | View File |

## 3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

| Title of the Paper | Name of Author | Title of journal | Year of publication | h-index | Number of citations excluding self citation | Institutional affiliation as mentioned in the publication |
|---|---|---|---|---|---|---|
| NIL | Nill | Nill | Nill | Nill | Nill | Nill |

| | |
|---|---|
| | View File |

## 3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

| Number of Faculty | International | National | State | Local |
|---|---|---|---|---|
| Nill | 0 | 0 | 0 | 0 |

| | |
|---|---|
| | View File |

## 3.4 – Extension Activities

### 3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

| Title of the activities | Organising unit/agency/ collaborating agency | Number of teachers participated in such activities | Number of students participated in such activities |
|---|---|---|---|
| NIL | Nill | Nill | Nill |

| | |
|---|---|
| | View File |

### 3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

| Name of the activity | Award/Recognition | Awarding Bodies | Number of students Benefited |
|---|---|---|---|
| NIL | NIL | NIL | 0 |

| | |
|---|---|
| | View File |

### 3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

| Name of the scheme | Organising unit/Agency/collaborating agency | Name of the activity | Number of teachers participated in such activites | Number of students participated in such activites |
|---|---|---|---|---|
| Swachh Bharat, | Lead College of Management | Cleaning of kalpathy river | 12 | 124 |
| Swachh Bharat | Lead College of Management | Removing of plastic in public road | 12 | 124 |

| | |
|---|---|
| | View File |

## 3.5 – Collaborations

### 3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

| Nature of activity | Participant | Source of financial support | Duration |
|---|---|---|---|
| NIL | Nill | Nill | Nill |

| | |
|---|---|
| | View File |

### 3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research

facilities etc. during the year

| Nature of linkage | Title of the linkage | Name of the partnering institution/ industry /research lab with contact details | Duration From | Duration To | Participant |
|---|---|---|---|---|---|
| NIl | NIL | NIL | Nill | Nill | Nill |

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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

| Organisation | Date of MoU signed | Purpose/Activities | Number of students/teachers participated under MoUs |
|---|---|---|---|
| NIL | Nill | Nill | Nill |

View File

# CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

## 4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
|---|---|
| 90.24 | 85.36 |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities | Existing or Newly Added |
|---|---|
| Campus Area | Existing |
| Class rooms | Existing |
| Laboratories | Existing |
| Seminar Halls | Existing |
| Video Centre | Existing |
| Value of the equipment purchased during the year (rs. in lakhs) | Existing |
| Others | Existing |
| Number of important equipments purchased (Greater than 1-0 lakh) during the current year | Existing |
| Classrooms with Wi-Fi OR LAN | Existing |

View File

## 4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

| Name of the ILMS software | Nature of automation (fully or patially) | Version | Year of automation |
|---|---|---|---|
| MOODLE | Fully | 3.0.10 | 2016 |

4.2.2 – Library Services

| Library Service Type | Existing | | Newly Added | | Total | |
|---|---|---|---|---|---|---|
| Text Books | 4000 | 0 | 0 | 0 | 4000 | 0 |
| Reference Books | 28 | 0 | 0 | 0 | 28 | 0 |
| e-Books | 0 | 0 | 0 | 0 | 0 | 0 |
| Journals | 10 | 0 | 0 | 5 | 10 | 5 |
| e-Journals | 0 | 0 | 0 | 0 | 0 | 0 |
| Digital Database | 1 | 1 | 0 | 0 | 1 | 1 |
| CD & Video | 0 | 0 | 0 | 0 | 0 | 0 |
| Library Automation | 0 | 0 | 0 | 0 | 0 | 0 |
| Weeding (hard & soft) | 0 | 0 | 0 | 0 | 0 | 0 |
| Others(specify) | 0 | 0 | 0 | 0 | 0 | 0 |

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 4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives &amp; institutional (Learning Management System (LMS) etc

| Name of the Teacher | Name of the Module | Platform on which module is developed | Date of launching e-content |
|---|---|---|---|
| NIL | NIL | NIL | Nill |

View File

## 4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

| Type | Total Computers | Computer Lab | Internet | Browsing centers | Computer Centers | Office | Departments | Available Bandwidth (MBPS/ GBPS) | Others |
|---|---|---|---|---|---|---|---|---|---|
| Existing | 25 | 1 | 15 | 35 | 1 | 5 | 1 | 60 | 0 |
| Added | 5 | 0 | 5 | 33 | 1 | 5 | 2 | 60 | 0 |
| Total | 30 | 1 | 20 | 68 | 2 | 10 | 3 | 120 | 0 |

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

| 60 MBPS/ GBPS |
|---|

4.3.3 – Facility for e-content

| Name of the e-content development facility | Provide the link of the videos and media centre and recording facility |
|---|---|

| NIL | NIL |
|-----|-----|

## 4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

| Assigned Budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurredon maintenance of physical facilites |
|-----|-----|-----|-----|
| 0 | 0 | 0 | 0 |

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

| 4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives amp institutional (Learning Management System (LMS) etc Name of the Teacher Name of the Module Platform on which module is developed Date of launching e-content |
|-----|
| https://lead.ac.in/ |

# CRITERION V – STUDENT SUPPORT AND PROGRESSION

## 5.1 – Student Support

5.1.1 – Scholarships and Financial Support

|  | Name/Title of the scheme | Number of students | Amount in Rupees |
|-----|-----|-----|-----|
| Financial Support from institution | FOREIGN STUDENTS | 10 | 1451000 |
| Financial Support from Other Sources |  |  |  |
| a) National | 00 | 0 | 0 |
| b)International | 0 | 0 | 0 |
| View File |

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

| Name of the capability enhancement scheme | Date of implemetation | Number of students enrolled | Agencies involved |
|-----|-----|-----|-----|
| Bridge courses | 26/07/2017 | 87 | CALICUT UNIVERSITY |
| Yoga | 21/06/2017 | 40 | AISHE |
| Meditation | 21/09/2017 | 25 | AISHE |
| No file uploaded. |

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

| Year | Name of the scheme | Number of benefited students for competitive examination | Number of benefited students by career counseling activities | Number of students who have passedin the comp. exam | Number of studentsp placed |
|-----|-----|-----|-----|-----|-----|

| 2017 | 0 | 0 | 0 | 0 | 0 |
| --- | --- | --- | --- | --- | --- |

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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
| --- | --- | --- |
| 3 | 3 | 0 |

**5.2 – Student Progression**

5.2.1 – Details of campus placement during the year

| On campus | | | Off campus | | |
| --- | --- | --- | --- | --- | --- |
| Nameof organizations visited | Number of students participated | Number of stduents placed | Nameof organizations visited | Number of students participated | Number of stduents placed |
| ORELL | 125 | 71 | J K CEMENT | 125 | 28 |

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5.2.2 – Student progression to higher education in percentage during the year

| Year | Number of students enrolling into higher education | Programme graduated from | Depratment graduated from | Name of institution joined | Name of programme admitted to |
| --- | --- | --- | --- | --- | --- |
| 2017 | 1 | MBA | NA | KUFOS | PHD |

View File

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

| Items | Number of students selected/ qualifying |
| --- | --- |
| Nill | 0 |

View File

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

| Activity | Level | Number of Participants |
| --- | --- | --- |
| NIL | NIL | Nill |

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**5.3 – Student Participation and Activities**

5.3.1 – 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 | Name of the award/medal | National/ Internaional | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student |
| --- | --- | --- | --- | --- | --- | --- |
| 2017 | Nill | National | Nill | Nill | 000 | Nill |

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5.3.2 – Activity of Student Council &amp; representation of students on academic &amp; administrative bodies/committees of the institution (maximum 500 words)

tudents from different backgrounds with diverse world views and domain knowledge, hailing from different social set up (including few

foreigners)reinforce the fact that the amount of peer learning that one can experience in a B-school like LEAD is unmatchable. Each batch is formed in a manner that students get to work with people from different educational, professional and cultural background. The Programme fosters collaborative learning approach, the ability to work in and manage teams is a necessity that is automatically imbided by the students.

## 5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

YES LEAD College of Management Alumni Association (LCMAA), the Alumni Association of the Institution is a strong vibrant Association of its students, faculty and the staff members. Formed way back in 2013.the association has a strong membership of over 1100 members. The guiding philosophy of the Association is concisely stated in its vision statement as "Connect, Unite, Engage and Support". The Association, its members, the office bearers under the able guidance of its Patron, Dr. Thomas George, are committed facilitate the networking, unity, engagement and rendering of timely support to all its members all over the globe

5.4.2 – No. of enrolled Alumni:

| 31 |
|---|

5.4.3 – Alumni contribution during the year (in Rupees) :

| 0 |
|---|

5.4.4 – Meetings/activities organized by Alumni Association :

| UAE |
|---|

## CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

All stakeholders define the policies of the campus collectively as per laid down framework defined by the Board of Governors (BOG) members. The decisions are taken at three levels. The respective level decision does not require upper approval as per the decision to be taken in the campus, the level of decision is defined at three levels as shown in Figure and above. Delegation of Financial Powers The finance delegation is defined as per rules laid down by Board of Governors. At every level the amount to be spend are defined as per finance committee.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

### 6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

| Strategy Type | Details |
|---|---|
| Curriculum Development | ? Curriculum Development The Academic Systems and processes at LEAD College of management are reviewed periodically through two kinds of audits 1. Internal Audit by IQAC Team 2. External Audit by |

| | | University of Calicut. The objectives of the Academic Audit are 1. Proper planning and implementation of Academic conduct. 2. Identification and Bridging of Curriculum Gap, Course Gap, and Program gap. 3. Formulation, review and improve Systems related to Outcome based education. Academic Audits are conducted as per the standards set by the Program Core Committee to monitor and evaluate all the aspects of Teaching-Learning process at LEAD |
|---|---|---|
| | Teaching and Learning | A continuous cyclic process is followed for the review and improvement of the quality of Teaching and learning at LEAD COLLEGE OF MANAGEMENT – Palakkad. The process starts with the assessment of the needs of the stakeholders, availability of resources, and assignment of the responsibility to appropriate resources. Once the responsibility to deliver the course content is assigned, the faculty designs the course delivery methodology to meet the course outcomes of the course, and the methodology to evaluate the attainment of course outcomes. Halfway through the course the course delivery and attainments, of Course, outcomes are monitored, and necessary corrective actions are taken by way of revision of the course delivery plan and delivery as per it |
| | Examination and Evaluation | LEAD College of Management follows a unique course design model that integrates the Course Outcomes, Teaching-Learning activities and the Course Assessment/ Feedback The Internal Quality Assurance Committee ensures the quality of the Continuous Assessment and Evaluation |
| | Research and Development | To ensure professional execution of the project, the students are required to submit the following documents during the project • Joining report – Signed by the company project guide • Project synopsis approved by the company project guide. • Project execution plan document with milestones and timeline for achieving the milestones • Weekly report in the prescribed format signed by the company project guide. • Mid project review and evaluation by the Internal faculty guide. At the end of the project confidential feedback is taken from the company project guide. Feedback on |

| | |
|---|---|
| | whether the student was punctual, seriousness with which the student conducted the study, overall conduct and behaviour of the student and the usefulness of the project to the organization is taken and included in the project evaluation |
| Library, ICT and Physical Infrastructure / Instrumentation | Apart from the physical infrastructure, LEAD College has installed Language lab and Analytics lab. Institute has subscribed to a host of Online Research Databases, E-books, and Digital platforms. The classroom management is exclusive done on the Learning Management system (LMS), called "LINWAYS", described below. LEAD College of Management follows the philosophy of Outcome Based Education (OBE) |
| Human Resource Management | EAD College of Management is systematically addressing how we approach teaching and learning in the digital age. These efforts put learning first, using technology as a tool to enhance and enrich student engagement and free up valuable class time for richer interaction. They meet the needs and expectations of an increasingly diverse and digital community by anticipating and responding to developments in cutting-edge pedagogy, and the presence of transformative, integrated technologies Timetable is prepared based for each semester according to the academic calendar of University of Calicut. As per University, norms in a semester there should 90 days to complete the entire portions of the semester including the evaluation, examination and excluding the holidays. Every teacher shall participate in teaching the workload of a teacher shall consider activities such as preparation of course plan, presentation, teaching, research and extension, evaluation of assignments, presentation and answer books, and supervision of fieldwork as guidance of project work done by the students. |
| Industry Interaction / Collaboration | The institute has formulated Research Committee and industry institute interface cell to establish interface between institute and industry. Various assignments like marketing survey and product launch for MBA students are undertaken under the guidance of faculty members. The students are asked |

| | |
|---|---|
| | to gather the data related to the assignments. Institutes undertake the sponsored assignments of industries of various exhibitions and provide opportunity to the students to be part of the exhibitions so that management students would know the ground realities of the business. In few cases, students are allowed to work for the company for short span of a time like 8 days. The faculty members used to visit the industries to understand their requirements for company need analysis. Based upon the company needs the training programs are designed for respective sectors. Institute has a strong liaison with the Industry. An Institute – Industry interaction cell is established. We meet regularly to enhance the industry participation in the academics. Following are the areas of Interaction with Industry: Industry experts are involved in curriculum development they are also invited as resource persons and evaluators for faculty and students programs. Institute plans visits of faculty and students to industry and interact. Institute organizes visits of students to industrial exhibitions. |
| Admission of Students | The admission process of Lead College of Management is one of the most important things which create an impression on students. The admission process is a critical mission for us. It helps to enhance not only satisfaction level of prospective students but also Confidence among increases and it also helps in branding of the institute. Appropriate training provided to staff about effective usage of the system. Our Admission system is user friendly and importance of such system should be aptly communicated to all stakeholders. Effective support using multiple channels of student admission process viz., Email Support, Sample Form Submission Video, Phone support, Live chat, Chat-bots, Centralized Effective and other tools of admission process implemented. The best practice technique is accepted as superior to those achieved by other means. |

6.2.2 – Implementation of e-governance in areas of operations:

| E-governace area | Details |
|---|---|
| | |

| | |
|---|---|
| Planning and Development | Involvement of industry, research bodies in various activities like curriculum design and development is done at various levels. Institute takes feedback from its stakeholders like students, alumni, parents, industries and considers it in enriching the curriculum. Involvement of experts from industries is promoted during every curriculum revision to receive feedbacks and requirements to bridge the gap between industry and academia. Same comments are incorporated in the curriculum revision. Feedback is also received from industries regarding the performance of alumni placed in various reputed companies and the gaps where they need to improve is discussed and communicated with all the subject teachers. The students who are taking industry-sponsored projects are guided by industry guides as well as institute guides. The students present the action plan, work done during their review presentations in front of industry and institute guides. Their assessment is done on regular basis and corrective actions are taken based on the performance/progress feedback from industry guide. Along with the sponsored projects, industry also provides short-term assignments to the students, which are merely based on the credentials of the students and their interest in the domain |
| Administration | YES,guidance given by Calicut University |
| Finance and Accounts | YES ,Proper Account Maintain and Audited Periodically . |
| Student Admission and Support | YES,Committee Organised systematically and professionally evalauation system accepted |
| Examination | YES,Under the guidance of university of Calicut |

## 6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

| Year | Name of Teacher | Name of conference/ workshop attended for which financial support provided | Name of the professional body for which membership fee is provided | Amount of support |
|---|---|---|---|---|
| 2017 | JITHURAJAN | MATHEMATICS | Research LOT | 7000 |
| No file uploaded. | | | | |

**6.3.2** – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

| Year | Title of the professional development programme organised for teaching staff | Title of the administrative training programme organised for non-teaching staff | From date | To Date | Number of participants (Teaching staff) | Number of participants (non-teaching staff) |
|---|---|---|---|---|---|---|
| 2017 | Nill | Nill | 25/09/2017 | 31/10/2017 | Nill | Nill |

[View File]

**6.3.3** – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme | Number of teachers who attended | From Date | To date | Duration |
|---|---|---|---|---|
| NIL | 0 | Nill | Nill | 0 |

[View File]

**6.3.4** – Faculty and Staff recruitment (no. for permanent recruitment):

| Teaching | | Non-teaching | |
|---|---|---|---|
| Permanent | Full Time | Permanent | Full Time |
| 21 | 21 | 3 | 3 |

**6.3.5** – Welfare schemes for

| Teaching | Non-teaching | Students |
|---|---|---|
| 03 | 01 | 10 |

## 6.4 – Financial Management and Resource Mobilization

**6.4.1** – Institution conducts internal and external financial audits regularly (with in 100 words each)

The Accounts of the Institution are audited and certified by a team of auditors. The certified audited reports for the last three years are available in the Institutional website Audited Financial Statement 2017-18- https:/lead.ac.in/wp-content/uploads/2021/05/LEADbsinexp1718.pdf

**6.4.2** – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

| Name of the non government funding agencies /individuals | Funds/ Grnats received in Rs. | Purpose |
|---|---|---|
| 00 | 0 | 0 |

[View File]

**6.4.3** – Total corpus fund generated

| 0 |
|---|

## 6.5 – Internal Quality Assurance System

**6.5.1** – Whether Academic and Administrative Audit (AAA) has been done?

| Audit Type | External | Internal |
|---|---|---|

| | Yes/No | Agency | Yes/No | Authority |
|---|---|---|---|---|
| Academic | Yes | CA FIRM K V Venkatraman Association ,Firm No 135715 | Yes | ADMINISTRATOR |
| Administrative | Yes | CA FIRM K V Venkatraman Association ,Firm No 135715 | Yes | ADMINISTRATOR |

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

01.Parents Teacher Meeting 02.Progress Report of Students Periodically 03.Placement Support System

6.5.3 – Development programmes for support staff (at least three)

01.Career Enhance Skill In Tally ERP 9 Communication Skills

6.5.4 – Post Accreditation initiative(s) (mention at least three)

nil

6.5.5 – Internal Quality Assurance System Details

| a) Submission of Data for AISHE portal | No |
|---|---|
| b)Participation in NIRF | Yes |
| c)ISO certification | Yes |
| d)NBA or any other quality audit | No |

6.5.6 – Number of Quality Initiatives undertaken during the year

| Year | Name of quality initiative by IQAC | Date of conducting IQAC | Duration From | Duration To | Number of participants |
|---|---|---|---|---|---|
| 2017 | Academic Audit | 24/02/2018 | 04/06/2017 | 31/12/2017 | 2 |

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# CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

**7.1 – Institutional Values and Social Responsibilities**

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

| Title of the programme | Period from | Period To | Number of Participants | |
|---|---|---|---|---|
| | | | Female | Male |
| NIL | Nill | Nill | 0 | 0 |

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

| Percentage of power requirement of the University met by the renewable energy sources |
|---|
| 20 PERCENT |

7.1.3 – Differently abled (Divyangjan) friendliness

| Item facilities | Yes/No | Number of beneficiaries |
|---|---|---|
| Physical facilities | Yes | 1 |

| | | |
|---|---|---|
| Provision for lift | Yes | 1 |
| Ramp/Rails | Yes | 1 |
| Braille Software/facilities | No | 0 |
| Rest Rooms | Yes | 1 |
| Scribes for examination | Yes | 1 |
| Special skill development for differently abled students | No | 0 |
| Any other similar facility | No | Nill |

## 7.1.4 – Inclusion and Situatedness

| Year | Number of initiatives to address locational advantages and disadvantages | Number of initiatives taken to engage with and contribute to local community | Date | Duration | Name of initiative | Issues addressed | Number of participating students and staff |
|---|---|---|---|---|---|---|---|
| 2017 | Nill | Nill | Nill | Nill | Nill | Nill | Nill |

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## 7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

| Title | Date of publication | Follow up(max 100 words) |
|---|---|---|
| nil | Nill | nil |

## 7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity | Duration From | Duration To | Number of participants |
|---|---|---|---|
| nilnil | Nil | Nil | Nil |

View File

## 7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. Energy Conservation: Provision is made for natural illumination and ventilation across the campus so that power consumption is meagre. The college premises and hostels are using CFL and LED lighting to reduce current consumption. 2. Use of renewable energy: The hostel canteen that caters to nearly 200 students has solar heater facility for providing hot water for cooking and drinking purpose. 3. Water harvesting : There is a provision made in all the College building for water harvesting. There are two tanks with total storage capacity of 10 lakhs litres. Eight months of average usage is expected from them. The total water consumption is almost 30000 litres. In Kerala, there is regular rain fall which helps to replenish the water requirement and thus there is no water shortage here. 4. Efforts for Carbon neutrality: Measures are taken to mitigate the carbon emission in the campus by planting a variety of native trees and maintaining a kitchen garden. Dhoni is close to the reserve forest and efforts are taken to maintain the fora Fauna of this region. 5. Plantation : A small plantation is maintained that grows banana – a staple plantation fruit that forms the diet of the local people. A variety of vegetables are grown in this plantation maintained by students and produce

of fresh vegetables are used in college mess. Thus providing wholesome nutritious food to the student community.

## 7.2 – Best Practices

### 7.2.1 – Describe at least two institutional best practices

Describe at least two institutional best practices Upload details of two best practices successfully implemented by the Best Practice 1. Title of the practice - Mentorship CSR Club This club is responsible for the activities with social impact in an out the institution. Students have contributed lot to the tribal colony nearby. Also the club arranges free tuition for Mentorship programs are offered to support students in program completion, confidence building and transitioning to further education or the workforce. It is a process adopted by the institution through which a mentor (faculty member) takes care of mentees (student's) career interest and well being. As our students in the institution are from different educational backgrounds, diversified cultures and practices, facing different issues and problems, accommodated in different parts of the city, mentoring acts as a platform for the students to discuss and interact with faculty members, seek advice, develop judgment skills and strive to achieve their long term goals effectively. Goal: To encourage the students for regular interactions with the mentor so as to build a good rapport with the mentor and the institution, thereby all the care, advice and support can be provided by the mentor to the mentee. To provide an opportunity for the management student to express and share the feelings with the mentor, discuss conflicting issues faced by them and seek solutions on a regular basis The Context: Mentoring has been initiated after analysing certain issues of the students such as issues related to communication in English language as many students had less exposure in communication. Moreover, there were students especially for non - commerce background who had difficulty in understanding the management subjects. Some of the students who stayed in private accommodation had certain issues of adjusting to the hostel or paying guest accommodation. Students are in need of a keen listener and so is the mentor. Mentoring will help them in reaching the career objective they have. All this led to the process of adopting mentoring programme for the students so as to instil confidence and enhance quality. The practice: The institution is fully residential and so highly supportive for the mentoring programme. This is a student run institution and mentoring can only help in running this efficiently. The institution has taken an extra effort to schedule Mentoring once a week officially. A group of twelve students are allotted under one mentor who is the faculty of the institute. The students allotted to each mentor will meet and interact with the mentor during the scheduled time on both group and individual basis. Forms like student personal data sheet, mentee goals work sheet, Mentee Schedule form are maintained by the mentor. A mentor book is maintained for the mentor group. During the process both the mentor and mentee fill in the necessary information required into this, discuss issues, generate solutions, information is exchanged and healthy environment is built up. The quarterly evaluation of mentoring is also carried out for building up quality approach. Frequent meetings are difficult to schedule as the number of students are more and constraint of time which was overcome by scheduling the meetings in the time table. Also, during the spare time the mentee has opportunity to meet the mentor for discussions. There will be brain storming sessions done in mentor meeting which will help the student in improving the thinking ability, creativity and decision making skills. Presentations will be happening in mentor meetings for the improvisation of presentation skills and English in students. Evidence of success: Mentoring has helped the students to take up challenges, overcome obstacles and difficulties in their day to day life. Mentoring has helped the mentor to know and relate with the students better, develop judgment skills and build a better rapport with the students.

The group cohesiveness was able to build in group. Parents, guardians and all other relevant stakeholders are aware and appreciative of the help the students get through the mentoring programme. Problems encountered and resource required: The scheduling of time for mentoring the students had been challenging, because of students getting adjusted to the time schedule of mentoring. The entire mentoring approach is built on personal interactions with the students. Many students are inherently reserved and have to be focused upon a great deal more by their respective mentors, so as to be given better guidance and support Best Practice 2 Title of the practice: Student driven clubs Goal: Mould students for the new corporate environment needs by stretching and preparing to handle difficult situations and meet benchmarks. To spread a work culture among students where the students does lot of work which benefits the institution where they work like one family having the same goal. The Context: Student Run Institution is the concept which had been introduced. Club activities had been initiated for the students for the students to increase the level of adaptability and flexibility in the corporate environment. It is designed in such a way that the student can get experienced in two clubs with a time period of one year per club where he can experience, frame and improve his area of interest. The practice: There are 12 active clubs in the institute. All are student driven clubs. The concept believed by the institute is learning by doing and to a greater extent, clubs are helping in this. Students are given an opportunity to select their preference for clubs and according to their preference, the clubs are being allotted to students. There are twelve active clubs and description for them is as follows Student Run Canteen Another peculiarity of the Institution is a student run canteen. The entire canteen related activity like procurement of items, store management, maintaining accounts, collecting money from students, giving salary to the cook etc is done by the students themselves Administration club A major chunk of office administrative works regarding students is also done by students themselves. There is an office administration committee for this. The students are getting a live exposure of office work through this initiative. Out Bound Training Centre Institute has its own outbound training centre which regularly conducts outbound trainings for students as well as corporate employees. Through this the student gets lots of opportunity for meeting and relating with corporate professionals. Also they learn a lot by giving training to other students who come for attending the training. Greening Club The garden and landscaping committee is in charge of landscaping the front area of the Institution along with making a beautiful garden. The entire responsibility is given to the student team where they learn, consults with other people procure required plants and seeds required for the garden and makes the garden ready. Hospitality Club The hospitality club is in charge of hospitality of all guests which also include guest speakers or so in the institution. The food, accommodation and all is taken care by the club students with the effective guide ship of students. Training Club Training club oversees in-house training programs happening. Also, the student trainers are modelled from this club and they are given opportunity to take training sessions. Students coordinate and initiate activities and events by the club. LEADography In this club, students are given a big space of creativity. Institution has brought enough number of still cameras and video camera. Students' video covers and photograph all the events at the institute. Also the students can seed their creativity by other activities. The admission brochure of the institute is designed by this club. Competition Club Competition club is rather focused in students participating in external competition. They look in to two things where one is participation for the event and other one is the recognition for competitions. Event Club The event club is responsible of events happening at the Institution and also participation of students in other external programs as volunteers or organizers. This club is in charge of events hosted at LEAD campus. Arts and Sports club The arts and sports club is a club which is more in to artistically

done things. This club motivates and provides opportunity for those who are interested in arts and sports activities. Linguistic Club Linguistic club is responsible for the growth in students in terms of language and communication. Especially English is been focused and developed in students by the club. Evidence of success: The students after active participation in clubs have developed the skills of adaptability and flexibility. Also they were enjoying doing work in their interested areas within the clubs. The concept of Learning by Doing came out with good values in students and also making students apt for the corporate life. This enables good placements in sunrise organizations too. Problems encountered and resource required: The clubs where guided by each faculty member in the institution. Each faculty will act as a Guide for a club and Mentor for a group. Students had a mild resistance in getting in to track in clubs, but as and when the responsibilities were taken up, all went very smoothly

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Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

http://lead.ac.in/

## 7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust Provide the weblink of the institution in not more than 500 words Vision of LEAD College of Management's MBA Program is 'To be recognized as a leading business school in the country, developing global leaders, and ideas that significantly impact the society.' Learning by doing, community service, experiential learning, collaborative learning are innovative approaches in modern management education where management institution provide a simulated environment that facilitate such learning. At LEAD, it is not simulated or virtual it is real and actual. It is part of the students' campus life. Students manage a vegetable farm, poultry farm, fish farm, Canteen, Stationery store, food-court, guest relationship, admissions, placements, alumni as part of the "LOT" or LEAD Operating Team. We have LOT- Admission, Administration, Canteen, Greening, Research, Placement, Competition, Training, OBT, Events, LEAD Development, LEAD O Graphy, ISR, Arts Sports. Valuable lessons in Inventory management, Supply chain management, Human resource management, Finance management are learned not in simulated environments, but in actual live situations no different from what they would have to encounter in the corporate world. The approach to fostering Ethics and Social values in students is unique here in LEAD College of Management. No facility is locked, no out-of-bound zones and restricted area for students or the staff. You will seldom come across an institution where students walk-in to the unmanned library at any time they wish and carry whichever book they desire and return it responsibly after its use. We believe that Faith, Trust and freedom rather than rules, obedience and enforcements cultivate long-lasting values and ethical behavior that is part of the students' character. Outcome based Education is the underlying philosophy that shape our teaching-learning processes. It is not the 'What' and 'When' but 'Why 'and "How" that is of paramount importance when it comes to teaching and learning. Teams of very talented Professors interact and work hand-in-hand with the talented students, moulding them, transforming them to Global leaders with ethical, social values. LEAD College of Management is unique in its approach to Management and Entrepreneurial Education. A rising star in the south, focused and quality oriented. By securing the stamp of approval of NBA accreditation, LEAD College of Management is all set to validate its unique and superior system and realize the lofty vision of its founders "To be one of the World-Leading management

Institutions, developing socially committed business leaders." Keeping the Vision and the mission of the MBA program as the base document, input from the faculty, the industry, alumni and the management is taken. This input is analyzed with respect to two aspects 1. The alignment of the PEOs with the MBA program vision and mission statements 2. The achievability of the PEOs considering the internal capabilities or the Strength, Weakness, Opportunities and Threats of the Institution (SWOT). Based on this analysis the PEO statements are developed that give the best fit with the above

| Provide the weblink of the institution |
|---|
| http://lead.ac.in/ |

## 8.Future Plans of Actions for Next Academic Year

Make preparation for NBA To increase salary package To improve industry interaction To include more social outreach programme. To enhance the employability of our students through knowledge and skill development programs. To partner the development of the local locality