To
The Member Secretary
National Board of Accreditation
NBCC Place, 4th Floor East Tower,
Bhisham Pitamah Marg,
Pragati Vihar, New Delhi 110003, India

Subject: Submission of Self-Assessment Report (SAR) for Assessment and Accreditation of Post Graduate Diploma in Management (Marketing and Finance) – 180 intake.

Applicant Institute: Lexicon Management Institute of Leadership and Excellence (Lexicon MILE), Wagholi, Pune - 412 207

Reference:
1. Lexicon MILE Application No. 9104-21/03/2024, dated 21/03/2024 and subsequent approval received from NBA team on 28/03/2024.

Sir / Madam,

Concerning the subject and reference cited above, Lexicon Management Institute of Leadership and Excellence (Lexicon MILE), Wagholi, Pune, hereby submits Self-Assessment Report (SAR) of Post Graduate Diploma in Management (Marketing & Finance) with 180 intake in the prescribed format.

A copy of Self-Assessment Report (SAR) has been uploaded to the NBA Portal https://enba.nbaind.org and institute website www.lexiconmile.com

Kindly consider our application and do the needful.

Thanking You,

Yours sincerely,

Dr. Manju Chopra
Director

Self - Assessment Report (SAR)
Post Graduate Diploma in Management (Marketing & Finance)
Submitted in May-2024

Submitted To:

Submitted By:

LEXICON MANAGEMENT INSTITUTE OF LEADERSHIP AND EXCELLENCE

Lexicon Estate, Gat No.726, Pune Nagar Road, Wagholi, Pune-412207, Maharashtra (India)

Pre-visit Qualifiers

1. At least 3 batches of Management programs should have graduated.

2. At least 20% of the faculty associated with the management program should have Ph.D. Degree averaged over two academic years i.e. Current Academic Year (CAY) and Current Academic Year minus One (CAYM1).

3. Admissions in the program should be more than or equal to 60% of the sanctioned intake, either for CAY or averaged for three academic years i.e. Current Academic Year (CAY), Current Academic Year minus One (CAYM1) and Current Academic Year minus Two (CAYM2).

4. The institution should have at least two Professor(s) or one Professor and one Associate Professor with Ph.D. qualification (on regular basis) for each Management Program being offered by the department/ institution for two academic years i.e. Current Academic Year (CAY) and Current Academic Year minus One (CAYM1).

5. Placement ratio (Placement + higher studies + Entrepreneurship) should be greater than 60% averaged over three academic years i.e. Current Academic Year minus one (CAYm1), Current Academic Year minus Two (CAYM2) and Current Academic Year minus Three (CAYM3).

6. The Faculty Student Ratio in the programs under consideration should be less than or equal to 1:25, averaged over three academic years i.e. Current Academic Year (CAY), Current Academic Year minus One (CAYM1) and Current Academic Year minus Two (CAYM2).

Note: Academic year is defined as July to June.

SAR Contents

1. **Name and Address of the Institution:** Lexicon Management Institute of Leadership and Excellence, Lexicon Estate, Gat. No. 726, Pune-Nagar Road, Wagholi, Pune, Maharashtra- 412 207.

2. **Name and Address of the Affiliating University, if applicable:** Not Applicable

3. **Year of establishment of the Institution:** 2010

4. **Type of the Institution:**

   Institute of National Importance ☐

   University ☐

   Deemed University ☐

   Autonomous ☐

   Affiliated Institution ☐

   AICTE Approved PGDM Institutions ☑

   Any other (Please specify)
   provide details:
   Note: In case of Autonomous and Deemed University, mention the year of grant of status by the authority

5. **Ownership Status:**

   Central GovernmentState Government ☐

   Government Aided ☐

   Self-financing ☑

   Trust Society ☐

   Section 8 Company ☐

   Any Other (Please specify)Provide Details: ☐

6. **Vision of the Institution:**

   To be a globally recognized Institute for management education and leadership excellence, fostering innovative leaders who contribute to sustainable business practices and their organizations.

7. **Mission of the Institution:**

1

Our mission is to provide a transformative learning process for aspiring global leaders in industry, management and the human community, bringing together academic rigor with real-world relevance and experiences. Lexicon MILE is therefore committed to fostering an environment of sustained academic progress, innovation, and inclusivity. This is enabled with strong research and industry internships, industry collaboration and experiential learning. Thus, the Institute aims to develop socially responsible leaders to address the challenges of the rapidly changing global industrial environment.

8. Details of all the programs offered by the institution:

Sr. No.	Program Name	Year of Start	Intake at the start of the program	Increase in intake, if any (from the start)	Year of increase	AICTE Approval	Accreditation Status*
1	Post Graduate Diploma in Management (PGDM) Marketing and Finance	2010	60	-	-	F. No. West/1-4259511/2010/New dated 27 Aug. 2010	Applying first time
			60	Increase (60)	2014	F. No. Western/1-2014150842/2014/EOA dated 11 Mar. 2014	
			120	Increase (60)	2019	F. No. Western/1-4262216023/2019/EOA dated 29 Apr. 2019	
2	Post Graduate Diploma in Management (PGDM) Research and Business Analytics	2020	60	-	-	F. No. Western/1-7011135822/2020/EOA dated 15-Jun-2020	Not eligible for accreditation
3	Post Graduate Diploma in Management (PGDM) Finance, Marketing and Human Resource Management	2021	60	-	-	F. No. Western/1-9318007771/2021/EOA dated10 Jul. 2021	Not eligible for accreditation

* **Write applicable one:**
- Applying for first time
- Granted provisional accreditation for two/three years for the period (specify period)
- Granted accreditation for 5/6 years for the period (specify period)
- Not accredited (specify visit dates, year)
- Withdrawn (specify visit dates, year)
- Not eligible for accreditation
- Eligible but not applied

Note: Add rows as needed

9. **Programs to be considered for Accreditation vide this application**

Sr. No.	Program Name	Current Year Sanctioned Intake	Current year admitted nos.
1	Post Graduate Diploma in Management (PGDM) - Marketing and Finance	180	174

10. **Contact Information of the Head of the Institution and NBA coordinator, if designated:**

i. **Name**: Dr. Manju Chopra
   Designation: Director
   Mobile No: +91 9146014951
   Email id: info@mile.education

ii. NBA coordinator, if designated
   Name: Dr. Raju Varghese Vazhapilly
   Designation: Professor
   Mobile No: +91 9325019055
   Email id: registrar@mile.education

3

Lexicon
Management Institute
of Leadership & Excellence

NBA
NATIONAL BOARD
OF ACCREDITATION

PART-B: Criteria Summary

Name of the Program: Post Graduate Diploma in Management - Marketing & Finance

Criteria No.	Criteria	Mark/ Weightage
1	Vision, Mission and Program Educational Objectives	50
2	Governance, Leadership and Financial Resources	100
3	Program Outcomes and Course Outcomes	100
4	Curriculum and Learning Process	125
5	Student Quality and Performance	100
6	Faculty Attributes and Contributions	250
7	Industry and International Connect	100
8	Infrastructure	75
9	Alumni Performance and Connect	50
10	Continuous Improvement	50
Total		**1000**

INTRODUCTION

Lexicon Management Institute of Leadership and Excellence, (Lexicon MILE) is a part of the Pune-based Lexicon Group of Institutions, established in 2006. The Lexicon Group of Institutions includes Schools, Pre-schools, and Therapy Centre for specially-abled students along with the Lexicon Management Institute of Leadership and Excellence.

Lexicon Management Institute of Leadership and Excellence, Wagholi, Pune was established in 2010. Lexicon MILE is a part of the Sukhdev and Kamal Sharma Educational Trust, having state-of-the-art teaching aids and the 'Innovation & Incubation Centre' to promote entrepreneurship and start-up culture.

Lexicon Management Institute of Leadership and Excellence operates a Centre for Excellence to strengthen academia-industry interface through research and consultation work beneficial for industries involving its students with experienced Professors/Researchers, Lexicon Centre of MSME Excellence is a leading centre dedicated to empowering Micro, Small and Medium Enterprises (MSMEs) in India and Lexicon Centre of Research and Innovation aims to provide data based, actionable insights, solutions and strategy to real life business issues across functions to the decision maker across the government, the industry, and the community.

Lexicon Management Institute of Leadership and Excellence believes in the "One Student a Time" approach to build exclusivity in students through fundamental academic processes, robust evaluation methods, innovative induction, strong internship systems, and exposure to managing world-class events. Lexicon Management Institute of Leadership and Excellence prepares the students to be industry-ready through various academic and extra-curricular exposures.

1.1 Vision and Mission Statements (5)

The Lexicon Group recognized that creating a vision and mission statement for a Post Graduate Diploma in Management (PGDM) Institute would be a crucial step in defining its purpose, values, and long-term goals that is inclusive of all its student-stakeholders. The Institute recognized that its vision statement should strengthen its strategic planning, decision-making and outline the aspirational future and provide a concise statement of what the academic program would achieve for its students.

In this regard, the key milestones in the development of the Vision and Mission Statements included –

- Inspiration: The institute defined the process that would be a source of inspiration and motivation for all stakeholders.

- Future-oriented: The primary focus was towards the students' future state that could be sustainable, recognize the need to keep changing and grow on current realities.

- Broad and Ambitious: The initiative helped create a broad process that encompassed various ambitions of students and their families along with their future organizations.

- Global: The students would recognize their place within a global management community as future leaders with character and competence.

The Academic program therefore had specific perspectives in its approach to a holistic vision and mission.

Vision – To be a globally recognized Institute for management education and leadership excellence, fostering innovative leaders who contribute to sustainable business practices and their organizations.

Lexicon recognized that the Mission Statement would define the Institute's fundamental purpose, its core values that guide all actions and the primary activities undertaken to fulfill its vision. Therefore, the key components are defined by its –

- Purpose: That clearly articulates the reason for the Institute to strengthen the PGDM program

- Values: The stakeholders are always informed and take pride in the core principles and values that guide all aspects of decision-making within the Institute

- Scope: Students, faculty and management are made aware of the wide-ranging functions of all Program Educational Objectives (PEOs).

Mission – Our mission is to provide a transformative learning process for aspiring global leaders in industry, management and the human community, bringing together academic rigor with real-world relevance and experiences. Lexicon MILE is therefore committed to fostering an environment of sustained academic progress, innovation, and inclusivity. This

6

is enabled with strong research and industry internships, industry collaboration and experiential learning. Thus, the Institute aims to develop socially responsible leaders to address the challenges of the rapidly changing global industrial environment.

The primary aspects of the Vision and Mission at Lexicon MILE that enable the Institute to align with the scope of the AICTE are:

Excellence in Teaching Pedagogy: To provide world-class education through innovative teaching methods, cutting-edge technology, and experienced faculty to equip students with the latest management skills and knowledge.

Strong Course Syllabus and Curriculum: To offer a comprehensive and adaptable curriculum that reflects the dynamic business environment, encompassing core management principles, emerging trends, and industry-specific expertise.

Holistic Learning Environment: To foster a holistic personal and professional learning environment among students, nurturing qualities such as leadership, ethical decision-making, and effective communication, alongside academic knowledge.

Industry Relevance: To maintain strong ties with industry partners and update the course content regularly, ensuring that students are well-prepared to meet the demands of the ever-evolving business world.

Placement Assistance: To facilitate robust placement and career support, connecting students with a network of corporate recruiters, and guiding them in achieving their career aspirations.

Entrepreneurial Focus: To encourage an entrepreneurial mindset by providing resources, mentorship, and incubation support for students interested in starting their own ventures.

Research and Innovation: To promote a culture of research and innovation, encouraging students and faculty to contribute to the advancement of knowledge in the field of management.

Alumni Engagement: To maintain an active and engaged alumni network, offering opportunities for ongoing learning, mentorship, and professional connections.

Social Responsibility: To instill a sense of social responsibility in students, encouraging them to use their management skills for the betterment of society through corporate social responsibility initiatives.

1.2   PEOs Statements   (5)

The Lexicon MILE academic program has aligned its **Program Educational Objectives** (PEOs) towards strengthening its students through the following –

PEO-1	Equip students with the competencies required to manage people, resources and projects to achieve organizational objectives.
PEO-2	Enable students with the requisite knowledge, skills and attitudes to emerge as effective managers.

PEO-3	Empower students with the essential skills, abilities to succeed and excel in the workforce and make meaningful contributions to their organization.
PEO-4	Distinguish students with critical thinking skills and encourage the application of management concepts through analytical paradigms.

1.3 Dissemination among stakeholders (10)

Lexicon MILE recognized that an all-inclusive process for development of its vision and mission statements was more important than a prescriptive document. This process included –

- **Stakeholder involvement:** The institute engaged its faculty, students, alumni and industry partners in the vision and mission development process.
- **SWOT analysis:** The process conducted a thorough analysis of the institute's strengths, weaknesses, opportunities, and threats to inform the stakeholders of the development of a realistic and aspirational vision and mission.
- **Alignment with goals and objectives:** The participatory process ensured that the approach to define the vision and mission aligned with the Institute's strategic goals and objectives.
- **Uniqueness:** The stakeholder groups were instructed to distinctly identify and emphasize their unique qualities and strengths that actually set the institute apart from similar ones.
- **Feedback and Revision:** The management teams worked with current students and alumni in seeking feedback from internal and external stakeholders and emphasized the need to be open to refining the vision and mission based on inputs and the recognition of future changing industrial environments.
- **Communication:** At all stages, it was emphasized that the evolving document would be communicated to help strengthen the finalized vision and mission, thereby ensuring understanding and alignment with the objectives of the Institute and its PGDM program.

Stakeholder involvement at Lexicon MILE PGDM

At Lexicon MILE, the focus on serving stakeholders is paramount. These stakeholders encompass both internal and external entities, including students, faculty, staff, the Board of Governors, the Academic Council, government bodies, industry partners, alumni, guardians of students, and society at large. These stakeholders form the foundation of Lexicon MILE, and the effectiveness of its governance is measured by the value it generates for them.

Each stakeholder group is supported and guided through various activities aimed at delivering value. The success of these activities is evaluated based on their execution and their impact on the stakeholders' well-being.

The objective of ensuring that stakeholders understand the Vision and Mission of Lexicon MILE is to enhance their engagement in achieving the organization's goals and objectives. This engagement is vital for the overall attainment of Program Outcomes (POs) and

Program Educational Objectives (PEOs).

Process of Disseminating the Vision and Mission to Stakeholders at Lexicon MILE

Ensuring a comprehensive understanding of the Vision, Mission, and PEOs among stakeholders is a priority at Lexicon MILE. Efforts are consistently made to promote widespread awareness and recall of these principles among stakeholders.

Display

- The Vision, Mission, and PEO statements are prominently displayed throughout the campus, including locations such as the Director and senior faculty offices, Reception Area, Lobby, Library, Faculty Rooms, and other prominent areas.
- Additionally, these statements are readily accessible on the official website of Lexicon MILE (www.lexiconmile.com).
- They are also incorporated into relevant written materials, such as the Prospectus and Student Documentation.

Internalization of Vision and Mission statements

The inclusive integration of the Vision and Mission at Lexicon MILE was achieved through deliberate efforts by the management, which took responsibility for ensuring these statements permeated every section of the organization. This was reinforced through relevant print and online content, as well as through meetings and conferences. Lexicon MILE believed that a stated vision or mission was ineffective unless it was internalized by the entire team and all relevant stakeholders of the business school.

Internal stakeholders were encouraged to engage in deliberation and discussions, ensuring the Vision, Mission, and PEO were consistently communicated and reiterated through academic and administrative systems. Lexicon MILE aimed for outcomes that aligned with its overarching Vision, Mission, and PEO. This alignment was assimilated within the process of setting objectives for each department and activity, ultimately leading to the achievement of the overall PEOs.

Objectives for Integration of Vision and Mission Statements

At Lexicon MILE, departmental goals and objectives are intrinsically linked to the Program Educational Objectives (PEOs).

- The objective-setting exercise, along with performance review standards and regular monitoring of initiatives, is designed to achieve the stated objectives, which in turn help realize the Vision, Mission, and PEOs of the organization.
- Campus events are strategically aligned with the Vision, Mission, and PEOs, underscoring their relevance and serving as constant reminders to the team of their purpose and goals.

These steps are intended to energize and direct the actions of stakeholders, ensuring their efforts are aligned with the management's vision. Initiating goals and objectives to create actionable plans is the first step toward building a cohesive team and a stronger workforce,

unified in their pursuit of common objectives.

Taking the Vision and Mission ahead as core functions

The Vision, Mission, and core ideology of Lexicon MILE are embedded in the culture and governance practices of the institute. These elements are reflected through the following functional and governance actions:

- **Compassionate Interaction:** Tolerance and patience are emphasized when dealing with students and colleagues, promoting a culture of compassionate behavior.

- **Academic Support:** Students who are weak in academics, English language proficiency, and related areas receive additional sessions to help them compete effectively with their peers.

- **Industry Exposure:** All students are required to participate in industry projects, ensuring they are well-prepared for the corporate world.

- **Mentorship Programs:** Faculty conduct mentoring sessions with students in smaller batches to provide personalized guidance and support.

- **Social Awareness:** Students are encouraged to participate in and initiate social initiatives, fostering a sense of social responsibility.

- **Entrepreneurial Values:** The institute promotes the value of becoming employment generators rather than employment seekers, crucial for an economy that needs to employ a large number of youths. This is reinforced through associations with various entrepreneurial networks.

- **Global Commitment:** Lexicon MILE appreciates global principles and United Nations initiatives encouraging Sustainable Development Goals (SDGs).

- **Corporate Interaction:** Seminars and corporate interactions are held regularly with industry professionals to raise awareness about business practices.

- **Community Development:** Administrative decisions are made to strengthen the link between students and community development through various initiatives aimed at community upliftment.

By integrating these practices, Lexicon MILE ensures that the Vision and Mission statements are actively pursued through daily actions and strategic decisions.

1.4 Formulation process (15)

The process in defining the Vision and Mission at Lexicon MILE

In defining the Vision and Mission at Lexicon MILE, a comprehensive self-assessment is crucial. This involves gathering input from various segments that contribute to the institution's framework, ensuring it effectively serves the purpose of a business school. Lexicon MILE believes that creating this framework requires a consultative process involving all relevant stakeholders. The process is detailed as follows:

A) The Environment

- **Management Insights:** Representatives from the management provided comprehensive information about the environment in which the business school operates.
- **Program Details:** Detailed information regarding the program and its unique features was gathered.
- **Student and Regulatory Requirements:** The requirements of students, legal and regulatory frameworks, certification procedures, and the status of certifications were thoroughly assessed.

B) Historical Context

- **Institutional History:** The management provided a brief history of the Lexicon Group of Institutes since its inception, summarizing key events, creation of programs and teams, student enrollment numbers, teaching and support staff, facilities, premises, and budgetary details.
- **Competitive Landscape:** Descriptions of the competitive environment and constraints were compiled, including information on key stakeholders, funding agencies, competitors, industry interfaces, job markets, prevailing quality norms, constraints (if any), freedom to innovate, access to resources and support, and student access.

C) Evolution of the First Draft

- **Vision Conceptualization:** The management conceptualized an effective Vision for the business management program, considering the business environment, student benefits, and interests of other stakeholders.
- **Mission Development:** Essentials needed to fulfill the Vision were identified and articulated through Mission statements.
- **Quality Assurance:** These initial drafts were reviewed and updated by the Internal Quality Assurance Cell (IQAC).
- **Stakeholder Feedback:** The first draft was presented to stakeholders for their feedback to further refine the Vision and Mission statements.

By following this structured approach, Lexicon MILE ensures that its Vision and Mission are not only aspirational but also rooted in practical insights and stakeholder needs, driving the institution forward in its educational and strategic objectives.

D) Stakeholders Meeting

A meeting with relevant stakeholders was convened to conduct a SWOT analysis. This meeting included internal stakeholders such as representatives of faculty, staff, and students, as well as external stakeholders like members of the Academic Council and alumni.

11

This gathering provided a platform for each segment to share their perspectives on what is critical for a business school in its pursuit of quality education, highlighting the opportunities and challenges present in the environment. The insights gathered from this exercise led to the consideration of the following aspects in the process of further refining the Vision and Mission:

- **Strategic and Operational Planning:** Discussing how the draft Vision could be translated into strategic and operational plans, and ensuring the coherence of the Mission across all levels and activities.

- **Strategic Objectives:** Demonstrating how the Vision could be embodied in strategic objectives through the mix of programs, selection of activities, and establishment of priorities.

- **Resource Availability:** Examining the relationship between the business school's strategic objectives and the availability of resources.

- **Identifying Constraints:** Identifying key constraints that may limit future performance.

- **Recent Achievements:** Highlighting recent achievements in the pursuit of strategic objectives.

- **Mission Identity:** Describing the formulated Mission and explaining how it relates to the school's identity.

The second draft of the Vision and Mission was then adopted by the Internal Quality Assurance Cell (IQAC) for finalization.

Final Draft of Vision and Mission

- **IQAC Finalization:** The IQAC created the final draft of the Vision and Mission.

- **Board of Governors:** The final draft was presented to the Board of Governors to provide Apex Management recognition of the Vision and Mission.

By following this meticulous process, Lexicon MILE ensured that its Vision and Mission are well-defined, strategically aligned, and supported by all stakeholders, guiding the institution towards its goals of providing quality education and achieving excellence in business management.

1.5 Consistency of PEOs with the mission (15)

The process and framework of defining the PEOs at Lexicon MILE

An organization formulates a Vision from which a Mission statement emerges. The Mission aims to reinforce the Vision through affirmative actions, operationalized through the Program Educational Objectives (PEOs).

Framework for Defining PEOs

The Program Educational Objectives (PEOs) are broad statements defining the aims of the program. These objectives help fulfill the mission of the program, ensuring that students graduating from it lead meaningful lives and contribute positively to societal development.

12

The program prepares students to become professionals in the business world, making it essential for these objectives to align with current business scenarios and industry needs. Lexicon MILE achieved this alignment through active involvement with industry personnel and feedback from various operational bodies on campus. The framework for defining PEOs at Lexicon MILE is as follows:

- **Initiation by IQAC:** The Internal Quality Assurance Cell (IQAC) initiated the framing of PEOs based on recommendations from the Board of Governors.

- **Stakeholder Consideration:** The expected outcomes for stakeholders were considered, leading the IQAC to align the Vision and Mission of the institute as a foundation for developing the PEOs draft.

- **Stakeholder Consultation:** Both internal and external stakeholders were consulted to understand their expectations from the management program. The first draft was presented to representatives of various stakeholder groups, including:

    a. Students

    b. Faculty

    c. Academic Council /Industry /Employers

    d. Alumni

- **Feedback Incorporation:** Suggestions from stakeholders were considered, and the PEOs were established and ratified by the IQAC.

- **Final Approval:** The PEOs were then submitted to the Board of Governors for final approval and incorporation.

This structured approach ensured that the PEOs were well-defined, aligned with the Vision and Mission of Lexicon MILE, and met the needs and expectations of all stakeholders involved in the program.

Statement	M1	M2	M3	M4	M5	M6
	Create Student-Centric Stakeholder Involvement	Encourage critical thinking (e.g. SWOT)	Recognizing diversity and alignment with goals	Evaluate feedback and enable evolving revisions	Enabling revisions to strengthen strategic planning	Appreciation of Team Feedback and Declaration of Mission
PEO 1: Learning Experience	2	3	3	3	3	3
PEO 2: Apply knowledge	3	2	3	3	3	3
PEO 3: Lifelong Learning	2	3	3	3	3	3
PEO 4: Contribute to Society	3	2	3	3	3	3

Justification of the parameters in the PEO Matrix

Several cornerstones of the Lexicon MILE PGDM program's Mission had been aligned with the PEOs, including problem-solving ability, proficient communication skills, decision-making ability, social responsibility, professional ethics, multidisciplinary knowledge, self-learning ability, and leadership qualities. The consistency of each PEO with the mission of the program is described in the following paragraphs:

- **Domain and Multidisciplinary Knowledge:** Dedicated hours of curricular teaching had been provided so that graduates could master fundamentals and acquire proficiency for working in the industry. Students are exposed to myriad learning exposures like case studies, news, media, role plays, quizzes, etc. to make the students understand, appreciate and acknowledge that the learning can be through various experiences and not necessarily a PowerPoint presentation or a whiteboard.

- **Decision Making, Problem Solving, and Self-Learning Ability:** These skills had been imparted through a foundational pedagogy mix, including case studies, simulations, projects, SIP, CLDP training, and certification workshops. Application of knowledge is of paramount importance evidenced through the long-term internship projects showcasing both industry-academia interfaces and on field learnings through active projects and assignments.

- **International Business Exposure:** Students had visited international destinations as part of the International Business Exposure Program (IBEP) to enhance their business awareness in foreign destinations and exposure to global cultures.

- **Communication Skill Development:** Effective articulation skills had been developed through intensive coaching in English and the use of language labs and multimedia resources. The diversity of learning exposures creates a fundamental platform or bench mark in students that stands them in good stead in the careers. They evolve with 360-degree personality overviews which makes them better contributors to the organization, society and nation.

- **Teamwork and Leadership Skills:** Students had developed teamwork and leadership skills by participating in committees and driving activities in collaboration with student teams. They had interacted with industry personnel during on-campus sessions and the recruitment process, organized conferences involving industry personnel and academicians, and participated in management competitions, cultural events, sports, and other tech-fests. Presenting research papers in conferences had also been encouraged.

- **Faculty Engagement:** Faculty had been engaged in providing the latest management tools and techniques in the classroom. Research and consultancy had been highly encouraged and recommended for faculty members.

The consistency of the PEOs with the Mission of the institute and the resultant matrix had been obtained by availing feedback from relevant stakeholders, including students, faculty, alumni, and industry representatives. This feedback had been utilized to ensure the mentioned consistency and thereby justified correlation. Such fortification ensured that the PGDM program

is working in the right direction for administering teaching and learning on campus.

CRITERION 2	Governance, Leadership and Financial Resources	100

2.1 Governance and Leadership (60)

2.1.1. Governance Structure and Policies (30)

2.1.1.1. Governing Structure (10)

Lexicon Management Institute of Leadership and Excellence (Lexicon MILE) was established in 2010 by the Lexicon Group of Institutes that also includes pre-schools, schools, and a therapy centre for specially-abled children. The Lexicon MILE also has a functional Innovation and Incubation Centre to promote entrepreneurship and start-ups. Further to the 2020 policy decision of the AICTE, mandating that all PGDM programs be under the aegis of a single institute, the Lexicon MILE is now recognized for three PGDM programs (with reference to the purview of this report):

1. PGDM (Marketing and Finance) with 180 seats - 2019-2021; 2022-2024; 2023-2025;

   PGDM (Marketing) with 180 seats - 2020-2022; 2021-2022;

2. PGDM (Research and Business Analytics) with 60 seats - 2021-2023 onwards;

3. PGDM (Finance, Marketing and Human Resource Management) with 60 seats - 2021-2023 onwards;

Lexicon MILE is set up under the aegis of its parent body, Sukhdev and Kamal Sharma Education Trust, which is a registered Trust in Maharashtra and is devoted to promoting quality education. It was founded and promoted by Shri Sukhdev Sharma in his capacity as the Chairman of the Trust. Shri. Pankaj Sharma is Trustee and President of the Lexicon Group. Shri. Neeraj Sharma is Trustee and Vice President of the Lexicon Group.

The Chairman of the Trust, Shri. Sukhdev Sharma, nominates the Chairman of the Board of Governors and the Chairman of the Academic Council of Lexicon MILE along with the various other members of both the academic bodies that work within the ambit of inclusive administration. The participatory mode of governance within Lexicon MILE is inclusive of (a) academic, (b) administrative and (c) management governance.

Academic Governance includes the Board of Trustees (BoT), Board of Governors (BoG), Academic Council (AC), and the Board of Studies (BoS) for the respective PGDM programs. The various internal academic, administrative and redressal committees function as per their statutory mandate within the institution.

Board of Governors

The Board of Governors at Lexicon MILE includes representatives from the academic fraternity, industry, a nominated member of AICTE, a nominated member of DTE, and faculty and staff of Lexicon MILE. All major policy decisions impacting the functioning of Lexicon MILE are ratified by the Board of Governors. Meetings are held regularly, where an overview of the institution's progress is presented, suggestions are taken for further development, and records are

16

systematically maintained. The Board derives its objectives from the Vision and Mission of the Institute.
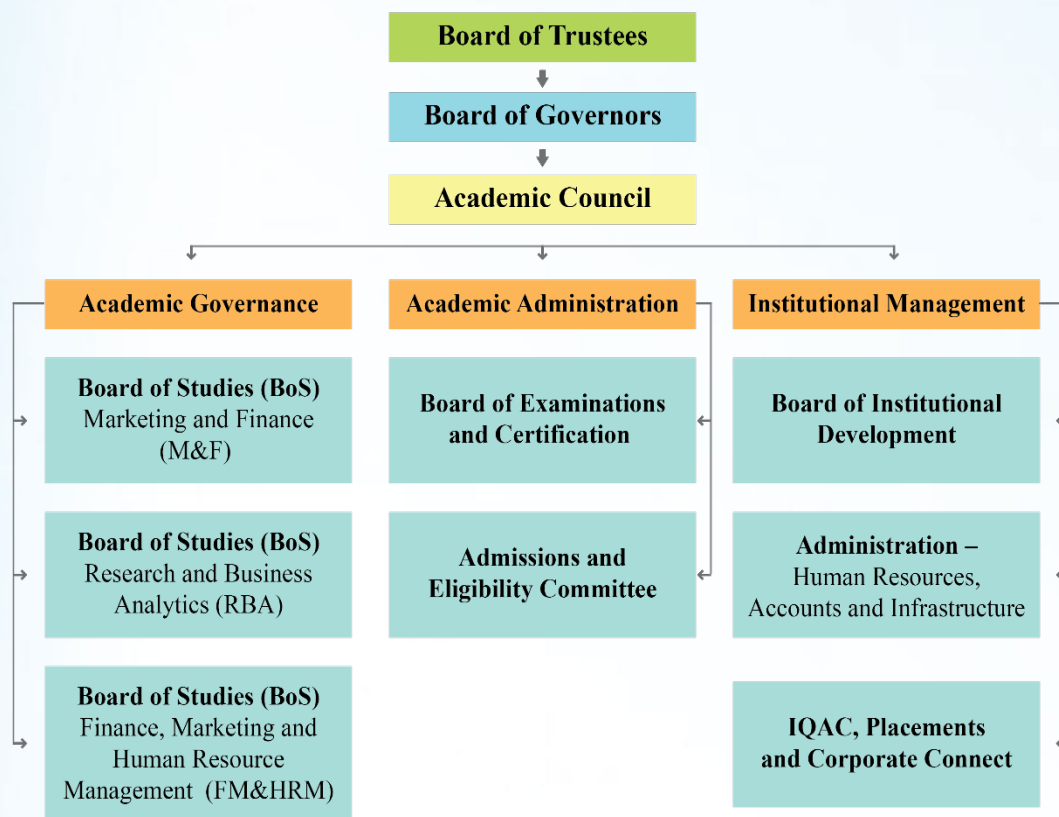
The Board of Governors necessarily meets at least twice in a year with additional meetings convened as and when required. A quorum of ⅔ members are required to be present for conduct of the meeting.

Functions The core activity of providing strategic direction revolves around the Institute's Vision. The Vision of the institute clearly spells out the institute's dedication to developing its students as professionals who will serve the industry with the right knowledge and skills. To equip the students with the right knowledge and skills, the Board of Governors ensures that the quality of the offered program aligns with current industry needs.

The quality of the program is maintained with the active involvement of industry experts, academicians, faculty members, and alumni who are members of either the Board of Governors or the Academic Council at Lexicon MILE. The directives and observations of the Board of Governors are executed through the Academic Council and the Director. The Director, in turn, ensures that the overall functioning of the institute is as per the sanctions of the Academic Council and the Board of Governors.

The composition and the members of the Board of Governors:

S. No.	Category	2021-2023	2020-2022	2019-2021
1	Chairman, Board of Governors - nominated by the Board of Trustees	Shri Neeraj Sharma Vice Chairman, Sukhdev and Kamal Sharma Educational Trust	Shri Neeraj Sharma Vice Chairman, Sukhdev and Kamal Sharma Educational Trust	Shri Neeraj Sharma Vice Chairman, Sukhdev and Kamal Sharma Educational Trust
2	Member, Board of Governors - Industrialist - Technologist / Academician of repute to be nominated by the Board of Trustees	Shri Suraj Narain Founder Director SearchBourne Consultants Private Limited, Pune	Shri Bahri B. R. Malhotra Founder Director Weikfield Group of Companies, Pune Shri Suraj Narain	Shri Bahri B. R. Malhotra Founder Director Weikfield Group of Companies, Pune
3	Member, Board of Governors - Industrialist - Technologist / Academician of repute to be nominated by the Board of Trustees	Shri Nasir Sheikh, Chief Executive Officer, Lexicon Group of Institutes	Shri Dharampal Bhatia, Chartered Engineer, Engineers India Limited, Pune	Shri Dharampal Bhatia, Chartered Engineer, Engineers India Limited, Pune
4	Member, Board of Governors - Industrialist - Technologist / Academician of repute to be nominated by the Board of Trustees	Shri Ajay Srivastav Head, Strategic Alliance, Lexicon Group of Institutes	Shri Ajay Srivastav Head, Strategic Alliance, Lexicon Group of Institutes	Shri Ajay Srivastav Head, Strategic Alliance, Lexicon Group of Institutes
5	Member, Board of Governors - Industrialist - Technologist / Academician of repute to be nominated by the Board of Trustees	Shri Ramesh Chandra Sharma, General Manager (Retd.), Coal India Limited, Nagpur	Shri Ramesh Chandra Sharma, General Manager (Retd.), Coal India Limited, Nagpur	Shri Ramesh Chandra Sharma, General Manager (Retd.), Coal India Limited, Nagpur
6	Member, Board of Governors - Industrialist - Technologist / Academician of repute to be nominated by the Board of Trustees	Dr. Bharat Bhushan Professor and Dean (Academics), YC Academy of Development Administration, YASHADA, Pune	Dr. Bharat Bhushan Professor and Dean (Academics), YC Academy of Development Administration, YASHADA, Pune	Dr. Bharat Bhushan Professor and Dean (Academics), YC Academy of Development Administration, YASHADA, Pune
7	Member, Board of Governors - Industrialist - Technologist / Academician of repute to be nominated by the Board of Trustees	Mr. Charan Nagaraj, Apple, Bengaluru	Mr. Ajit Thatte IIT, Kharagpur Mr. Charan Nagaraj, Apple, Bengaluru	Mr. Ajit Thatte, IIT, Kharagpur
8	Member, Board of Governors - Industrialist - Technologist / Academician of repute to be nominated by the Board of Trustees	Mr. Girish Iyer, General Manager, CITCO-India	Dr. Vidya Naik NMIMS, Mumbai Mr. Girish Iyer, General Manager, CITCO-India	Dr. Vidya Naik NMIMS, Mumbai
9	Faculty Member from Lexicon MILE to be nominated by the	Dr. Jitendra Kumar Sharma, Director,	Dr. Jitendra Kumar Sharma, Director,	Dr. Susen Varghese, Director,

S. No.	Category	2021-2023	2020-2022	2019-2021
	Board of Trustees - To be a Professor in the Faculty or the senior most Faculty or Director of Lexicon MILE	Lexicon MILE, Wagholi, Pune	Lexicon MILE, Wagholi, Pune	Lexicon MILE, Wagholi, Pune Dr. Jitendra Kumar Sharma
10	Faculty Member from Lexicon MILE to be nominated by the Board of Trustees - To be an Associate or Assistant Professor in the Faculty of Lexicon MILE	Dr. Raju Varghese Associate Professor, Lexicon MILE, Wagholi, Pune	Dr. Raju Varghese Associate Professor, Lexicon MILE, Wagholi, Pune	Dr. Raju Varghese Assistant Professor, Lexicon MILE, Wagholi, Pune
11	Member Secretary of the Board of Governors - To be nominated by the Board of Trustees	Shri Parameshwar Kawale, Registrar, Lexicon MILE, Wagholi, Pune	Shri Parameshwar Kawale, Assistant Registrar, Lexicon MILE, Wagholi, Pune	Shri Parameshwar Kawale, Assistant Registrar, Lexicon MILE, Wagholi, Pune
12	Nominee of AICTE Regional Officer (Ex-Officio) (or to designate Regional Officer, AICTE, as invitee member)	Regional Officer, AICTE, Western Region, Pune (ex-officio)	Regional Officer, AICTE, Western Region, Pune (ex-officio)	Regional Officer, AICTE, Western Region, Pune (ex-officio)
13	Nominee of State Government - DTE (Ex-Officio) (or to designate Director, Technical Education, State Government)	Director, Technical Education, Government of Maharashtra (ex-officio)	Director, Technical Education, Government of Maharashtra (ex-officio)	Director, Technical Education, Government of Maharashtra (ex-officio)
14	Nominee of State Government - Industrialist / Technologist / Educationist from the Region	As and when nominated	As and when nominated	As and when nominated

The Board of Governors at Lexicon MILE ensures the efficacy of operational decisions and safeguards student and stakeholder welfare through various functions:

- Providing strategic direction to the institute: The Board of Governors guides Lexicon MILE by setting long-term goals and defining the overall vision for the institution, ensuring alignment with its mission and values.

- Approving strategic and perspective plans: The Board meticulously reviews and endorses comprehensive plans that outline the institute's objectives, priorities, and strategies for achieving academic excellence and organizational growth.

- Allocating and monitoring budgets, and reviewing audited income and expenditure accounts for approval: The Board diligently manages financial resources by allocating funds to various departments and initiatives, while closely monitoring expenditures and ensuring fiscal responsibility through regular audits and reviews.

- Institutionalizing scholarships and enhancing other amenities for staff and students: Committed to promoting accessibility and excellence in education, the Board establishes scholarship programs and continuously improves campus facilities and services to support the academic and personal growth of both students and staff.

19

- Monitoring development programs for students and faculty: The Board oversees the implementation and effectiveness of various educational and professional development initiatives aimed at enhancing the learning experience and career advancement opportunities for students and faculty members alike.

- Deliberating and deciding on additional matters affecting the governance of the institution: The Board engages in thorough deliberation and decision-making on a wide range of governance issues, ensuring transparent and accountable management practices that uphold the institution's integrity and reputation.

- Planning for developmental and expansion initiatives: With a forward-thinking approach, the Board formulates strategic plans for institutional development and growth, identifying opportunities for expansion, innovation, and strategic partnerships to further enhance Lexicon MILE's impact and reach.

- Defining the scope of infrastructure development based on needs: By assessing current and future requirements, the Board determines the scope and priorities for infrastructure development projects, ensuring that facilities and resources align with the evolving needs of the academic community.

- Considering recommendations of the staff selection committee for faculty recruitment: The Board carefully evaluates recommendations from the staff selection committee to ensure the recruitment of highly qualified and dedicated faculty members who contribute to the institute's academic excellence and student success.

- Reviewing and considering important communications and policy decisions received from the University, Government, AICTE, and similar bodies: The Board stays informed and responsive to regulatory and policy developments, actively engaging with relevant authorities and stakeholders to uphold compliance and best practices in higher education.

- Fixing the fee payable by students based on recommendations from relevant bodies: In setting tuition fees, the Board takes into account factors such as educational costs, financial aid availability, and market trends, striving to maintain affordability while sustaining the institute's financial stability and quality of education.

Academic Council of the Lexicon MILE

The Academic Council of Lexicon MILE serves as a pivotal body responsible for overseeing and enhancing the academic standards and integrity of the PGDM program. As a key constituent of the institution's governance framework, the Academic Council plays a crucial role in shaping the academic policies, curriculum design, and educational initiatives that define the student experience at Lexicon MILE. Reporting directly to the Board of Governors, the Academic Council operates with a mandate to uphold the institution's mission and values while fostering a culture of academic excellence and innovation.

Comprised of distinguished faculty members, academic leaders, and representatives from relevant stakeholders, the Academic Council embodies a diverse range of perspectives and expertise essential for informed decision-making. Drawing upon their collective insights and experiences, the council collaboratively develops and implements strategic initiatives aimed at

20

advancing the quality, relevance, and rigor of the PGDM program. By fostering an inclusive and participatory approach, the council ensures that academic policies and programs align closely with the evolving needs of students, faculty, industry partners, and other stakeholders.

One of the primary functions of the Academic Council is to establish and oversee the various Boards of Studies (BoS) that govern specific disciplines and subject areas of the PGDM programs, their syllabi and curriculum. These BoS, composed of subject matter experts and faculty members, are entrusted with the responsibility of designing, reviewing, and refining the academic content, learning outcomes, and assessment strategies for their respective domains. Through rigorous deliberation and continuous evaluation, the Boards of Studies strive to maintain current relevance, and coherence of the PGDM curriculum, ensuring that it remains responsive to emerging trends, industry demands, and academic best practices.

Furthermore, the Academic Council serves as a forum for fostering interdisciplinary collaboration, pedagogical innovation, and scholarly inquiry among faculty members and academic units. By facilitating meaningful dialogue and exchange of ideas, the council encourages faculty development initiatives, research endeavors, and cross-disciplinary initiatives that enrich the teaching and learning experience at Lexicon MILE. With a steadfast commitment to academic excellence, integrity, and student success, the Academic Council exemplifies Lexicon MILE's dedication to fostering a dynamic and transformative learning environment that empowers future business leaders to thrive in a rapidly evolving global landscape.

The composition of the members of the Academic Council:

S. No.	Category	2021-2023	2020-2022	2019-2020
1	Chairman, Academic Council - being the Chairman, Board of Governors, nominated by the Board of Trustees	Shri Neeraj Sharma Vice Chairman, Sukhdev and Kamal Sharma Educational Trust	Shri Neeraj Sharma Vice Chairman, Sukhdev and Kamal Sharma Educational Trust	Shri Neeraj Sharma Vice Chairman, Sukhdev and Kamal Sharma Educational Trust
2	Member, Board of Governors - Industrialist or Technologist or Academician of repute - nominated by the Board of Trustees	Shri Nasir Sheikh, Chief Executive Officer, Lexicon Group of Institutes	Shri Dharampal Bhatia, Chartered Engineer, Engineers India Limited, Pune	Shri Dharampal Bhatia, Chartered Engineer, Engineers India Limited, Pune
3	Member, Board of Governors - Industrialist or Technologist or Academician of repute - nominated by the Board of Trustees	Dr. Bharat Bhushan Professor and Dean (Academics), YC Academy of Development Administration, YASHADA, Pune	Dr. Bharat Bhushan Professor and Dean (Academics), YC Academy of Development Administration, YASHADA, Pune	Dr. Bharat Bhushan Professor and Dean (Academics), YC Academy of Development Administration, YASHADA, Pune
4	Faculty Member from Lexicon MILE to be nominated by the Board of Trustees - To be a Professor in the Faculty or the seniormost Faculty or Director of Lexicon MILE, also being a member of the Board of Governors	Dr. Jitendra Kumar Sharma, Director, Lexicon MILE, Wagholi, Pune	Dr. Jitendra Kumar Sharma, Director, Lexicon MILE, Wagholi, Pune	Dr. Susen Varghese, Director, Lexicon MILE, Wagholi, Pune Dr. Jitendra Kumar Sharma

S. No.	Category	2021-2023	2020-2022	2019-2020
5	Faculty Member from Lexicon MILE to be nominated by the Board of Trustees - To be an Associate Professor or Assistant Professor in the faculty of Lexicon MILE, also being a member of the Board of Governors	Dr. Raju Varghese Vazhapilly Associate Professor, Lexicon MILE, Wagholi, Pune	Dr. Raju Varghese Vazhapilly Associate Professor, Lexicon MILE, Wagholi, Pune	Dr. Raju Varghese Vazhapilly Assistant Professor, Lexicon MILE, Wagholi, Pune
6	Member Secretary of the Academic Council - To be nominated by the Board of Trustees, also being the Member Secretary of the Board of Governors, as and when so appointed by the Board of Trustees	Shri Parameshwar Kawale, Registrar, Lexicon MILE, Wagholi, Pune	Shri Parameshwar Kawale, Assistant Registrar, Lexicon MILE, Wagholi, Pune	Shri Parameshwar Kawale, Assistant Registrar, Lexicon MILE, Wagholi, Pune
7	Chairperson, Board of Studies, at Lexicon MILE, or Senior Faculty other than Director, Lexicon MILE (and other than Nominated faculty member of the Board of Governors and Academic Council), being a member of the Board of Studies of designated AICTE PGDM courses at Lexicon MILE.	Ms. Vineeta Agarwal, Associate Professor, Lexicon MILE PGDM (M&F)	Ms. Vineeta Agarwal, Assistant Professor, Lexicon MILE PGDM (M&F)	Ms. Vineeta Agarwal, Assistant Professor, Lexicon MILE PGDM (M&F)
8	Chief Finance Officer or Accounts Officer, Lexicon MILE (Ex-Officio)	Mr. Rahul Wagh, Accounts Officer, Lexicon MILE	Mr. Rahul Wagh, Accounts Officer, Lexicon MILE	Mr. Rahul Wagh, Accounts Officer, Lexicon MILE
9	Management Representative of an Industry, Management Section within a Company or Organization	Shri Suraj Narain Founder Director SearchBourne Consultants Private Limited, Pune	Shri Bahri B. R. Malhotra Founder Director Weikfield Group of Companies, Pune Shri Suraj Narain	Shri Bahri B. R. Malhotra Founder Director Weikfield Group of Companies, Pune
10	Management Representative of an Industry, Management Section within a Company or Organization	Mr. Charan Nagaraj, Apple, Bengaluru	Mr. Ajit Thatte IIT, Kharagpur Mr. Charan Nagaraj, Apple, Bengaluru	Mr. Ajit Thatte, IIT, Kharagpur

The composition of the Academic Council is being reconstituted with effect from April 2024 to ensure holistic inclusion of all stakeholders and to strengthen the path ahead. Representatives of the Industry in collaboration with Lexicon MILE with respect to internships, immersion programs, placements, alumni-faculty, and expert resource persons among others will be included in specific categories.

Board of Studies, PGDM Marketing and Finance

The Board of Studies for each PGDM Program has a similar structure -

S. No.	Category	2021-2023	2020-2022	2019-2021
1	Chairperson, Board of Studies, PGDM, Marketing and Finance - being the Director of the PGDM Program	Dr. Jitender Kumar Sharma	Dr. Jitender Kumar Sharma	Dr. Susen Varghese
2	Subject Head / Faculty of the PGDM Program	Dr. Raju Varghese Vazhapilly	Dr. Raju Varghese Vazhapilly	Dr. Raju Varghese v
3	Nominated Member from Academic Council	Mr. Ajit Thatte	Mr. Ajit Thatte	Mr. Ajit Thatte
4	Industry Experts (2)	Mr. Dilip Thosar Mr. Girish Iyer	Mr. Gautam Pherwani Mr. R. Balachandran	Mr. Gautam Pherwani Mr. R. Balachandran
5	Academic Experts (2)	Prof. Rajesh Deshpande Prof. R. Kalidas	Dr. Anand Deshmukh Dr. Vijay Kulkarni	Dr. Anand Deshmukh Dr. Vijay Kulkarni
6	Alumni in Industry	Mr. Kirti Singh	Mr. Kirti Singh	Mr. Kirti Singh
7	Convenor Faculty - for specific Subjects	Prof. Tarana Agarwal (Marketing) Dr. Vineeta Agarwal (Finance)	Prof. Tarana Agarwal (Marketing) Dr. Vineeta Agarwal (Finance)	Ms. Shagufta Ashraf (Marketing) Dr. Vineeta Agarwal (Finance)

Syllabus Review Team (SRT), PGDM Marketing and Finance

The Syllabus Review Team for each PGDM program is as follows -

S. No.	Category	2021-2023	2020-2022	2021-2019
1	Convenor / Faculty for that Subject	Dr. Raju Varghese Vazhapilly	Dr. Raju Varghese Vazhapilly	Dr. Raju Varghese Vazhapilly
2	Subject Head / Faculty	Prof. Tarana Agarwal (Marketing) Dr. Vineeta Agarwal (Finance)	Prof. Tarana Agarwal (Marketing) Dr. Vineeta Agarwal (Finance)	Ms. Shagufta Ashraf (Marketing) Dr. Vineeta Agarwal (Finance)
3	Industry Representatives (2)	Mr. Dilip Thosar Mr. Girish Iyer	Mr. Gautam Pherwani Mr. R. Balachandran	Mr. Gautam Pherwani Mr. R. Balachandran
4	Academic Experts (2)	Prof. Rajesh Deshpande	Dr. Anand Deshmukh	Dr. Anand Deshmukh

S. No.	Category	2021-2023	2020-2022	2021-2019
		Prof. R. Kalidas	Dr. Vijay Kulkarni	Dr. Vijay Kulkarni

Committees at the Institute level

At Lexicon MILE, a structured governance system has been organized and managed to ensure the effective administration of the institute. This governance structure has significantly contributed to meeting the institute's objectives. At the execution level, the Director executes planned activities through various Committees formed for specific purposes. The Director's office, by virtue of its position, coordinates these committees. This has ensured that the Director is always informed about ongoing activities within the institute, thereby facilitating the monitoring of all activities across all levels of hierarchy.

The academic administrative committees, as per AICTE guidance, have been framed at both the institute and program levels, depending on the specific requirements of each program. These bodies are guided by policies and standard operating procedures (SOPs) that assist in the execution of their activities. Some bodies are for mandatory compliance, while others have been established as per the needs of the institute or program. The presence of faculty in-charges has been necessary for holding meetings as required for each respective committee.

By implementing this comprehensive governance framework, Lexicon MILE has ensured that all its functional and governance actions align with its Vision and Mission Statements. This alignment has been crucial in maintaining a coherent and effective governance structure that supports the institute's strategic direction and operational efficacy. Through this structured approach, Lexicon MILE has demonstrated its commitment to upholding high standards of academic and administrative excellence.

The Mandatory Committees established at Lexicon MILE include (presented in brief detail) -

1. Anti-Ragging Committee
2. Committee for SC/ ST
3. Internal Complaints Committee
4. Grievance Redressal Committee
5. Student Grievance Redressal Committee
6. Internal Quality Assurance Cell (IQAC)

The Academic Administration Committees established at Lexicon MILE include -

1. Admission Committee
2. Library Committee
3. Student Council
4. Student Counseling Committee
5. Sports Committee
6. Cultural Committee

24

7. Placement Cell

8. Entrepreneurship Cell

9. Alumni Committee

The description of the Mandatory Committees, its functions and composition are presented -

Anti-Ragging Committee

The Anti-Ragging Committee at Lexicon MILE has been established to safeguard the interests of students regarding any acts or activities directly or indirectly associated with ragging. Lexicon MILE follows a zero-tolerance policy against ragging and any activity resembling it. Ragging is totally banned, and anyone found guilty of ragging and/or abetting ragging is liable to be punished. Ragging is also prohibited as per the decisions of the Honourable Supreme Court of India. AICTE has formulated detailed norms *vide* No. 37-3/Legal/AICTE/2009 dated 01.07.2009 for the steps to be taken by educational institutes to prevent ragging, and these norms form the basis for the formation of this committee.

The core purpose of the committee is to ensure compliance with the norms established by the governing institution. For this committee, the governing institution is AICTE and its subsidiaries, if any.

The chief objectives are:

- To establish and implement mechanisms for a ragging-free environment for students on campus.

- To ensure compliance with existing norms, acts, and legislation set forward by the governing body.

Functions:

- To ensure compliance with the provisions of the regulations as well as any law currently in force concerning ragging, and to monitor and oversee the performance of the Anti-Ragging Squad in preventing ragging within the institution.

- To review the efforts made by the institution to publicize anti-ragging measures, solicit affidavits from parents/guardians and students each academic year to abstain from ragging activities, and to demonstrate willingness to penalize those concerned for any violations. The committee also functions as the prime mover for initiating action to amend statutes, ordinances, or bylaws to facilitate the implementation of anti-ragging measures at the institutional level.

- To make the community at large and the students aware of the dehumanizing effects of ragging and the institution's approach towards those indulging in ragging.

- To identify and properly illuminate and manage all vulnerable locations and take every action necessary to curb ragging.

- To ensure that the Mentoring Cell and Squad are working to achieve the desired objectives of the act/regulation.

- The committee will ensure compliance with existing norms and the formation of any other sub-committee or group. For the purpose of this committee, such subgroups have been termed as the Anti-Ragging Squad.

Through these measures, Lexicon MILE demonstrates its commitment to maintaining a safe and respectful environment for all students.

Sr. No.	Name of the Committee Members	Designation on committee	Contact Details	E-mail ID
1	Dr. Raju Varghese Vazhapilly	Chairman	9325019055	raju.varghese@mile.education
2	Mr. Ritesh Kale	Representative (Civil & Police Administration)	9075800100	pilonikand.pnr@mahapolice.gov.in
3	Mr. Avinash Thorat	Representative (Local Media)	9850304082	throat.avinash@gmail.com
4	Mr. Sewak Nayyar	Representative (Non-Government Organization)	8308093028	sewaknayyar@gmail.com
5	Prof. Kavita Pareekh	Representative (Faculty)	9560160676	kavita.pareekh@mile.education
6	Ms. Tanushree Chaudhry	Representative (Faculty)	9172111600	tanushree.chaudhry@mile.education
7	Ms. Sangita Wadje	Representative (Parent)	9404975914	sangeetawadje@gmail.com
8	Mr. Aayush Kumar Singh	Representative (Student)	6205914408	singhaayushkumar77@gmail.com
9	Ms. Deokar Rutuja	Representative (Student)	9702173410	rutujadeokar123@gmail.com
10	Ms. Shallakha Ubaley	Squad	7219485512	shallakha.ubaley@mile.education
11	Mr. Nikit Jadhav	Squad	7020117768	nikit.jadhav@mile.education
12	Ms. Anju Raheja	Squad	9795204415	anju.raheja@mile.education

Committee for SC/ST

The University Grants Commission (UGC) has prioritized the support of downtrodden students and staff and has directed all universities to establish SC/ST Cells. Since its inception, Lexicon MILE has consistently worked on the principles of sustainable, equitable, and participatory development, social welfare, and social justice. With this objective and in line with the guidelines stated by the UGC, the Scheduled Caste and Scheduled Tribes Committee (SC/ST Committee) has been established at the institute. The primary aim of the Committee has been to monitor the guidelines issued from time to time.

26

The functions of the Committee have been outlined as follows:

- **To circulate Government of India and Commission's decisions**: The Committee has regularly disseminated decisions and directives to ensure compliance. This includes data on course-wise admissions of candidates belonging to the Scheduled Castes and Scheduled Tribes in the program.

- **To collect information regarding appointments and training**: The Committee has been responsible for circulating decisions, collecting information on the appointment and training of these communities in both teaching and non-teaching posts.

- **To compile reports on education, training, and employment**: The Committee has regularly gathered reports and information concerning Government of India orders on various aspects of education, training, and employment for SC/ST communities. These reports have been prepared for onward transmission to relevant authorities as required.

- **To address representations from SC/ST candidates**: The Committee is required to address representations received from Scheduled Castes and Scheduled Tribes candidates regarding their admission, recruitment, promotion, and other related matters. It acts as a Grievances Redressal Committee for SC/ST students and employees, providing necessary assistance in resolving their academic and administrative issues.

- **To function exclusively on SC/ST matters**: The SC/ST Committee has been dedicated solely to handling matters related to SC/STs and has not been assigned any other work. This exclusivity has ensured focused attention on the welfare and development of SC/ST students and staff.

The Committee for SC/ST at Lexicon MILE has thus played a crucial role in upholding the institute's commitment to social justice, equity, and inclusive development, aligning with the Vision and Mission Statements.

Committee for SC/ST

As per the Scheduled Caste and the Scheduled Tribes (Prevention of Atrocities) Act, 1989, No. 33 of 1989, dated 11.09.1989.

Sr. No.	Name of the Member	Designation	Office Address and Contact Details
1	Mr. Parmeshwar Kawale	Chairman	Lexicon Group of Institutes Lexicon Estate, Gat no-726, Pune-Nagar Road, Wagholi, Pune-412207 Tel. No. - +91 7276716262 info@mile.education
2	Dr. Raju Varghese Vazhapilly	Member	
3	Ms. Tanushree Chaudhry	Member	
4	Mr. Rahul Wagh	Member	

5	Mr. Nikit Jadhav	Member	

Internal Complaints Committee

Lexicon MILE has constituted the Internal Complaints Committee (ICC) to address activities with the broad purpose of creating a fair workplace with gender equality. The ICC has been specifically created to prevent and deter acts of gender inequality and sexual harassment, and to provide a procedure for the resolution, settlement, or prosecution of such acts by taking all necessary steps. According to the Constitution of India, the Right to Equality is a Fundamental Right that includes the right to equality before the law, prohibition of discrimination, and equality of opportunities in matters of public employment. Equality between men and women, the right to work, to education, and to public assistance in case of unemployment, old age, sickness, and disablement, and the provision of just and humane conditions for work and maternity relief, are important. It has been obligatory for every employer and responsible person to follow the guidelines to constitute an Internal Complaints Committee to combat sexual harassment at the workplace. Educational institutions have been bound by the same directive. In compliance with the mandate, Lexicon MILE has adopted this policy to prevent, prohibit, and redress sexual harassment of women. Lexicon MILE has been committed to providing all women within its jurisdiction, including its academic and non-academic staff, a place of work and study free from sexual harassment, intimidation, and exploitation. Every woman has had the Right to be free from Sexual Harassment and the Right to Work in an environment free from any form of Sexual Harassment.

The functions of the Internal Complaint Committee (ICC) have been detailed as follows:

- **Providing a neutral, confidential, and supportive environment**: The ICC has aimed to create a safe and supportive environment for all members of the campus community who may have been sexually harassed. This includes ensuring that complainants feel secure and supported throughout the resolution process.

- **Advising complainants on means of resolution**: The ICC has guided complainants on the various means of resolution as specified by legislation, helping them understand their options and the processes available for addressing their complaints.

- **Ensuring fair and timely resolution of complaints**: The ICC has been responsible for ensuring that all sexual harassment complaints are resolved fairly and in a timely manner, maintaining the integrity and credibility of the complaint process.

- **Providing counselling and support services**: The ICC has offered counselling and support services on campus, assisting victims of sexual harassment with emotional and psychological support to help them cope with their experiences.

- **Disseminating comprehensive materials on sexual harassment**: The ICC has ensured that students, faculty, and staff are provided with current and comprehensive materials on sexual harassment. This has included information on what constitutes sexual harassment, how to report it, and the support services available.

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● **Promoting awareness through educational initiatives**: The ICC has actively promoted awareness about sexual harassment through various educational initiatives. These initiatives have encouraged and fostered a respectful and safe campus environment, informing the campus community of their right to a respectful work and learning environment.

The committee has sought to inform the campus community of their right to a respectful work and learning environment. It has believed that practicing respect and exercising empathy in interactions with others can create a campus that is free of sexual harassment.

As per section 4, All India Council for Technical Education (Gender Sensitization, Prevention and Prohibition of Sexual Harassment of Women Employees and Students and Redressal of Grievances in Technical Institutions) Regulations, 2016

Sr. No.	Name of the Committee Member	Designation	Contact	e- Mail Address
1	Dr. Kashmira Lonkar	Chairperson	9130028028	kashmira.lonkar@mile.edication
2	Ms. Shagufta Ashraf	Member (Academic)	9890591372	shagufta.ashraf@mile.education
3	Ms. Tanushree Chaudhary	Member (Administration)	7066403314	tanushree.chaudhry@mile.education
4	Mr. Nikit Jadhav	Member (Administration)	7020117768	nikit.jadhav@mile.education
5	Ms. Anju Raheja	Member (Administration)	9795204415	anju.raheja@mile.education
6	Ms. Janhvi Wadje	Member (Student)	9405472196	janhvi.wadje@mile.education
7	Mr. Ajinkya Jadhav	Member (Student)	8857909095	ajinkyajadhav1997@gmail.com
8	Mr. Tanish Lalwani	Member (Student)	9422919599	tanish.lalwani@mile.education

Grievance Redressal Committee

The Grievance Redressal Committee at Lexicon MILE has aimed to encourage employees and students to voice their complaints constructively. This committee has also encouraged feedback and suggestions from staff and students as stakeholders to proactively resolve hindrances in campus operations. Lexicon MILE has employed a fair grievance procedure to minimize and avoid conflicts by constituting the Grievance Committee. The Grievance Committee has been established to provide a formal channel of communication to voice concerns. The Student's Grievance Committee has included faculty in charge, non-teaching staff members, and the student's council members as representatives of the students.

Staff Grievance Committee Functions

29

- **Providing a communication channel to the staff members**: The committee has facilitated a platform for staff members to express their grievances, ensuring their voices are heard in a structured manner.

- **Making channels of communication available**: The committee has made communication channels available for staff, such as sending emails to the secretary of the committee or registering grievances in the register kept in the administration department.

- **Imparting objectivity and fairness**: By considering grievances with a degree of objectivity and fair play, the committee will ensure that all issues are addressed justly.

- **Ensuring prompt consideration and decisions**: The committee will strive for the smooth functioning of the grievance process by ensuring prompt consideration and decision-making regarding grievances.

- **Maintaining a feedback mechanism**: A proper feedback mechanism has been maintained so that all employees are aware of the status of their registered complaints and can trust the committee's process.

- **Encouraging participative governance**: The committee has promoted a participative governance model where staff members are free to put forward their suggestions and engage in open discussions about them.

- **Planning and executing recreational activities**: The secretary will also plan and execute various recreational and welfare activities for the staff to ensure a healthy work environment.

- **Constitution duration**: The Staff Grievance Committee has been constituted for a fixed term, ensuring consistent and stable governance.

Through these measures, the Grievance Redressal Committee at Lexicon MILE has established a robust system to address and resolve grievances, aligning with the institute's Vision and Mission Statements.

Grievance Redressal Committee

As per All India Council for Technical Education (Establishment of Mechanism for Grievance Redressal) Regulations,2012 F.No. 37-3/Lega112012, dated 25.05.2012.

Sr. No.	Name of the member	Designation	Office Address and Contact Details
1	Dr. Raju Varghese Vazhapilly	Chairman	Lexicon Group of Institutes Lexicon Estate, Gat no-726, Pune-Nagar Road, Wagholi, Pune-412207 Tel. No. - +91 7276716262
2	Dr. Manju Chopra	Member (Academic)	
3	Mr. Parmeshwar Kawale	Member (Administration)	

30

			info@mile.education
4	Mr. Amol Lokhande	Special Invitee Member	
5	Prof. Kavita Pareekh	Member (Academic)	
6	Ms. Anju Raheja	Member (Administration & Academic)	
7	Prof. Savita Patil	Special Invitee Member	

Frequency of Meetings: Two meetings, preferably in different trimesters.

Quorum: Minimum ⅔ members to be present.

Students Grievance Committee

The Student Grievance Committee at Lexicon MILE provides a forum for students to express their grievances relating to all their academic and non-academic matters. This committee has been established to ensure that student concerns are addressed in a structured and fair manner. The committee's functions have included the following:

Student Grievance Committee Functions

- **Providing a forum for students**: The committee has offered a platform for students to express their grievances concerning all academic and non-academic matters, ensuring that their concerns are heard and considered.

- **Imparting objectivity and fairness**: By considering grievances with a degree of objectivity and fair play, the committee has ensured that all issues are addressed justly and without bias.

- **Ensuring prompt consideration and decision-making**: The committee has strived to address grievances promptly, ensuring that students receive timely resolutions to their concerns.

- **Encouraging participative governance**: The committee has promoted a participative governance model where students are free to put forward their suggestions before management and engage in open discussions about them.

Through these measures, the Student Grievance Committee at Lexicon MILE has established a robust system to address and resolve student grievances, aligning with the institute's Vision and Mission Statements.

As per All India Council for Technical Education (Redressal of Grievance of Students) Regulations, vide F. No – 1-101/PGRC/AICTE/Regulation/2019, dated 07.11.2019.

Sr. No.	Name of the member	Designation	Office Address and Contact Details
1	Dr. Raju Varghese Vazhapilly	Chairperson	Lexicon Management Institute of Leadership and Excellence

31

2	Dr. Manju Chopra	Member (Nominated by Chairperson)	Lexicon Estate, Gat no-726, Pune-Nagar Road, Wagholi, Pune-412207 Tel. No. - +91 7276716262 studentgrievanceredressalcommittee@mile.education
3	Mr. Parmeshwar Kawale	Member (Nominated by Chairperson)	
4	Prof. Tanushree Chaudhry	Member (Nominated by Chairperson)	
5	Mr. Aayush Kumar Singh	Member (Student-Special Invitee) (Nominated by Chairperson)	
6	Mr. Rutuja Deokar	Member (Student-Special Invitee) (Nominated by Chairperson)	

Frequency of Meetings: Two meetings, preferably in different trimesters.

Quorum: Minimum ⅔ members to be present.

Internal Quality Assurance Cell (IQAC)

The Internal Quality Assurance Cell (IQAC) at Lexicon MILE has taken on the responsibility of auditing internal operational processes. The primary objective has been to standardize and ensure compliance with academic and administrative processes for the institute's smooth functioning. The IQAC has reviewed performance to achieve the quality envisioned in the quality policy, which states:

"To pursue standards of excellence in all our endeavors namely teaching, research, consultancy, and continuing education, and to remain accountable in our core and support functions through processes of self-evaluation and continuous improvement."

The purpose of the committee has been to continuously monitor and periodically review or audit all processes relevant to governance at Lexicon MILE and to advocate further action or deliberation as needed. The Board of Governors is informed about the IQAC's deliberations. The activities of the cell have been coordinated by an internal faculty member.

Functions of IQAC

- Standardizing Processes: The IQAC focuses on standardizing both academic and administrative processes currently operated in the institute to ensure smooth functioning.

32

- Periodic Reviews and Audits: The IQAC periodically reviews and audits all processes relevant to governance at Lexicon MILE, providing recommendations for further action or deliberation as needed.

- Supporting the Board of Governors: The IQAC aids the Board of Governors in formulating teaching-learning objectives, program outcomes, policies, and other forms of planning.

- Holding Periodic Reviews: The IQAC holds periodic reviews of all working processes, including the functioning of committees, to ensure ongoing improvement and adherence to standards.

- Supervising Activities: The IQAC exercises supervision over the institute's activities by ensuring periodic meetings with all internal stakeholders, led by the Director and Faculty, to improve and develop functions as stated in its SOP.

- Stakeholder Interaction: The IQAC interacts with stakeholders of Lexicon MILE from time to time to gather feedback and ensure their needs are met.

- Planning and Monitoring Budgets: The IQAC plans and monitors the budget and its consumption for effective utilization of resources.

- Forwarding Recommendations: The IQAC forwards recommendations and observations to the Chairperson for appraising the Board of Governors.

- Maintaining Records: The IQAC maintains records of actions taken or to be taken for review, ensuring accountability and transparency in its operations.

Through these functions, the IQAC at Lexicon MILE has consistently worked towards maintaining high standards of quality in all aspects of the institute's operations, in alignment with its Vision and Mission Statements.

Internal Quality Assurance Cell (IQAC)

Sr. No.	Name of the member	Designation	Office Address and Contact Details
1	Dr. Raju Varghese Vazhapilly	Chairman	
2	Mr. Nasir Shaikh	Member	Lexicon Group of Institutes
3	Mr. Parmeshwar Kawale	Member (Administration)	Lexicon Estate, Gat no-726, Pune-Nagar Road, Wagholi, Pune-412207
4	Dr. Manju Chopra	Member (Academic)	Tel. No. - +91 7276716262
5	Dr. Sachin Kulkarni	Member (Academic)	info@mile.education
6	Prof. Anjali Sharma	Member (Academic)	

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7	Mr. Anup Sheth	Member (Placement)	
8	Ms. Tanushree Chaudhry	Member (Human Resource)	
9	Mr. Yash Nagvenkar	Member (Alumni)	
10	Ms. Swetcha Tiwari	Member (Alumni)	

2.1.1.2. Service Rules   (10)

The Service Rules of Lexicon MILE are approved and mandated by the Board of Governors of Lexicon MILE and employees are made aware of these. Compliance of these rules are regulated at various stages of employment at each level. The approved copy of the Service Rules of Lexicon MILE is made available at the Office of Registrar, Lexicon MILE, and provided for perusal within the Intranet network for faculty and employees.

2.1.1.3 Policies   (5)

At Lexicon MILE Institute, the **Leave Policy** is designed to provide employees participating in the PGDM program with flexibility and support to manage their personal and professional commitments effectively. This policy outlines various types of leave such as annual leave, sick leave, and maternity leave, along with the procedures for requesting and approving leave. It also details the eligibility criteria, accrual rates, and any restrictions or special considerations. Additionally, it may include provisions for compensatory time off and the process for carryover or encashment of unused leave days. By ensuring clarity and fairness in leave administration, this policy contributes to employee satisfaction and well-being while maintaining operational efficiency.

The Probation Policy at Lexicon MILE Institute establishes a structured framework for assessing the performance and suitability of newly hired employees during the probationary period. This policy defines the duration of probation, performance expectations, and evaluation criteria. It also outlines the support and feedback mechanisms available to probationary employees to facilitate their professional development and integration into the institute. Additionally, it may specify the conditions under which probation can be extended or terminated, ensuring transparency and fairness in the process. By setting clear expectations and providing guidance for both supervisors and probationary employees, this policy supports effective talent management and organizational success.

The Onboarding Policy plays a crucial role in ensuring a smooth and productive transition for new employees joining the PGDM program at Lexicon MILE Institute. This policy encompasses a comprehensive orientation process that familiarizes new hires with the institute's culture, values, policies, and procedures. It may include information on employee induction programs, orientation schedules, and resources available to support new employees during their initial days. Additionally, it outlines the roles and responsibilities of various stakeholders involved in the onboarding process, such as HR personnel, supervisors, and mentors. By facilitating early

34

engagement and integration, this policy contributes to higher employee satisfaction, faster time-to-productivity, and improved retention rates.

The Discipline Policy at Lexicon MILE Institute provides guidelines and procedures for addressing misconduct, violations of institute policies, and performance issues among employees in the PGDM program. This policy establishes a fair and consistent approach to disciplinary actions, including warnings, counseling, and progressive disciplinary measures. It also outlines the rights of employees to due process and appeal mechanisms in disciplinary proceedings. Additionally, it may include provisions for rehabilitation, training, or support services to help employees improve their behavior or performance. By promoting accountability and maintaining a positive work environment, this policy contributes to upholding institute standards and fostering a culture of professionalism and mutual respect.

The Performance Policy at Lexicon MILE Institute establishes the framework for assessing, recognizing, and rewarding the contributions of employees participating in the PGDM program. This policy defines performance expectations, evaluation criteria, and performance review processes. It may include provisions for goal setting, feedback mechanisms, and performance appraisal techniques such as self-assessment, peer review, and supervisor evaluations. Additionally, it may outline the criteria and procedures for merit-based promotions, bonuses, or other forms of recognition. By aligning individual performance with organizational goals and values, this policy supports continuous improvement, employee engagement, and organizational success.

The Policy Related to Compensatory Offs, Working Hours, and Saturday Working at Lexicon MILE Institute is established to regulate employee schedules and ensure operational efficiency while maintaining work-life balance. The Compensatory Off policy outlines the procedures for compensating employees for overtime work or work on designated holidays through time off in lieu. Similarly, the Working Hours policy specifies the standard work hours, break schedules, and any flexibility arrangements available to employees. Additionally, the Saturday Working policy, if applicable, defines the terms and conditions for employees required to work on Saturdays, including compensation and scheduling considerations. By providing clarity on these aspects, this policy promotes fairness and consistency in workforce management while addressing employees' needs for rest and recreation.

The Equal Opportunity Policy at Lexicon MILE Institute underscores the commitment to creating a diverse, inclusive, and equitable environment for all participants in the PGDM program. This policy advocates for equal treatment and opportunities regardless of gender, race, ethnicity, religion, disability, or other protected characteristics. In the context of gender neutrality, the Equal Opportunity Policy aims to eliminate discrimination and bias in recruitment, hiring, promotion, and other employment practices. It also includes measures to address gender disparities in pay, representation, and career advancement. By fostering a culture of respect, diversity, and meritocracy, this policy contributes to a positive work environment where all individuals can thrive and contribute their fullest potential.

HR Policy under the legal framework at Lexicon MILE Institute ensures compliance with relevant laws, regulations, and statutory requirements governing employment practices and labor relations. This policy encompasses a range of legal considerations such as labor laws,

employment contracts, data protection regulations, and health and safety standards. HR Policy under the Legal Framework provides guidance on issues such as recruitment procedures, employee classifications, wage and hour regulations, and workplace accommodations. Additionally, it may outline the institute's obligations and responsibilities as an employer, as well as the rights and protections afforded to employees. By adhering to legal standards and best practices, this policy mitigates legal risks and upholds the rights and interests of both the institute and its employees.

The Code of Conduct Policy at Lexicon MILE Institute establishes the ethical principles, standards of behavior, and expectations for professional conduct for all individuals participating in the PGDM program. This policy articulates core values such as integrity, honesty, respect, fairness, and accountability that guide interactions within the institute community. The Code of Conduct outlines prohibited behaviors such as discrimination, harassment, fraud, conflicts of interest, and unethical practices. It also delineates the reporting mechanisms and consequences for violations of the code, including disciplinary actions up to and including termination of enrollment or employment. By promoting a culture of integrity and ethical behavior, the Code of Conduct Policy fosters trust, credibility, and mutual respect among all stakeholders at Lexicon MILE Institute.

The Employee Benefit Policy at Lexicon MILE Institute is designed to enhance the overall well-being, satisfaction, and engagement of employees participating in the PGDM program. This policy encompasses a range of benefits such as health insurance, retirement plans, paid time off, wellness programs, and professional development opportunities. Employee Benefit Policy provides details on eligibility criteria, enrollment procedures, coverage options, and any cost-sharing arrangements. It also communicates the institute's commitment to supporting employees' physical, mental, and financial wellness. By offering competitive and comprehensive benefits, this policy attracts and retains top talent, promotes employee loyalty and productivity, and contributes to a positive organizational culture focused on employee care and support.

The Exit Policy at Lexicon MILE Institute outlines the procedures and requirements for employees leaving the PGDM program, whether due to resignation, termination, or completion of contract. This policy specifies the steps employees must follow to resign or provide notice, including any documentation or clearance procedures. Exit Policy also addresses issues such as return of company property, settlement of dues, and exit interviews to gather feedback and insights for continuous improvement. By ensuring a systematic and respectful exit process, this policy supports smooth transitions for departing employees while safeguarding the institute's interests and maintaining positive relationships.

The Gate Pass Policy at Lexicon MILE Institute governs the issuance and use of gate passes for access to institute premises by employees, students, visitors, and other authorized individuals. This policy establishes the criteria and procedures for requesting gate passes, including identification requirements and approval processes. Gate Pass Policy also defines the purposes for which gate passes may be issued, such as attendance at events, meetings, or official business. Additionally, it outlines the responsibilities of individuals holding gate passes, including compliance with institute rules.

Leaves for Office Assistants at Lexicon MILE Institute recognizes the importance of supporting

36

the well-being and work-life balance of office assistants who play essential roles in administrative and support functions. This policy specifies the types of leave available to office assistants, such as annual leave, sick leave, and special leave. It also outlines the procedures for requesting and approving leave, including advance notice requirements and documentation procedures. Additionally, Leave for Office Assistants may address provisions for compensatory time off or flexible work arrangements to accommodate their workload and responsibilities. By providing adequate leave benefits, this policy promotes job satisfaction, productivity, and retention among office assistants, contributing to overall organizational effectiveness.

Policy for Recruitment, Selection, and Training for Teachers at Lexicon MILE Institute ensures the recruitment of qualified and competent faculty members who uphold the institute's academic standards and contribute to student success in the PGDM program. This policy outlines the recruitment process, including job postings, application screening, interviews, and selection criteria. Recruitment, Selection, and Training Policy also address the orientation and training programs available to new faculty members to familiarize them with institute policies, curriculum, teaching methodologies, and student support services. Additionally, it may include provisions for ongoing professional development and performance evaluation for teachers. By investing in effective recruitment and training practices, this policy supports the delivery of high-quality education and fosters a culture of excellence in teaching and learning.

The Employee Service Rule Book at Lexicon MILE Institute serves as a comprehensive guidebook for employees participating in the PGDM program, providing information on their rights, responsibilities, entitlements, and expectations. This rule book covers a wide range of topics such as employment terms and conditions, code of conduct, disciplinary procedures, leave policy, benefits, and grievance redressal mechanisms. Employee Service Rule Book also communicates the institute's mission, values, and vision, reinforcing a sense of belonging and alignment with organizational goals. Additionally, it may include relevant legal and regulatory information to ensure compliance and mitigate risks. By centralizing important policies and information, the Employee Service Rule Book promotes transparency, consistency, and fairness in employee relations at Lexicon MILE Institute.

Service Rules at Lexicon MILE Institute provide updates and revisions to HR policies and procedures for the respective years, reflecting changes in organizational needs, regulatory requirements, and industry standards. These service rules outline any amendments or additions to existing policies, such as leave entitlements, performance evaluation criteria, and benefits packages. They may also introduce new policies or initiatives aimed at enhancing employee engagement, well-being, and productivity. Additionally, Service Rules for 2019 & 2020 clarify any transitional arrangements or clauses for existing employees affected by policy changes. By keeping employees informed about the latest policies and practices, these service rules promote compliance and alignment with institute objectives, fostering a culture of continuous improvement and adaptability.

The Travel Policy at Lexicon MILE Institute governs employee travel for official purposes, ensuring compliance with budgetary constraints, safety regulations, and operational requirements. This policy outlines the procedures for requesting and approving travel, including pre-authorization requirements, travel booking procedures, and expense reimbursement

guidelines. Travel Policy also addresses issues such as travel insurance, per diem allowances, and travel documentation requirements. Additionally, it may provide guidance on travel safety protocols, emergency procedures, and protocols for international travel. By establishing clear guidelines and expectations, Travel Policy supports efficient and cost-effective travel arrangements while ensuring the safety and well-being of employees during their journeys.

The Dress Code Policy at Lexicon MILE Institute defines the standards of attire expected from employees participating in the PGDM program, reflecting the institute's professional image and culture. This policy specifies appropriate dress codes for different settings such as classrooms, offices, meetings, and events. Dress Code Policy may include guidelines on attire colors, styles, accessories, and grooming standards. It also addresses special dress requirements for occasions such as presentations, interviews, or formal functions. Additionally, Dress Code Policy communicates expectations regarding personal hygiene, cleanliness, and adherence to cultural sensitivities. By promoting a professional appearance, Dress Code Policy contributes to creating a positive impression, maintaining discipline, and fostering a conducive learning and working environment at Lexicon MILE Institute.

The Gift Policy at Lexicon MILE Institute establishes guidelines for giving and receiving gifts among faculty, staff, students, and external stakeholders involved in the PGDM program. This policy outlines acceptable practices to ensure transparency, integrity, and compliance with ethical standards. It may specify the types of gifts permitted, monetary limits, disclosure requirements, and procedures for seeking approval or reporting gifts received. Additionally, the Gift Policy emphasizes the importance of avoiding conflicts of interest and undue influence in professional relationships. By promoting accountability and maintaining ethical conduct, this policy safeguards the institute's reputation and fosters trust among stakeholders.

Library Rules and Policy at Lexicon MILE Institute govern the use of library resources and facilities to support academic research, teaching, and learning activities in the PGDM program. These rules outline guidelines for borrowing, returning, and renewing library materials, as well as accessing electronic resources and databases. Library Rules and Policy also address issues such as noise levels, study room reservations, and copyright compliance. Additionally, they may include procedures for interlibrary loan services, lost or damaged items, and code of conduct expectations for library users. By ensuring equitable access to information and maintaining a conducive learning environment, this policy enhances the effectiveness of the institute's library services.

The Prevention of Sexual Harassment Policy at Lexicon MILE Institute underscores the institute's commitment to providing a safe and respectful environment free from harassment, intimidation, and discrimination. This policy defines sexual harassment, including verbal, non-verbal, and physical conduct of a sexual nature, and prohibits such behavior in any form. It outlines procedures for reporting complaints, conducting investigations, and imposing disciplinary actions against perpetrators of sexual harassment. Additionally, the Prevention of Sexual Harassment Policy includes provisions for awareness training, support services for victims, and confidentiality safeguards. By fostering a culture of zero tolerance for sexual harassment, this policy promotes dignity, equity, and inclusion for all members of the institute community.

The Communication Guideline Policy at Lexicon MILE Institute provides guidelines and best practices for effective communication among faculty, staff, students, and external stakeholders involved in the PGDM program. This policy addresses various modes of communication, including email, phone calls, meetings, and written correspondence. Communication Guideline Policy may specify protocols for professional etiquette, confidentiality, and data security when communicating sensitive information. It also encourages clarity, brevity, and respect in all communications to minimize misunderstandings and promote constructive dialogue. Additionally, this policy may include guidelines for using communication technologies and platforms effectively. By promoting clear and professional communication practices, this policy enhances collaboration, productivity, and relationship-building within the institute community.

The Social Media Policy at Lexicon MILE Institute establishes guidelines for faculty, staff, students, and the institute's official social media accounts to maintain a positive and professional online presence. This policy outlines expectations for responsible use of social media platforms, including privacy settings, content moderation, and adherence to institute values and policies. It may provide guidance on representing the institute accurately and respectfully in online interactions, avoiding offensive or inflammatory content, and protecting confidential information. Additionally, the social media policy addresses issues such as copyright infringement, cyberbullying, and reputation management. By promoting responsible social media usage, this policy helps safeguard the institute's brand reputation and integrity.

The Media Interaction and Engagement Policy at Lexicon MILE Institute govern interactions with the media and external stakeholders to ensure consistent messaging, accurate representation, and positive public relations for the PGDM program. This policy outlines procedures for responding to media inquiries, granting interviews, and participating in public events or press conferences. Media Interaction and Engagement Policy may designate official spokespersons or media liaisons responsible for coordinating media relations activities. Additionally, it may provide guidelines for preparing press releases, media kits, and other communication materials. By maintaining control over media interactions and messaging, this policy helps protect the institute's reputation and promote its strategic goals and initiatives.

The Prevention of Corrupt Practices Policy at Lexicon MILE Institute underscores the institute's commitment to integrity, transparency, and ethical conduct in all its activities and dealings. This policy prohibits bribery, extortion, fraud, and other forms of corrupt behavior, whether involving institute personnel, students, vendors, or other stakeholders. It outlines procedures for reporting suspected corrupt practices, conducting investigations, and imposing disciplinary actions against violators. Additionally, the Prevention of Corrupt Practices Policy includes measures to raise awareness, provide training, and establish internal controls to prevent corruption. By upholding high ethical standards, this policy protects the institute's reputation, fosters trust, and ensures compliance with legal and regulatory requirements.

The Covid-19 Policy at Lexicon MILE Institute outlines measures and protocols to mitigate the risks associated with the Covid-19 pandemic and ensure the health and safety of everyone involved in the PGDM program. This policy aligns with guidelines from health authorities and government regulations and addresses issues such as hygiene practices, social distancing, face mask requirements, and sanitation protocols. Covid-19 Policy may include procedures for

symptom screening, testing, contact tracing, and quarantine or isolation protocols for suspected or confirmed cases. Additionally, it may provide guidance for remote learning, flexible work arrangements, and contingency planning for disruptions caused by the pandemic. By prioritizing health and safety, this policy supports the continuity of academic and administrative operations while minimizing the spread of Covid-19.

The Hostel Policy at Lexicon MILE Institute governs the rules and regulations for students residing in institute-hosted accommodation facilities as part of the PGDM program. This policy covers various aspects of hostel life, including accommodation allocation, room occupancy, and roommate assignments. Hostel Policy also outlines expectations for behavior, noise levels, cleanliness, and safety within the hostel premises. Additionally, it may address issues such as curfew hours, guest visitation policies, and restrictions on alcohol or substance use. By providing clear guidelines and expectations, this policy creates a conducive and secure living environment that promotes students' well-being, academic focus, and personal development during their stay at the institute.

The Travel Allowance Policy at Lexicon MILE Institute governs the reimbursement of travel expenses incurred by faculty, staff, or students traveling for official institute-related purposes as part of the PGDM program. This policy specifies eligible travel expenses such as transportation, accommodation, meals, and incidentals, as well as the documentation requirements for reimbursement claims. Travel Allowance Policy may establish per diem rates, mileage allowances, and other reimbursement limits based on the destination and duration of travel. Additionally, it may outline procedures for obtaining advance travel approval, submitting expense reports, and processing reimbursement requests in a timely manner. By providing equitable and transparent guidelines for travel expenses, this policy ensures responsible use of institute funds while facilitating necessary travel for academic and professional purposes.

2.1.1.4 Strategic Plan (5)

Strategic plans have formed an essential component for accomplishing the vision and mission at Lexicon MILE, constituting both long-term and short-term goals. These goals have been framed to achieve a long-term perspective of about five years. The Board of Governors has taken the prerogative for strategic planning, and its precepts have flowed from that body, normally revolving around the following aspects:

- **Expanding educational facilities** to provide education to a larger section of the population. This involves developing new campuses and enhancing existing ones to accommodate more students. The goal is to increase accessibility to high-quality education for diverse demographics. Furthermore, there is an emphasis on incorporating advanced educational technologies to improve learning outcomes. Continuous improvement of faculty and staff facilities is also prioritized to support the expanding student body.

- **Providing immersion and exposure** for students and faculty. Lexicon MILE has established partnerships with global institutions to facilitate student and faculty exchanges. This exposure helps students gain a broader understanding of global business practices and cultures. Faculty members are encouraged to participate in international

40

conferences and research collaborations. These initiatives aim to foster a global perspective within the campus community.

- **Seeking accreditation** for the programs. Obtaining national accreditations ensures that Lexicon MILE meets high educational standards. The process involves rigorous evaluations of curricula, faculty qualifications, and institutional resources. Accreditation not only enhances the institute's reputation but also improves student recruitment and employability. Continuous monitoring and updating of programs are conducted to maintain these standards.

- **Maximizing student employment** opportunities. Lexicon MILE focuses on building strong industry connections to enhance placement prospects for graduates. Career services are continuously upgraded to offer better guidance and resources to students. Internship programs are expanded to provide practical experience in relevant industries. Workshops and seminars with industry leaders are regularly conducted to keep students updated with current market trends.

- Offering admissions to weaker sections of society through reservation policies and scholarships. The institute is committed to **promoting inclusivity** by providing financial assistance and reserved seats for underprivileged students. Scholarship programs are regularly reviewed and enhanced to support deserving candidates. Outreach programs are conducted to raise awareness about these opportunities among marginalized communities. Special mentoring programs are also established to help these students succeed academically.

- Facilitating **interface between academics and industry**. Lexicon MILE has developed robust platforms for interaction between students, faculty, and industry professionals. Industry experts are invited as guest lecturers to bridge the gap between theoretical knowledge and practical application. Collaborative projects and research with industry partners are encouraged to provide real-world experience. Regular feedback from industry stakeholders helps in updating and refining academic programs.

- Providing **quality infrastructure** to train students in the use of contemporary technology and business processes. State-of-the-art laboratories, libraries, and classrooms are established to support advanced learning. Investments are made in modern software and tools that are relevant to current business practices. Regular upgrades and maintenance ensure that the infrastructure meets the evolving needs of students and faculty. Simulation labs and innovation hubs are also created to foster creativity and hands-on learning.

- **Sensitizing students** towards their responsibility to society and the community. Community service programs and social responsibility projects are integral parts of the curriculum. Students are encouraged to participate in initiatives that address social issues and contribute positively to the community. Workshops and seminars on ethical practices and social responsibility are regularly conducted. These activities aim to develop a sense of civic duty and empathy among students.

- Giving **impetus to research** and increasing quality research publications. The institute has established research centers dedicated to various fields of study. Faculty and students

41

are encouraged to undertake research projects that contribute to academic and industry knowledge. Financial and infrastructural support is provided for high-quality research activities. Efforts are made to publish research findings in reputable journals and present them at international conferences.

Long-term goals have guided the team at Lexicon MILE to plan short-term goals to achieve the precedents indicated by long-term planning. Lexicon MILE has engaged in progression planning, and its implementation has been reviewed annually for progress and revision if necessary. The last plan had been envisaged in August 2019, and the current plan under consideration was established in August 2023.

2.1.2   Faculty Development Policy   (15)

2.1.2.1. Faculty Development Policies   (5)

Faculty Development Policy at Lexicon MILE PGDM aims to assist faculty members in improving performance in teaching, scholarly activity, and consultancy service. The various administrative officers implement the Faculty Development Policy at Lexicon MILE PGDM. Such development plans are supported by Lexicon MILE PGDM and may include provisions for travel, teaching improvement activities, alternate work from teaching, assistance in proposing and conducting unpaid research, support for publication, consulting and management development programs, computer access, and other such institutional support as may be reasonably expected to enhance faculty development. The objective of this policy is to further the goals of Lexicon MILE PGDM towards education and dissemination of knowledge through the research and development, which engages in the following initiatives:

1. Fostering continued development and excellence of the faculty.

2. Aiding the administration at Lexicon MILE PGDM in understanding the motivations, strengths, accomplishments, goals, and plans of individual faculty members.

3. Furtherance of communication and understanding between the faculty and department.

Implementation of Faculty Development on Campus: Lexicon MILE PGDM has an administrative hierarchy designed to thoroughly understand the faculty's motivations, strengths, and interests. This comprehensive understanding aids in planning the Faculty Development Program (FDP) at both the department and institute levels. The following points detail the methods by which faculty development is undertaken:

1. **Academic Planning Context:** Faculty members are encouraged to understand the academic planning context within their department, which is crucial for building teaching quality. This transparency in the Faculty Development process allows for the identification of specific development needs, fostering both individual growth and the cohesive development of each department. By aligning personal goals with departmental objectives, faculty members can contribute more effectively to the overall mission of Lexicon MILE PGDM.

2. **Role of the HOD:** The Head of Department (HOD) is accountable for encouraging and facilitating the development of faculty members within the department. The HOD and their team work diligently to achieve excellence in research and teaching. This involves

42

identifying opportunities for professional growth, providing resources for development, and supporting faculty members in their scholarly and teaching endeavors.

3. **Non-Coercive Policy:** The current policy and its implementation are non-coercive, ensuring that the freedom of each faculty member to pursue their individual goals is respected. Faculty members are encouraged to set their own objectives and work towards them without feeling pressured, which fosters a supportive and empowering environment for professional growth.

4. **Self-Assessment:** Self-assessment is a vital component of identifying the training needs of faculty members. By reflecting on their own strengths and areas for improvement, faculty can tailor their development plans to meet their specific needs. This process ensures that the training provided is relevant and effective, leading to continuous improvement in teaching and research capabilities.

5. **Aligning Needs:** The needs of both the department and the institution are assimilated to ensure that talent is nurtured according to the teaching and learning requirements on campus. This alignment ensures that faculty development is not only beneficial for individual members but also contributes to the strategic goals of Lexicon MILE PGDM, enhancing the overall educational environment.

6. **Training Hours:** A minimum number of training hours is suggested for each faculty member. This ensures that all faculty engage in continuous professional development, staying updated with the latest teaching methods and research advancements. Regular training helps maintain high standards of education and fosters a culture of lifelong learning.

7. **Faculty Coach:** A faculty coach is available for those who wish to have a mentor to address personal challenges in teaching. This mentorship provides personalized support, helping faculty members overcome obstacles and enhance their teaching effectiveness. The faculty coach offers guidance, feedback, and encouragement, contributing to overall professional growth.

8. **Development Budgets:** Budgets are allocated for each faculty member to identify and participate in programs that aid in their development. This financial support enables faculty to attend conferences, workshops, and other professional development activities that enhance their skills and knowledge, benefiting both their personal growth and the institution.

9. **Further Qualifications:** Pursuing further qualifications, such as a Ph.D., is encouraged and facilitated by providing official research time off. This support allows faculty members to advance their academic credentials without compromising their teaching responsibilities, fostering a culture of continuous academic advancement.

10. **Promotions and Salary:** Promotions and salary variations are based on achieving higher qualifications. This policy rewards faculty members for their commitment to professional growth and academic excellence, motivating them to pursue advanced degrees and certifications that enhance their teaching and research capabilities.

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11. **Research Publications:** Publications in research journals are highly encouraged, and faculty recognitions for publication are established through annual cash awards. This incentive motivates faculty members to engage in high-quality research and contribute to the academic community, enhancing the reputation of Lexicon MILE PGDM.

12. **Research Compendium:** All published papers are bound and presented in a compendium, titled 'Lexipedia', for reference, review, and critique by faculty colleagues and students. This practice promotes scholarly dialogue and continuous improvement, providing a valuable resource for ongoing research and teaching development.

13. **Sabbatical Leave:** Sabbatical leave, with provisions for educational leaves, represents a major form of faculty development. These leaves are not granted automatically; considerations for approval include the totality of circumstances surrounding the requests. Sabbatical leave allows faculty members to engage in in-depth research or study, returning with enhanced knowledge and expertise that benefit the entire institution.

2.1.2.2. Decentralization, delegation of power and collective decision making   (10)

Delegation of Power and Collective Decision Making: At Lexicon MILE PGDM, a structured governance system is organized and managed to facilitate administrative decisions. Lexicon MILE PGDM promotes decentralization by distributing or delegating the activities of the institute, particularly regarding planning, execution, and decision-making, away from the central office of the Director. This decentralization encourages a participative form of governance, which enhances internal stakeholder satisfaction and the team's competence.

Structured Framework for Administration: Decentralization has led to the creation of a structured framework for administration at Lexicon MILE PGDM. Procedures for accomplishing decentralization are established through the formation of various committees. These committees contribute significantly to the overall effectiveness of the institute and are crucial for Lexicon MILE PGDM's ability to meet its objectives. By involving faculty members in these committees, the institute ensures a broad base of input and shared responsibility in decision-making processes.

Role of the Director and Committees: At the execution level, the Director oversees the planned activities through the various committees and councils formed for specific administrative purposes. The Director, by virtue of their position, heads or participates in the committees, ensuring they are well-informed about the ongoing activities within the institute. This oversight enables effective monitoring of all activities across different levels of the hierarchy, fostering a cohesive and well-coordinated approach to administration.

Policies and Standard Operating Procedures (SOPs): The councils and committees are composed primarily of faculty members and are guided by policies and standard operating procedures (SOPs). These SOPs assist in the execution of activities to achieve the objectives for which the committees have been established. The structured approach provided by the SOPs ensures consistency and clarity in the execution of tasks, enhancing the efficiency and effectiveness of the committees.

Budget Allocation and Utilization: Committees are allocated funds based on the budgetary requirements of each activity. The involved teams are given the liberty to utilize these funds to achieve the established outcomes for their respective activities. This financial autonomy

44

empowers committees to make timely and effective decisions, driving innovation and responsiveness within their areas of responsibility.

Annual Reviews: Reviews at the end of the academic year are conducted to measure the effectiveness of the performing teams in each committee. These reviews provide valuable feedback and insights, helping to assess the success of the committees in achieving their objectives. The findings from these reviews are used to make informed decisions about future plans and improvements, ensuring continuous enhancement of the governance system at Lexicon MILE PGDM.

Financial and Administrative Powers at Lexicon MILE PGDM

At Lexicon MILE PGDM, financial and administrative powers are delegated to the Director, Heads of Department (HOD), and relevant in-charges. The Director of Lexicon MILE PGDM, by virtue of being the principal office for governance, coordinates the implementation of policies and procedures, suggest functioning committees, and propose budgets to facilitate the institution's operations and governance. This authority includes both financial and administrative powers, which the Director delegates to HODs and relevant faculty in-charges, enabling them to execute their assigned administrative responsibilities and manage associated financial allocations.

Participative Governance and Decentralization: Lexicon MILE PGDM encourages a participative form of governance to enhance internal stakeholder satisfaction and team competence. Decentralization has resulted in a structured framework for administration, where procedures are established through the formation of various committees. These committees, primarily composed of HODs and faculty members, operate under policies and standard operating procedures (SOPs) that guide their activities. Committees are allocated funds based on the budgetary requirements of each activity, granting them the autonomy to plan and utilize these funds effectively, adhering to established disbursement procedures.

Annual Budgetary Planning: Annual budgetary plans are developed for all activities essential to the effective functioning of the institute, involving HODs, faculty, and staff. The following points outline the essence of the financial and administrative powers delegated to the Heads of Department and relevant in-charges:

1. **Budget Submission:** Relevant faculty in-charges and administrative in-charges must submit their budgetary requirements to the Director's office within specified time schedules. This process ensures that all financial needs are identified and considered in a timely manner.

2. **Supplementary Budgets:** Additional budgets are allocated to activities based on their supplementary value. This means that activities demonstrating significant value addition are given extra financial support to enhance their impact.

3. **Director's Discussions:** The Director holds discussions with relevant faculty in-charges and HODs regarding the administrative and budgetary allocations submitted. These discussions ensure that the budget allocations align with the institute's strategic goals and operational needs.

4. **Assessment of Past Trends:** Past trends in budget utilization serve as an important criterion for assessing the impact of previously utilized budgets and making provisions for future activities. This assessment helps in making informed decisions about budget allocations.

5. **Execution and Implementation:** Once the viability of administrative and financial allocations is ascertained, the execution and implementation of the activities are initiated. This ensures that all planned activities are carried out efficiently and effectively.

Budgets for Teaching and Learning: The Director and HODs are provided with the lien to propose budgets for executing teaching and learning activities on campus, which include:

1. **Industry Involvement:** Involving industry professionals to impart knowledge through sessions, workshops, and projects. This engagement ensures that students receive practical insights and up-to-date industry knowledge.

2. **Faculty Appointments:** Requisitioning appointments for relevant full-time faculty and visiting faculty. This ensures that the institute has the necessary teaching staff to deliver quality education.

3. **Teaching Tools and Pedagogy:** Planning budgets for various teaching tools and pedagogical methods to enhance the learning experience. This includes investing in innovative teaching technologies and methodologies.

4. **Industry Visits and Research Initiatives:** Organizing industry visits, study tours, and research-related initiatives for students and staff. These activities provide experiential learning opportunities and foster a culture of research.

5. **Faculty Development:** Ensuring adequate budgets for faculty development and research work. This supports the continuous professional growth of faculty members and their engagement in research activities.

Committee and Administrative Budgets: Faculty in charge of committees and other administrative initiatives can propose budgets for executing and implementing their plans. These allocations are based on the presentation of detailed plans and the demonstrated need for financial support.

Control and Review: Controls are built into the system for administrative implementation and financial utilization through periodic reviews of progress. These reviews help monitor the effectiveness of the activities and ensure that financial resources are being used efficiently. This continuous monitoring and evaluation process ensures accountability and fosters continuous improvement in the administration and governance of Lexicon MILE PGDM.

Decision Making on Strategic Development and Resourcing

The strategic development and resourcing at Lexicon MILE PGDM are deliberated by the Board of Governors based on available educational resources. Progressive planning translates strategic objectives into a realistic mix of programs, activities, and priorities. Achievements in pursuit of these strategic objectives are demonstrated by observing budgetary allocation across various

elements. The following outlines the procedure for decision-making on resourcing for strategic development and educational provisions:

1. **Identifying Developmental Initiatives:** The Board of Governors advocates for the institution's futuristic advancement regarding aspects such as student intake progression, infrastructure provision, and overall quality and positioning. Identifying these developmental aspects is the initial step in the decision-making process for strategic development and resourcing. This includes assessing the long-term benefits for the institution and its stakeholders.

2. **Relevance to Stakeholders:** Developmental aspects are determined with clear foresight on their relevance to concerned stakeholders. For instance, increasing student intake at Lexicon MILE PGDM is considered from the perspective of providing education to a larger number of students and enhancing their employability. Financial feasibility is also considered to ensure the sustainability of such decisions, balancing growth with available resources.

3. **Value Judgment and Information Access:** The management body makes value judgments by determining access to relevant information, understanding the people and processes involved, and identifying any constraints on decision-making. This comprehensive analysis ensures that all factors are considered before proceeding with strategic initiatives.

4. **Solution Development and Prioritization:** Once the relevance of a decision is clearly understood, various solutions are explored concerning program provision, recruitment, brand communication, and activity choices. Establishing priorities helps in selecting the most viable and impactful solutions for implementation.

5. **Budgetary Allocation:** Budgetary allocation for different elements is a critical consideration for successful program implementation and operation. Ensuring that financial resources are distributed effectively supports the strategic objectives and operational needs of Lexicon MILE PGDM.

6. **Implementation Planning and Review:** A detailed implementation plan is created, and regular reviews are conducted to evaluate the decision's effectiveness. Strategic plans are assessed, and budgetary allocations are set aside for executing these plans. This ongoing evaluation helps in making necessary adjustments and improvements.

7. **Annual Budgetary Planning:** Annual budgetary plans are developed involving HODs, faculty, and staff to cover all activities essential for the effective functioning of the institute. This collaborative approach ensures that all relevant needs are considered and funded appropriately.

8. **Assessment of Past Trends:** Past trends in budget utilization serve as a critical criterion for assessing the impact of previous budgets and informing future provisions. This analysis helps in making data-driven decisions for better financial management.

9. **Budget Draft and Approval:** The final draft of the budget is prepared and presented to the central accounts department of The Lexicon Group Trust before the start of the

10. **Fund Distribution:** The sanctioned budget is distributed across the financial year to ensure adequate funds are available as needed on campus. This phased approach supports continuous and smooth operation.

11. **Periodic Reviews:** Effective control over budgetary allocation and utilization is maintained through periodic reviews submitted by Lexicon MILE PGDM to The Lexicon Group Trust's accounts department. These reviews ensure transparency, accountability, and efficient use of financial resources.

This comprehensive approach to strategic development and resourcing ensures that Lexicon MILE PGDM can achieve its objectives effectively, fostering growth and maintaining high standards of education and administration.

2.1.3.   Effective Governance Indicators   (15)

2.1.3.1. Grievance redressal mechanism   (2)

Grievance Redressal Policy at Lexicon MILE PGDM

The Grievance Redressal Policy at Lexicon MILE PGDM aims to provide a constructive platform for employees and students to voice their complaints and suggestions. This policy encourages feedback from all stakeholders to proactively resolve any operational hindrances on campus. Lexicon MILE PGDM employs a fair grievance procedure managed by the Grievance Committee, which ensures conflicts are minimized and resolved effectively.

Grievance Committee Composition and Function: The Grievance Committee at Lexicon MILE PGDM is established for both students and staff, providing a formal channel to voice concerns. The committee includes the Director as an Ex-officio member, Faculty in Charge, non-teaching staff members nominated by the Director, and, for the Student Grievance Committee, student council members. This structure ensures comprehensive representation and fair consideration of all grievances.

Staff Grievance Committee Functions:

1. **Communication Channel:** The committee provides a formal communication channel for staff to express their grievances. This includes submitting complaints via email to the committee's secretary or registering them in a dedicated register within the administration department.

2. **Objectivity and Fairness:** The committee ensures a fair and objective consideration of grievances, promoting trust in the grievance process.

3. **Prompt Resolution:** The committee ensures that grievances are addressed promptly and decisions are made efficiently, facilitating smooth functioning.

4. **Feedback Mechanism:** A robust feedback mechanism keeps staff informed about the status of their complaints, reinforcing their trust in the committee.

5. **Participative Governance:** The committee encourages staff participation in governance, welcoming suggestions and open discussions to improve campus operations.

6. **Welfare Activities:** The concerned HoD, in agreement with the Director, plans and executes recreational and welfare activities to maintain a healthy work environment.

Meeting Frequency and Quorum:

- **Biannual Meetings:** The committee meets twice a year, preferably once in separate trimesters, to review and address grievances.
- **Required Quorum:** A minimum of two-thirds of the committee members must be present to proceed with the meetings.

Process Flow for Staff Grievance Redressal:

1. **Meeting Chaired by Director:** Meetings are chaired by the Director and attended by all committee members.
2. **Minutes Recording:** The Secretary prepares and records minutes of all meetings.
3. **Grievance Registration:** The Lexicon MILE PGDM website serves as a platform for registering grievances related to campus operations.
4. **Special Meetings:** In case of grievances against a specific department, a special meeting is organized, and a representative from the concerned department is informed to attend.
5. **Follow-up:** The Secretary ensures timely follow-up on registered grievances and maintains an adequate feedback mechanism to keep employees informed of actions taken.
6. **Committee Member Resignation:** If a committee member resigns from their institute position, their role in the committee is also terminated.
7. **Recreational Activities:** The Secretary also organizes recreational and welfare activities to promote a positive work environment.

Students Grievance Committee Functions:

1. **Forum for Student Grievances:** The committee provides a forum for students to express grievances related to academic and non-academic matters.
2. **Objectivity and Fairness:** The committee ensures fair consideration and impartiality in addressing student grievances.
3. **Prompt Decision-making:** The committee ensures timely consideration and resolution of grievances.
4. **Participative Governance:** The committee encourages students to put forward suggestions and engage in open discussions with management.

Process Flow for Student Grievance Redressal:

1. **Biannual Review Meetings:** The committee meets twice a year to review the grievance cell's functioning.
2. **Meeting Attendance:** Meetings are chaired by the Director and attended by all committee members, including representatives from IT, Library, and Administration departments.
3. **Student Council Participation:** All student council members are invited to attend the meetings of the Grievance Cell.
4. **Online Grievance Mechanism:** As per AICTE norms, an online grievance redressal mechanism has been established.

49

5. **Grievance Categories:** Student grievances are categorized into Hostel, Library, Security, Canteen, Mess, Academics, Transport, Exam, and Others.
6. **Monthly Reports:** Monthly reports of grievances are generated, and MIS is circulated if required.
7. **Immediate Action:** The Grievance Committee Secretary addresses grievances immediately upon receiving them online, discusses with relevant authorities, and updates the status online.

Meeting Frequency and Quorum for Student Committee:

- **Tenure and Meeting Schedule:** The committee's tenure is one year, with meetings held twice an academic year. Additional meetings may be called by the Chairperson /Secretary if needed.
- **Quorum Requirement:** Two-thirds of management and student members must be present to proceed with the meeting.

This comprehensive approach ensures that the Grievance Redressal Policy at Lexicon MILE PGDM effectively addresses and resolves grievances, fostering a positive and collaborative environment for both staff and students.

Internal Complaints Committee (ICC) at Lexicon MILE PGDM

Introduction The Internal Complaints Committee (ICC) at Lexicon MILE PGDM, constituted by the Director, aims to create a fair workplace with gender equality. The ICC's primary focus is to prevent and address acts of gender inequality and sexual harassment, ensuring a safe and respectful environment for all. The committee is empowered to handle complaints through resolution, settlement, or prosecution of such acts, following the guidelines set forth by the Ministry and UGC, in compliance with the Constitution of India, which guarantees the Right to Equality.

Functions of the Internal Complaint Committee (ICC)

1. **Promotion of Gender Equality:** The ICC promotes gender equality by fostering an inclusive environment where all individuals are treated with dignity and respect, regardless of their gender.

2. **Gender Sensitization:** The committee takes proactive measures to sensitize the Lexicon MILE PGDM community on gender issues, raising awareness and understanding to prevent discriminatory behaviors.

3. **Timely Resolution of Complaints:** The ICC ensures that cases of sexual harassment are addressed promptly, taking appropriate action to resolve them effectively.

4. **Upholding Dignity:** The committee strives to create an environment where women are treated with respect and their rights to work in a harassment-free setting are upheld.

5. **Promoting Diversity and Equality:** The ICC monitors and promotes diversity, ensuring that no woman is disadvantaged due to gender-based policies or actions within the institution.

6. **Compliance with Legal Directives:** The ICC fulfills the directive of the Supreme Court of India by developing and implementing policies against sexual harassment at the workplace.

7. **Awareness and Deterrence:** The committee works to promote a safe social, physical, and psychological environment that raises awareness and deters acts of sexual harassment.

8. **Norm Implementation:** The ICC ensures the implementation of norms for gender sensitization and conducts inquiries into complaints of sexual harassment.

9. **Recommending Punitive Actions:** The committee recommends appropriate punitive actions against those found guilty of harassment.

10. **Catering to Special Needs:** The ICC addresses the special needs of women staff on the Lexicon MILE PGDM campus, providing necessary support and facilities.

11. **Counseling Support:** The committee offers counseling support to staff members as needed, helping them cope with any issues related to harassment.

12. **Workshops and Awareness Programs:** Regular workshops and awareness programs are organized to educate employees about the provisions of relevant regulations and to train ICC members.

13. **Safe Working Environment:** The ICC ensures that the workplace is safe and conducive to productivity and well-being.

Process Flow

1. **Visibility of Policies:** The penal consequences of sexual harassment and the order constituting the ICC are displayed prominently in the workplace.

2. **Support for Local Committee:** The ICC provides necessary facilities for the Local Committee to handle complaints and conduct inquiries.

3. **Assistance in Attendance:** The ICC assists in securing the attendance of respondents and witnesses for inquiries.

4. **Information Provision:** The committee makes available any required information for addressing complaints.

5. **Assistance in Filing Complaints:** The ICC helps women file complaints related to offenses under the Indian Penal Code or other relevant laws.

6. **Initiating Legal Action:** If the perpetrator is not an employee, the ICC initiates action under the relevant laws if desired by the aggrieved woman.

7. **Misconduct Treatment:** Sexual harassment is treated as misconduct under service rules, and appropriate action is initiated.

8. **Confidentiality:** The committee ensures the confidentiality of complaints and inquiry proceedings.

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9. **Penalty for Disclosure:** There are penalties for unauthorized disclosure of complaint and inquiry details.

The ICC at Lexicon MILE PGDM is dedicated to creating a safe, respectful, and equitable environment for all women, ensuring their right to work and study free from any form of harassment.

2.1.3.2 Transparency (5)

Lexicon MILE PGDM places a high priority on ensuring transparency by disseminating critical information to all relevant stakeholders. Information regarding policies, rules, and processes is readily available on the Lexicon MILE PGDM official website. Additionally, information is communicated in several other ways to ensure comprehensive understanding and accessibility:

- **Student Induction:** Students are introduced to policies, rules, and processes during their induction. This information is also made available through various documents such as the Prospectus, Handbook, and the Lexicon MILE PGDM website. This ensures that students are well-informed from the beginning of their academic journey.

- **Faculty Awareness:** Faculty members are informed about institutional policies, rules, and processes at the time of their joining. They also actively participate in the formulation of these rules and policies, which helps in disseminating the information effectively among staff.

- **Periodic Reminders:** To reinforce understanding and compliance, periodic reminders are issued through circulars, ensuring that everyone stays updated on the latest policies and procedures.

- **Stakeholder Communication:** All relevant information for stakeholders is available on the official Lexicon MILE PGDM website. Additionally, periodic communications are sent to parents and guardians to inform them about the governance policies affecting students on campus.

- **Administrative Documentation:** The administrative rules and regulations applicable to all staff are detailed in a manual, providing clear guidelines for operational conduct.

- **Academic Transparency:** The program syllabus book, available in the library, offers transparency regarding academic plans, current regulations, courses, marks, attendance, and examination procedures.

- **Recruitment Practices:** The recruitment and interview processes for all staff are conducted by issuing advertisements and adhering to the regulations set forth by AICTE, ensuring fairness and transparency.

2.1.3.3 Leader and Faculty Selection Process (5)

Introduction: The recruitment of faculty members at Lexicon MILE PGDM follows a standardized procedure conducted through the Local Selection Committee, ensuring adherence to the eligibility norms set by AICTE. This structured process is critical for maintaining high academic standards and institutional integrity.

Composition of the Selection Committee for the Director:

- **Chairperson:** The Chairperson of the Board of Governors or their nominee acts as the Chairperson.
- **Nominees:** Two nominees from the Board of Governors or the Academic Council participate in the selection.
- **Academic Expert:** An academic expert, either a Director from another institute or an accomplished educationist not below the rank of Professor, is included to provide an objective assessment.

Composition of the Selection Committee for Faculty Positions (Assistant Professor, Associate Professor, Professor, and Librarian):

- **Chairperson:** The Chairperson of the Board of Governors or their nominee serves as the Chairperson.
- **Experts:** Two experts, including the Director of another institute.
- **Director:** The Director of Lexicon MILE PGDM.
- **Subject Experts:** Two subject matter experts relevant to the positions being filled.

Recruitment Process:

1. **Notification of Vacancy:** Vacancies are advertised in newspapers and on the Lexicon MILE PGDM website. Prospective candidates can also send inquiries or walk in if they meet the eligibility norms.

2. **Preliminary Assessment and Shortlisting:** Applications are screened based on AICTE eligibility criteria. Suitable candidates are shortlisted and invited to present themselves during the Local Selection Committee process.

3. **Recommendation by Local Selection Committee:** The selection process is conducted by the Local Selection Committee, which includes both internal and external experts. Candidates may be asked to conduct demonstration sessions if they have limited academic experience. The committee submits an assessment report with recommendations.

4. **Recruitment by the Board of Governors:** Final recruitment and validation of permanent faculty appointments are carried out by the Board of Governors based on AICTE guidelines. The process is conducted annually to fill vacant positions. Ad-hoc, adjunct, and visiting faculty appointments are managed by the Director in consultation with the respective HODs, based on the specific needs of the semester.

This detailed process ensures that the selection and recruitment of faculty and leadership positions at Lexicon MILE PGDM are conducted transparently, with a commitment to maintaining high standards and providing a fair and equitable working environment.

2.1.3.4   Stability of the Academic Leaders   (3)

The stability of the academic leaders can be evidenced from their longevity at Lexicon MILE

53

Sr. No.	Name of the Faculty	Associated since
1	Dr. Raju Varghese Vazhapilly	2016
2	Dr. Jitender Sharma	2019
3	Mr. Parmeshwar Kawale	2013
4	Ms. Pratibha Mandage	2010
5	Mr. Rahul Wagh	2015
6	Ms. Tanushree Chaudhry	2019
7	Mr. Vikram Singh	2016
8	Ms. Anju Raheja	2018
9	Ms. Shagufta Ashraf	2018
10	Ms. Saumya Mishra	2018
11	Dr. Kashmira Lonkar	2016
12	Ms. Farheen Belgaumwala	2019

2.2 Financial Resources (40)

2.2.1. Budget Allocation, Utilization and Public Accounting at Institute Level (40)

Table No 2.2.1 a - Total Income at Institute Level

Financial Year	Fees Received	Grant Received	Others	Total
2022-23	19,77,23,056	-	8,38,774	19,85,61,830
2021-22	13,22,13,551	-	6,67,893	13,28,81,444
2020-21	10,68,85,221	-	3,65,893	10,72,51,114
2019-20	9,73,00,430	-	5,60,830	9,78,61,260
TOTAL	53,41,22,258	-	24,33,390	53,65,55,648

Table No. 2.2.1. b – Summary of Budgeted and the Actual Expenditure (in actual rupees)

Items	Budget 2022-23	Actual 2022-23	Budget 2021-22	Actual 2021-22	Budget 2020-21	Actual 2020-21	Budget 2019-20	Actual 2019-20
Capital Expenditure								
Infrastructure Built-Up	1,70,00,000	1,53,05,456	75,00,000	70,42,063	40,00,000	37,18,454	55,00,000	51,39,364
Library	40,00,000	36,35,991	50,00,000	40,55,108	20,00,000	16,01,578	20,00,000	16,51,320
IT Infrastructures & others	10,00,000	9,37,066	15,00,000	12,10,822	25,00,000	20,25,208	20,00,000	17,83,733
Others	5,50,00,000	5,12,41,997	4,50,00,000	3,74,12,026	3,43,00,000	3,24,88,807	1,80,00,000	1,60,47,113
Operational Expenditure								
Teaching and Non-Teaching Staff Salary	7,50,00,000	6,66,81,110	5,50,00,000	4,35,40,400	4,50,00,000	4,04,37,594	3,50,00,000	3,35,46,973
Capacity Development	20,00,000	15,95,077	60,00,000	29,00,000	5,00,000	2,00,000	20,00,000	16,51,320
Others	4,60,00,000	4,26,50,979	3,00,00,000	2,86,17,572	2,17,00,000	1,93,65,887	3,55,00,000	2,62,73,357
Total	**20,00,00,000**	**18,20,47,676**	**15,00,00,000**	**12,47,77,991**	**11,00,00,000**	**9,98,37,528**	**10,00,00,000**	**8,60,93,180**

Table 2.2.1 b Summary of Budget & Actual Expenditure (For the Standalone Management Institute)

2.2.1.1. Adequacy of budget allocation (15)

Rationale of Budgetary Allocation

The rationale for budgetary allocation at Lexicon Management Institute of Leadership and Excellence is grounded in strategic development and resource planning conducted by the Governing Council, leveraging available educational resources. Our approach involves progressive planning to effectively translate strategic objectives into a balanced mix of programs, activities, and priorities.

By closely aligning budgetary allocations with our strategic goals, we ensure that resources are optimally distributed across various elements of our educational programs. This process not only facilitates the realization of our strategic objectives but also allows us to measure and demonstrate our achievements through meticulous budget management.

The rationale for decision making on resourcing and budgetary allocation for strategic development of the PGDM program and related academic and financial provisions are established as listed here -

Identifying Developmental Initiatives: The Governing Council at Lexicon MILE champions forward-thinking advancements to foster institutional growth, focusing on areas such as student intake progression, infrastructure development, and overall quality and positioning of the institute. Identifying these developmental initiatives is the starting point in the decision-making process for strategic development and resourcing.

- **Stakeholder-Centric Decisions:** These developmental aspects are evaluated with a clear foresight on their relevance to stakeholders. For instance, any decision to increase student intake for the PGDM program considers the goal of providing education to a larger number of students and enhancing their employability. Simultaneously, the financial feasibility of such decisions is assessed to ensure sustainability.

- **Informed Value Judgments:** This drives the management to make informed value judgments, determining the access to relevant information, identifying the stakeholders and processes involved, and understanding any constraints that may impact the decision-making process.

- **Strategic Solutions and Prioritization:** Once a clear understanding of the decision's relevance is established, various strategic solutions are devised. This includes ensuring a realistic mix of programs, strategic recruitment, effective brand communication, choice of activities, and setting priorities to achieve the desired outcomes.

- **Faculty Excellence:** Investing in the recruitment, retention, and continuous development of high-quality faculty members is crucial. This includes budget allocations for professional development, research grants, and competitive salaries to attract and retain top talent.

- **Technology Integration:** Allocating resources towards the latest educational technologies and digital tools to enhance the learning experience. This includes

56

investments in online learning platforms, classroom technology, and cybersecurity measures to ensure a modern and secure educational environment.

By following this comprehensive approach, Lexicon MILE ensures that all strategic development and resourcing decisions are well-informed, stakeholder-focused, and sustainable.

At Lexicon MILE, the budgetary allocation across various elements is a crucial consideration for the successful implementation and ongoing operation of our programs. Ensuring appropriate financial resourcing is key to maintaining high standards and achieving our strategic objectives.

1. A comprehensive implementation plan is created, and regular reviews are conducted to evaluate the decision and its effectiveness.

2. Strategic plans are reviewed, and budgetary allocations are set aside to execute these plans.

3. Annual budgetary plans are developed for all activities necessary for the effective functioning of the institute, with the involvement of Heads of Departments (HoDs), faculty, and staff.

4. Past trends in budget utilization are analyzed to assess the impact of previously allocated budgets and to inform future budget provisions.

5. The final draft of the budget is prepared and presented to the central accounts department at Lexicon MILE before the start of the financial year.

6. After approval from the office of the chief managing trustee at Lexicon MILE, the budget is presented to the governing council for execution.

7. The sanctioned budget is distributed across the financial year to ensure the supply of adequate funds as needed on campus.

8. Effective control over budgetary allocation and utilization is maintained through periodic reviews submitted by Lexicon MILE to the accounts department.

By following these methods, Lexicon MILE ensures a systematic and transparent approach to budget planning, aligning financial resources with strategic goals and operational needs.

Budget Formulation Process at Lexicon MILE

The strategic development and resourcing at Lexicon MILE, including budget formulation and allocation, are deliberated by the Lexicon MILE Governing Council based on available educational resources. This process involves consideration of Lexicon Group and its policies governing budgetary allocation priorities, which are influenced by the vision and mission of the institution. At this stage, macro affordability is considered. The following outlines the budget formulation procedure for decision-making on resourcing for strategic development and educational provisions:

1. The Governing Council deliberates on strategic development and resourcing, taking into account the available educational resources at Lexicon MILE.

2. Consideration is given to the policies and priorities of Lexicon Group, which are aligned with the institution's vision and mission.

3. Macro affordability is assessed to ensure financial sustainability.

4. The budget formulation procedure is then followed to make informed decisions on resourcing for strategic development and educational provisions.

Setting Policies for Budget Outlay for the PGDM Program at Lexicon MILE

At this stage, the Governing Council at Lexicon MILE establishes broad guidelines for allocating expenditures across various categories essential for fulfilling the institute's objectives. Progressive planning ensures the translation of strategic objectives into a realistic mix of programs, choice of activities, and establishment of priorities.

The Governing Council advocates for the futuristic advancement of the institution, focusing on areas such as student intake progression, infrastructure development, and maintaining high standards of quality and positioning for the institute. Identifying developmental aspects is the initiating step in the process of resourcing and budgetary allocations. Simultaneously, the feasibility of financial resources is considered to ensure the sustainability of these decisions.

Planning the Policy for Budget Outlay for the PGDM Program at Lexicon MILE

Planning: In this stage, the Board of Governors of Lexicon MILE are responsible for allocating budgets to support operations and governance within the PGDM program. Adopting a decentralized operational model, working groups and activity in-charges are actively involved in planning relevant activities and determining budgetary requirements. Annual budgetary plans are developed for all activities essential to the institute's effective functioning, with input from Heads of Departments (HoDs), faculty, and staff. The following procedure outlines how budgetary allocations are made by the activity in-charges:

1. **Allocation by the BoG:** The Board of Governors of Lexicon MILE assigns budgets for operational and governance needs within the PGDM program.

2. **Decentralized Model:** Working groups and activity in-charges participate in planning and identifying budgetary requirements for their respective areas.

3. **Collaborative Planning:** Annual budget plans are created with contributions from HoDs, faculty, and staff, ensuring comprehensive coverage of all necessary activities.

4. **Budgetary Allocation:** Specific procedures for budgetary allocations by activity in-charges are followed to ensure funds are appropriately distributed and utilized.

By following this structured planning policy, Lexicon MILE ensures that the budget outlay for the PGDM program is effectively managed and aligned with the institute's strategic objectives.

1. **Submission of Requirements:** Relevant faculty in charge and administration in charge are required to submit the budgetary requirements of their respective administrative responsibilities to the Board of Governors during specified time schedules.

2. **Additional Allocations:** Additional budgets are allocated to activities based on the supplementary value they add.

3. **Consultations:** The Board of Governors holds discussions with the relevant working groups in charge and required HoDs about the administrative and budgetary allocations submitted.

4. **Assessment of Past Trends:** Past trends in the utilization of budgets serve as an important criterion for assessing the impact of previously allocated budgets and determining further provisions for such activities.

5. **Formulation:**
   - Following the submission of information and budgetary requirements by administrative in charge, the Board of Governors undertakes the process of aggregation, examination, and negotiation of the stated financial statements of each activity.
   - Once the viability of administrative and financial allocations is ascertained by the Board of Governors, the execution and implementation of the final draft of budget formulation is initiated.

6. **Presentation to Central Accounts:** The final draft of the budget is presented to the central account unit at Lexicon MILE.

7. **Finalization:** Deliberations by the central account unit at Lexicon MILE and the Board of Governors lead to the finalization of the budget.

8. **Validation:** The final budget is presented to the BoG of Lexicon MILE for validation.

9. **Execution:** The next stage is the execution of the budget, which involves the release of funds, spending, mid-term review, and any necessary revisions.

10. **Evaluation:** The final stage is accountability, which involves accounting, reporting, auditing, and follow-up. Controls are built into the system for administrative implementation and financial utilization through periodic reviews of progress for such activities.

By following this structured budget allocation process, Lexicon MILE ensures that the financial resources for the PGDM program are effectively managed and aligned with the institute's strategic objectives.

2.2.1.2. Utilisation of allocated funds (15)

Utilisation of Allocated Funds for the Lexicon MILE PGDM Program

At Lexicon MILE PGDM, the utilization of allocated funds involves the budgetary execution of financial resources as directed by the Board of Governors of Lexicon MILE, aiming to achieve the purposes and objectives for which the budgets have been approved. The utilization process involves compliance with administrative requirements prescribed by the central budgetary committee at Lexicon MILE. This process essentially centers around monitoring, adjusting, and reporting on the current year's budget.

Once the budget is approved, concerned departments and activity in-charges are informed about the allocation under respective heads. The responsibility of apportioning budgets lies with the Board of Governors and the central budget committee, executed with consideration of institutional and administrative requirements and aligned priorities.

Purchase and expenditure procedures are structured, well-maintained, and executed with respect to the level of allocated funds. However, exceptional priority considerations beyond the allocated funds are ratified by the Board of Governors and the central budget committee. Delegation of financial powers at the institute level is promoted to maintain the institute's autonomy and reduce time lag. All budgetary requirements that assist in student development and are critical to teaching and learning processes are given priority. Fund allocation aims for the optimum utilization of resources for institutional requirements and supports adherence to the stated Vision and Mission of the institute.

Summary of Budget Utilization Process at Lexicon MILE PGDM:

- **Cash Flow Management:** The final sanctioned budget for the Lexicon MILE PGDM program is divided into month-wise allocations to facilitate planning and maintain effective cash flow.

- **Budget Committee Approval:** Any proposed expenditure requires approval from the budget committee. The process for obtaining approval is as follows:

  ○ The department raises a requisition on a requisition/budget form, detailing expenditure for approval.

  ○ Authentication from the accounts department for stipulated expenditure is necessary.

  ○ Expenditure proposals exceeding a stated limit must be supported by triple quotations and forwarded to the Budget Committee for final approval.

  ○ Final approval is sanctioned by the Central Budget/Finance Committee.

- **Settlement:** Once the expenditure is incurred, necessary invoices duly authenticated by concerned authorities in the campus are submitted to the accounts department for reconciliation of the utilized expenditure.

- In particular, five key systems are essential for effective budget execution at Lexicon MILE PGDM:

  ○ Authorization of Budget

  ○ Funds Release

  ○ Accounting

  ○ Auditing

  ○ Reporting

By following this structured process, Lexicon MILE ensures efficient utilization of budgetary resources for the PGDM program, promoting transparency and accountability in financial

management.

61

3.1. Establish the linkage between the Course Outcomes, and the Program Outcomes (POs) and Program Specific Outcomes (PSOs) (20)

The curriculum for the program is designed by the Board of Studies (BOS) in consultation with Industry experts and subsequent Course Outcomes (COs) are established for each course.

The institute has followed the guidelines for the Program Outcomes (POs) as prescribed. The Program Outcomes (POs) are observable and measurable knowledge, skills, or behaviour that a student can demonstrate upon program completion. Program Outcomes (POs) provide useful guidance at the program level for the curriculum design, syllabus of courses, delivery, and assessment of students' learning.

3.1 (a) List of the Program Outcomes (PO)

Table: 3.1(a) Program Outcomes

Code	Program Outcomes Statement
PO 1	*Apply* knowledge of fundamental business management principles in marketing, finance, human resources, and business analytics.
PO 2	*Evaluate* business strategies, market research, and develop data-driven recommendations to achieve organizational goals.
PO 3	*Demonstrate* effective communication, interpersonal, and leadership skills in a multicultural environment.
PO 4	*Adapt* with new skills, technologies, embracing innovation, and demonstrating ethical conduct in professional practices.
PO 5	*Understand* impact of business practices on stakeholders with sustainable businesses.

3.1 (b) List of the Program Specific Outcomes (PSO)

Programme Specific Outcomes (PSOs): Describe specialisation knowledge of the students and their clarity and knowledge to perform or attain by the time of graduation. PSOs are also a function of the various course combinations offered by the Institute.

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Table: 3.1(b) Program Specific Outcomes

Code	Program Specific Outcomes Statement
PSO 1	Problem-solving skills to analyse complex business situations, formulate strategic recommendations, within a dynamic global business environment.
PSO 2	Implementing strategic marketing plans aimed at brand awareness, acquiring customers, and revenue growth within a competitive global marketplace.
PSO 3	Applying financial tools to analyse statements, provide investment recommendations, mitigate risks, and develop strategies for organizations.
PSO 4	Design effective human resource strategies aligned with organizational goals for talent acquisition, performance review, employee relations, and training.
PSO 5	Demonstrating proficiency in analytics to address intricate business problems for strategic decision-making.

The linkage between Program Outcomes (PO) and Course Outcomes (CO) is presented below.

Table No. – 3.1 (c) – Course and PO Correlation

3.1 (c) - Trimester- I, Batch 2021-23

POs	Courses (Level of Relevance: Slight 1)	Courses (Level of Relevance: Moderate 2)	Courses (Level of Relevance: Substantial 3)
PO 1	-	101(ME), 102(RM), 103(MA), 104(OB), 106(HRM), 107(QT), 108(POM), 109(LAB), 110(MC)	105(BMM)
PO 2	-	101(ME), 102(RM), 103(MA), 104(OB), 106(HRM), 107(QT), 109(LAB)	105(BMM), 108(POM), 110(MC)
PO 3	101(ME)	102(RM), 103(MA), 104(OB), 106(HRM), 107(QT),108(POM),109(LAB),110(MC)	105(BMM)
PO 4	-	101(ME), 102(RM), 103(MA), 104(OB), 105(BMM), 106(HRM), 107(QT), 109(LAB), 110(MC)	108(POM)
PO 5	-	101(ME), 102(RM), 103(MA), 104(OB), 105(BMM), 106(HRM), 107(QT), 108(POM), 109(LAB), 110(MC)	-
PSO 1	-	103(MA), 109(LAB),	101(ME), 102(RM), 104(OB), 105(BMM), 106(HRM), 107(QT), 108(POM), 110(MC)
PSO 2	-	105(BMM)	-
PSO 3	-	103(MA)	104(OB), 106(HRM)
PSO 4	-	109(LAB), 110(MC)	-

POs	Courses (Level of Relevance: Slight 1)		

| PSO 5 | - | - | - |

<p style="text-align:center">3.1 (b) - Trimester- II, Batch 2021-23</p>

POs	Courses (Level of Relevance: Slight 1)	Courses (Level of Relevance: Moderate 2)	Courses (Level of Relevance: Substantial 3)
PO 1	-	201(FM), 202(MR), 204(IMC), 205(CB), 206(SDM), 207(SM), 208(T), 209(MA), 210(FS), 211(SCM), 213(OD), 214(TD), 216(ERLL), 217(PMS), 218(FBA), 219(IDSDV), 221(PM), 222(P)	203(PBM), 212(IF), 215(CNM), 220(ASQT)
PO 2	-	201(FM), 202(MR), 204(IMC), 205(CB), 206(SDM), 209(MA), 210(FS), 211(SCM), 212(IF), 214(TD), 216(ERLL), 217(PMS), 219(IDSDV), 221(PM), 222(P)	203(PBM), 207(SM), 208(T), 213(OD), 215(CNM), 218(FBA), 220(ASQT)
PO 3	205(CB), 214(TD), 216(ERLL), 217(PMS), 219(IDSDV), 221(PM), 222(P)	201(FM), 202(MR), 204(IMC), 206(SDM),207(SM), 208(T), 209(MA), 210(FS), 211(SCM), 212(IF), 213(OD), 218(FBA)	203(PBM), 215(CNM), 220(ASQT)
PO 4	-	201(FM), 202(MR), 203(PBM), 204(IMC), 205(CB), 208(T), 209(MA), 210(FS), 211(SCM), 212(IF), 213(OD), 214(TD), 215(CNM), 216(ERLL), 217(PMS), 218(FBA), 219(IDSDV), 220(ASQT), 221(PM), 222(P)	206(SDM), 207(SM)
PO 5	212(IF)	201(FM), 202(MR), 203(PBM), 205(CB), 206(SDM), 207(SM), 208(T), 209(MA), 210(FS), 211(SCM), 213(OD), 216(ERLL), 217(PMS), 218(FBA), 221(PM), 222(P)	214(TD), 215(CNM), 219(IDSDV), 220(ASQT)
PSO 1	-	202(MR), 205(CB), 208(T), 216(ERLL), 221(PM),	201(FM), 203(PBM), 204(IMC), 206(SDM), 207(SM), 209(MA), 210(FS), 211(SCM), 212(IF), 213(OD), 214(TD), 217(PMS), 218(FBA), 219(IDSDV), 220(ASQT), 222(P)
PSO 2	-	202(MR), 205(CB), 210(FS),	203(PBM), 204(IMC), 206(SDM), 207(SM), 209(MA), 211(SCM),
PSO 3	-	208(T),	201(FM), 212(IF)
PSO 4	-		213(OD), 214(TD), 216(ERLL), 217(PMS),

| PSO 5 | - | 221(PM), | 218(FBA), 219(IDSDV), 220(ASQT), 222(P) |

3.1 (b) - Trimester- III, Batch 2021-23

POs	Courses (Level of Relevance: Slight 1)	Courses (Level of Relevance: Moderate 2)	Courses (Level of Relevance: Substantial 3)
PO 1	-	301(CRLI)	-
PO 2	-	301(CRLI)	-
PO 3	-	301(CRLI)	-
PO 4	-	301(CRLI)	-
PO 5	-	301(CRLI)	-
PSO 1	-	-	301(CRLI)
PSO 2	-	-	301(CRLI)
PSO 3	-	301(CRLI)	-
PSO 4	-	301(CRLI)	-
PSO 5	-	-	301(CRLI)

3.1 (b) - Trimester- IV, Batch 2021-23

POs	Courses (Level of Relevance: Slight 1)	Courses (Level of Relevance: Moderate 2)	Courses (Level of Relevance: Substantial 3)
PO 1	406(IM)	401(SM), 402(BE), 403(IM), 404(RM), 405(RM), 407(CF), 408(SAPM), 409(MCM), 410(BI), 411(CB), 412(HRIS), 413(CM), 414(SHRM), 415(ABA),416A(FBA:M), 417(SMA), 418(PDA)	
PO 2	406(IM), 407(CF), 417(SMA)	401(SM), 402(BE), 403(IM), 404(RM), 405(RM), 408(SAPM), 409(MCM), 411(CB), 412(HRIS), 413(CM), 414(SHRM), 415(ABA), 416A(FBA:M), 418(PDA)	410(BI)
PO 3	402(BE), 406(IM). 416A(FBA:M)	401(SM), 403(IM), 404(RM), 405(RM), 407(CF), 408(SAPM), 409(MCM), 410(BI), 411(CB), 412(HRIS), 413(CM), 414(SHRM), 415(ABA), 417(SMA), 418(PDA)	
PO 4	407(CF)	401(SM), 402(BE), 403(IM), 404(RM),405(RM),406(IM), 408(SAPM), 409(MCM), 410(BI), 411(CB), 412(HRIS), 413(CM), 415(ABA), 416A(FBA:M), 417(SMA), 418(PDA)	414(SHRM)
PO 5	405(RM), 416A(FBA:M), 417(SMA)	401(SM), 402(BE), 403(IM), 404(RM), 406(IM), 407(CF), 408(SAPM), 409(MCM), 411(CB), 412(HRIS), 413(CM), 414(SHRM), 418(PDA)	410(BI), 415(ABA)
PSO 1		402(BE), 404(RM), 405(RM), 406(IM), 407(CF), 413(CM), 414(SHRM), 415(ABA), 417(SMA),	401(SM), 403(IM), 408(SAPM), 409(MCM), 410(BI), 411(CB), 412(HRIS),

POs	Courses (Level of Relevance: Slight 1)	Courses (Level of Relevance: Moderate 2)	Courses (Level of Relevance: Substantial 3)
			415(ABA),416A(FBA:M), 418(PDA)
PSO 2	402(BE),	404(RM), 405(RM), 406(IM),	401(SM), 403(IM),
PSO 3	402(BE),	407(CF)	401(SM), 408(SAPM), 409(MCM), 410(BI),
PSO 4	402(BE),	413(CM), 414(SHRM),	401(SM), 411(CB), 412(HRIS),
PSO 5	402(BE),	415(ABA), 417(SMA),	401(SM), 416A(FBA:M), 418(PDA)

3.1 (b) - Trimester- V, Batch 2021-23

POs	Courses (Level of Relevance: Slight 1)	Courses (Level of Relevance: Moderate 2)	Courses (Level of Relevance: Substantial 3)
PO 1	-	501(CRLI)	-
PO 2	-	501(CRLI)	-
PO 3	-	501(CRLI)	-
PO 4	-	501(CRLI)	-
PO 5	-	501(CRLI)	-
PSO 1	-	-	501(CRLI)
PSO 2	-	501(CRLI)	-
PSO 3	-	-	501(CRLI)
PSO 4	-	-	501(CRLI)
PSO 5	-	501(CRLI)	-

3.1 (b) - Trimester- VI, Batch 2021-23

POs	Courses (Level of Relevance: Slight 1)	Courses (Level of Relevance: Moderate 2)	Courses (Level of Relevance: Substantial 3)
PO 1	-	601(CRLI)	-
PO 2	-	601(CRLI)	-
PO 3	-	601(CRLI)	-
PO 4	-	601(CRLI)	-
PO 5	-	601(CRLI)	-
PSO 1	-	-	601(CRLI)
PSO 2	-	601(CRLI)	-

PSO 3	-	-	601(CRLI)
PSO 4	-	-	601(CRLI)
PSO 5	-	-	601(CRLI)

Note: The above table depicts the linkage between the COs and POs 1, 2, and 3 are defined as:

Level of Relevance	Slight	Moderate	Substantial
	1	2	3

3.1.1. Course Outcomes (COs) (5)

The course outcomes are researched by subject faculty with respect to outcome expected from the course and aligned with Bloom's Taxonomy action verbs. Every CO is framed based on up to six cognitive abilities, indicating the learning outcome of each course and is designed according to the needs and requirements of each course.

One course each Trimester and their Course Outcomes

Table: 3.1.1 (a) - TRI-I - PG 101 - 2021-23

Course Code	Course Name		Course Outcomes
PG 101	**Managerial Economics**	CO101.1	*Remember* key terminologies and concepts in micro and macroeconomics
		CO101.2	*Understanding* economic principles and theories in a management context
		CO101.3	*Apply* the concept of economics to address the firm's challenges within an economic framework, focusing on identifying and solving problems within the organization's context.
		CO101.4	*Analyze* the interrelationship between the various components of microeconomics from the perspective of individual firms, industries, markets, and business cycles in managerial decision-making.
		CO101.5	*Evaluate* the moral implications of managerial choices & assess the accuracy of economic data from an economic perspective.
		CO101.6	*Create* economic model to predict future trends in economy and integrate it into business

Table: 3.1.1 (b) – TRI-II - PG 201 - 2021-23

Course Code	Course Name		Course Outcomes
PG 201	**Financial Management**	CO201.1	*Remember* the fundamental principles linked to Financial Management and different methods for examining Financial Statements.
		CO201.2	*Understanding* of theoretical ideas of financial management.
		CO201.3	*Apply* computation methods using appropriate numerical

Course Code	Course Name	Course Outcomes	
			examples linked with real-life business situations.
		CO201.4	*Analyse* the situation and provide a commentary on the financial status of the company.
		CO201.5	*Evaluate* the influence of business choices on the Financial Statements, Working Capital, Capital Structure, and Capital Budgeting of the company.
		CO201.6	*Create* a Project Appraisal Report utilizing Financial Data.

Table: 3.1.1 (c) – TRI-III - PG 301 - 2021-23

Course Code	Course Name	Course Outcomes	
PG 301 / 501 / 601	Corporate Research Learning Internship (CRLI)	CO301.1	*Recall* and articulate fundamental principles, concepts, and methodologies learned during the Corporate Research and Learning Internship.
		CO301.2	*Comprehend* the applied business practices and strategies encountered during the internship, demonstrating a deeper understanding of their practical implications.
		CO301.3	*Apply* the theoretical knowledge gained in the PGDM program to real-world business situations, solving problems and making informed decisions within the internship context.
		CO301.4	*Analyse* and evaluate business processes, challenges, and opportunities observed during the internship, demonstrating critical thinking and problem-solving skills.
		CO301.5	*Assess* the effectiveness of different business strategies and practices witnessed during the internship, providing well-reasoned judgments and recommendations for improvement.
		CO301.6	*Synthesize* their internship experiences, integrating knowledge from various business functions to propose innovative and strategic solutions that contribute to organizational growth and success.

Table: 3.1.1 (d) – TRI-IV - PG 401 - 2021-23

Course Code	Course Name	Course Outcomes	
PG 401	Strategic Management	CO 401.1	*Remember* the fundamental concepts and principles of strategic management.
		CO 401.2	*Understand* the various components of Strategic Management from the perspective of the actual world.
		CO 401.3	*Apply* the trade-offs that exist during the formulation, implementation, and evaluation of a strategy.
		CO 401.4	*Analyse* the elements from several management functional areas to establish a strategic perspective.
		CO 401.5	*Evaluate* the nature of the issues and challenges the top management team is facing.
		CO 401.6	*Create* a strategic plan for the development of the business in context to the organisational goals.

3.1.2.   CO-PO matrices of courses selected in 3.1.2 (One matrix for each trimester)   (5)

The Course Outcomes (COs) are mapped with Program Outcomes (POs), by respective subject faculty with respect to the outcome expected from the course and its correlation with Program Outcomes (POs) as provided by National Board of Accreditation (NBA).

CO-PO-PSO Mapping Matrix

Table: 3.1.2 (a) - TRI-I - PG 105 - 2021-23

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
C105.1	3	3	3	2	2	3	3	-	-	-
C105.2	2	3	3	3	2	3	3	-	-	-
C105.3	3	3	3	2	2	3	3	-	-	-
C105.4	3	2	3	3	2	3	3	-	-	-
C105.5	2	3	3	2	3	3	3	-	-	-

Table: 3.1.2 (b) - TRI-II - PG 203 - 2021-23

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
C203.1	3	3	3	2	1	3	3	-	-	-
C203.2	2	3	3	3	1	3	2	-	-	-
C203.3	3	3	3	2	3	3	3	-	-	-
C203.4	3	2	3	3	3	3	3	-	-	-
C203.5	2	3	3	2	1	3	3	-	-	-

Table: 3.1.2 (c) - TRI-III - PG 301 - 2021-23

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
C301.1	2	2	1	2	1	3	3	2	2	3
C301.2	2	2	1	3	1	3	3	2	2	2
C301.3	3	2	2	2	2	3	3	2	3	2
C301.4	1	3	1	2	1	3	2	3	2	3
C301.5	2	2	3	2	2	3	2	3	3	3
C301.6	2	1	2	1	3	3	3	2	2	3

Table: 3.1.2 (d) - TRI-IV - PG 410 - 2021-23

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
C410.1	3	3	1	2	2	3	-	3	-	-
C410.2	3	2	1	1	3	3	-	3	-	-
C410.3	2	3	2	3	2	3	-	3	-	-
C410.4	2	2	2	3	3	3	-	3	-	-
C410.5	2	3	3	3	2	3	-	3	-	-
C401.6	1	2	2	2	3	3	-	3	-	-

Table: 3.1.2 (e) - TRI-V - PG 501 - 2021-23

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
C501.1	2	2	3	2	1	3	2	2	3	3
C501.2	2	2	1	3	1	3	2	3	3	3
C501.3	3	2	2	2	2	3	2	3	3	2
C501.4	1	3	1	2	1	3	3	3	2	2
C501.5	2	2	3	2	2	2	2	2	2	2
C501.6	2	1	2	1	3	3	3	2	3	2

Table: 3.1.2 (f) - TRI-VI - PG 601 - 2021-23

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
C601.1	2	2	1	2	1	3	3	3	2	2
C601.2	2	2	1	3	1	3	2	3	2	3
C601.3	3	2	2	2	2	2	2	3	2	2
C601.4	1	3	1	2	1	3	2	3	3	3
C601.5	2	2	3	2	2	3	2	2	3	3
C601.6	2	1	2	1	3	3	2	3	3	3

Correlation levels

1, 2, and 3 as defined below

1: Slight (Low), 2: Moderate (Medium), 3: Substantial (High)

3.1.3. Course-PO Mapping matrix of all courses in the program (10)

Table No. 3.1.3 (a)

Trimester	Course Type	Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
1	Generic Core	101	Managerial Economics	2	2	1	2	2	3	-	-	-	-
		102	Research Methodology	2	2	2	2	2	3	-	-	-	-
		103	Managerial Accounting	2	2	2	2	2	2	-	2	-	-
		104	Organization Behaviour	2	2	2	2	2	3	-	-	3	-
		105	Basics of Marketing Management	3	3	3	2	2	3	3	-	-	-
		106	Human Resource Management	2	2	2	2	2	3	-	-	3	-
		107	Quantitative Techniques	2	2	2	2	2	3	-	-	-	-
		108	Production and Operations Management	2	3	2	3	2	3	-	-	-	-
		109	Legal Aspects of Business	2	2	2	2	2	2	-	-	2	-
		110	Managerial Communication	2	3	2	2	2	3	-	-	2	-
2	Generic Core	201	Financial Management	2	2	2	2	2	3	-	3	-	-

		202	Marketing Research	2	2	2	2	2	2	2	-	-	-
		203	Product and Brand Management	3	3	3	2	2	3	3	-	-	-
	Specialization Core	204	Integrated Marketing Communication	2	2	2	2	2	3	3	-	-	-
		205	Consumer Behaviour	2	2	1	2	2	2	2	-	-	-
		206	Sales and Distribution Management	2	2	2	3	2	3	3	-	-	-
		207	Service Marketing	2	3	2	3	2	3	3	-	-	-
		Finance (FIN)											
	Elective	208	Taxation	2	3	2	2	2	2	-	2	-	-
		209	Mergers and Acquisition	2	2	2	2	2	3	-	3	-	-
		210	Financial Services	2	2	2	2	2	3	-	2	-	-
		211	Strategic Cost Management	2	2	2	2	2	3	-	3	-	-
		212	International Finance	3	2	2	2	1	3	-	3	-	-
		Human Resource Management (HRM)											
		213	Organizational Development	2	3	2	2	2	3	-	-	3	-
		214	Training and Development	2	2	1	2	3	3	-	-	3	-

		Code	Course										
		215	Conflict and Negotiation Management	3	3	3	2	3	3	-	-	3	-
		216	Employee Relations and Labor Laws	2	2	1	2	2	2	-	-	2	-
		217	Performance Management System	2	2	1	2	2	3	-	-	3	-
		Research and Business Analytics (RBA)											
		218	Fundamentals of Business Analytics	2	3	2	2	2	3	-	-	-	3
		219	Introduction to Data Structures Data Visualization	2	2	1	2	3	3	-	-	-	3
		220	Advanced Statistics Quantitative Techniques	3	3	3	2	3	3	-	-	-	3
		221	Project Management	2	2	1	2	2	2	-	-	-	2
		222	Python	2	2	1	2	2	3	-	-	-	3
3	Generic Core	301	Corporate Research Learning Internship	2	2	2	2	2	3	3	2	2	3
4	Generic Core	401	Strategic Management	2	2	2	2	2	3	3	3	3	3
		402	Business Ethics	2	2	1	2	2	2	1	1	1	1

	Code	Course										
Specialization Core	403	Industrial Marketing	2	2	2	2	2	3	3	-	-	-
	404	Retail Marketing	2	2	2	2	2	2	2	-	-	-
	405	Rural Marketing	2	2	2	2	1	2	2	-	-	-
	406	International Marketing	1	1	1	2	2	2	2	-	-	-
Elective		**Finance (FIN)**										
	407	Corporate Finance	2	1	2	1	2	2	-	2	-	-
	408	Security Analysis and Portfolio Management	2	2	2	2	2	3	-	3	-	-
	409	Money and Capital Management	2	2	2	2	2	3	-	3	-	-
	410	Banking & Insurance	2	3	2	2	3	3	-	3	-	-
		**Human Resource Management (HRM)**										
	411	Compensation & Benefits	2	2	2	2	2	3	-	-	3	-
	412	Human Resource in Information System	2	2	2	2	2	3	-	-	3	-
	413	Competency Mapping	2	2	2	2	2	2	-	-	2	-
	414	Strategic Human Resource Management	2	2	2	1	2	2	-	-	2	-
		**Research and Business Analytics (RBA)**										
	415	Advance Business Analytics	2	2	2	2	1	2	-	-	-	2
	416_A	Fundamental Application of Business Analytics Marketing.	2	2	1	2	1	3	-	-	-	3

		417	Social Media Analytics	2	1	2	2	1	2	-	-	-	2
		418	Python in Data Analytics	2	2	2	2	2	3	-	-	-	3
5	Generic Core	501	Corporate Research Learning Internship	2	2	2	2	2	3	2	3	3	2
6	Generic Core	601	Corporate Research Learning Internship	2	2	2	2	2	3	2	3	3	3

Correlation levels

1, 2, and 3 as defined below:

1: Slight (Low), 2: Moderate (Medium), 3: Substantial (High)

3.2 Course Outcome (40)

3.2.1. Assessment Tools and processes are used to gather the data upon which the evaluation of Course Outcome is based (10)

Lexicon MILE tries to adhere to the Academic Calendar planned at the start of every new academic year. The Academic Calendar includes a schedule of all the activities which is communicated to faculty members as well as to students for organizing and participating to achieve desired Course Outcomes (COs) related to individual courses and Program Outcomes (POs), which typically includes achieving the objectives such as developing critical thinking abilities, effective communication skills, leadership capabilities, and a deep understanding of business concepts and practices.

Table No. 3.2.1 (a) List of Activities

Curricular Activities	Induction Program, Industry Visit
	Schedule of classroom sessions, Guest Sessions
	Course related Internal Evaluations (Continuous Concurrent Evaluation – CCE), Corporate Research Learning Internship (CRLI) Guidance Session & Viva-Voce
Co-Curricular Activities	Guest Sessions, Mentorship Program, Seminars, Workshops, Conference
	Certification Program: Marketing, Finance, Human Resources Management and Research and Business Analytics
	Placement Sessions: Soft skills, Interview Preparation, Grooming activities
Extra-Curricular Activities	Sports Week: Aarambh, Cultural and Management Fest: KALA, Lexicon Heart-Beat, Yoga-Wellness, Happiness Sessions and Alumni Meet

Institute has developed following assessment methods and tools to measure the attainment of the Course Outcomes (CO's). Faculty members use the suitable criteria as the need of the subject for Internal Assessments (CCE) as mentioned in the table below:

Table 3.2.1 (b) – Assessment Methods & Tools

Method of Assessment	Weightage	Tool	Nature of Exam	Frequency of data collection
Internal Examination (CCEs)	40%	MCQs Test	For each subject 2 - 4 assessments are taken and mapped to the course objectives.	During Trimester
		Class Test		
		Presentations		
		Case Study		
		Role Plays / Simulations		

End Trimester Examination	60%	Theory Exam (40 Marks)	Descriptive	At conclusion of Trimester
		Viva Voce (20 Marks)	Oral	

Note: *Tools of internal assessment are not restricted to the above methods only.*

Determination of the attainment level of each course, Internal Assessment marks (CCEs) and External Examination (End Trimester Examination) marks of students for all the Trimester have been considered.

- The formula to calculate the course attainment level is based on internal and external scores. The scores of all the students are considered, but the benchmark is set at minimum 60% of marks in internal and external assessments for measuring the attainment of COs.

- Considering all the values, the average attainment level is calculated as follows:

  - *Internal Assessment (CCE)* for each course is mapped to course outcomes.

  - *External Assessment (End Trimester Examination)* in end term exams for calculating attainment levels.

The benchmark for assessment is set keeping in view the average performance of the students as per the parameters below:

(CO) = 60% (Attainment level of External Exam) + 40% (Attainment level of Internal Evaluation).

These standards are used for both the internal and external assessments.

- The final scores from both the External Assessment (End Trimester Examination) and the Internals Examination (Continuous Comprehensive Evaluations/CCEs), known as direct assessments, serve as metrics for evaluating the attainment of Course Outcomes (COs).

- The attainment of Program Outcomes (POs) is calculated by averaging the attainment of Course Outcomes (COs) mapped to the respective POs.

3.2.2. Record the Attainment of Course Outcomes of all courses with respect to set attainment levels (30)

COURSE OUTCOMES
Set Course Attainment Levels:
Attainment Level 1: Less than 50% students scoring 60% marks
Attainment Level 2: 51 % – 60 % students scoring 60% marks
Attainment Level 3: More than 61% students scoring 60% marks
Formula to compute Course Outcome: CO Attainment Level
A (CO) = 60% (Attainment level of End Term Exam) + 40% (Attainment level of Internal Evaluation)

CO Attainment Level	Method	Tools
80%	Direct Method	CO Attainment Level
20%	Indirect Method	Feedback from stakeholders

Institute has adopted the above parameters to justify the CO attainment levels and the following table depicts the attainment of the COs of all the courses in PGDM program offered by the institute.

Table No. 3.2.2 - CO Attainment Level: Batch 2021-23

Trimester	Course Type	Course Code	Course Title	CO Attainment Level	Target Level (2) Achieved (Y/ N)	Remedial Measures
1	Generic Core	101	Managerial Economics	3	Y	Sustain and enhance the level of performance.
		102	Research Methodology	3	Y	
		103	Managerial Accounting	2	Y	
		104	Organisation Behaviour	3	Y	
		105	Basics of Marketing	3	Y	
		106	Human Resource Management	3	Y	
		107	Quantitative Techniques in Management	3	Y	
		108	Production and Operations Management	3	Y	

		109	Legal Aspects of Business	2	Y	
		110	Managerial Communication	3	Y	
	Generic Core	201	Financial Management	3	Y	Sustain and enhance the level of performance.
		202	Marketing Research	2	Y	
		203	Production & Brand Management	3	Y	
	Specialization Core	204	Integrated Marketing Communication	3	Y	Sustain and enhance the level of performance.
		205	Consumer Behaviour	2	Y	
		206	Sales & Distribution Management	3	Y	
		207	Service Marketing	3	Y	
2	Elective	**Finance (FIN)**				
		208	Taxation	2	Y	Sustain and enhance the level of performance.
		209	Merger & Acquisitions	3	Y	
		210	Financial Services	3	Y	
		211	Strategic Cost Management	3	Y	
		212	International Finance	3	Y	
		Human Resource Management (HRM)				
		213	Organisational Development	3	Y	Sustain and enhance the level of performance.
		214	Training & Development	3	Y	
		215	Conflict and Negotiation	3	Y	
		216	Employee Relation & Labour Laws	2	Y	
		217	Performance Management	3	Y	
		Research and Business Analytics (RBA)				
		218	Fundamentals of Business Analytics	3	Y	Sustain and enhance the level of performance.
		219	Introduction to Data Structures & Data Visualisation	3	Y	
		220	Advanced Statistics & Quantitative Techniques	3	Y	

		221	Project Management	2	Y	
3	Generic Core	222	Python	3	Y	
		301	Corporate Research and Learning Internship (CRLI)	3	Y	Sustain and enhance the level of performance.
4	Generic Core	401	Strategic Management	3	Y	Sustain and enhance the level of performance.
		402	Business Ethics	2	Y	
	Specialisation Core	403	Industrial Marketing	3	Y	Sustain and enhance the level of performance.
		404	Retail Marketing	3	Y	
		405	Rural Marketing	2	Y	
		406	International Marketing.	2	Y	
	Elective	**Finance (FIN)**				
		407	Corporate Finance	2	N	Workshops for remedial purposes and home study assignments conducted by in-house faculty members.
		408	Security Analysis and Portfolio Management	3	Y	Sustain and enhance the level of performance.
		409	Money & Capital Market	3	Y	
		410	Banking & Insurance	3	Y	
		Human Resource Management (HRM)				
		411	Compensation & Benefits	3	Y	Sustain and enhance the level of performance.
		412	HRIS	3	Y	
		413	Competency Mapping	2	Y	
		414	Strategic Human Resource Management	2	Y	
		Research and Business Analytics (RBA)				
		415	Advanced Business Analytics	2	Y	Sustain and enhance the level of performance.
		416	Functional Application of Analytics - Marketing	3	Y	

81

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		417	Social Media Analytics.	2	N	Workshops for remedial purposes and home study assignments conducted by in-house faculty members.
		418	Python	3	Y	Sustain and enhance the level of performance.
5	Generic Core	501	Corporate Research and Learning Internship (CRLI)	3	Y	Sustain and enhance the level of performance.
6	Generic Core	601	Corporate Research and Learning Internship (CRLI)	3	Y	Sustain and enhance the level of performance.

Total Courses	53
No. of course target achieved	51

Summary
- Courses: Generic   - Specializations Core: Marketing (MKT)   - Elective: Finance (FIN), Human Resource Management (HR), and Research and Business Analytics (RBA).
Out of 53 courses, 51 courses attained the set target level of COs. Attainment levels are set considering the PGDM syllabus 2019-21, with the introduction of new courses and specializations related to Research and Business Analytics (RBA).

3.3.   Attainment of Program Outcomes   (40)

3.3.1.   Describe the assessment tools and processes used to gather the data to evaluate and Program Outcomes and Program Specific Outcomes   (10)

82

The institute has followed the POs as prescribed by NBA. The respective subject teacher framed the COs and mapped it with respective POs for each course, benchmarking it with the Program Outcome Attainment Levels (POAL) of the previous Academic Year.

i. *PO Assessment Tools and Processes*

Attainment of POs is done by adapting following evaluation process:

- The End Trimester Examination and Internal Examinations (CCEs) are evident tools to distinguish the institute's academic performance and to measure attainment of COs linked with POs.

- Internal Examination (CCEs) Score and End Trimester Examination Results are referred as direct method, and feedback from the stakeholders are referred as indirect method for measuring attainment of POs.

- The POs are achieved through a curriculum that offers Generic core, Specialization core and choice based elective courses. Each course has defined course outcomes that are linked to the POs and a set of performance criteria that are used to provide quantitative measurement of the attainment level of the COs.

- The attainment of COs provides direct quantitative evidence of attainment of the POs.

ii. *PO Attainment Level*:

- PO = 80% (CO Attainment by Direct Method) + 20% (Attainment by Indirect Method - through Feedback from all stakeholders.

- ***Direct Assessment:*** The performance of the students in the examinations (Internal and External) during the trimester in each course was used to compute the PO attainment levels.

- ***Indirect Assessment***: Feedback was collected from all the stake holders with respect to the development of the student in academics, employability skills, social awareness to compute PO attainment levels.
  The feedback is collected via circulating a questionnaire with a combination of close and open-ended questions. Responses are collected with a three-point rating scale, offering options of Best, Good, and Average. Feedback is analyzed and considered for the calculation of indirect PO attainment levels.

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3.3.2. **POs and PSO attainment levels** **(30)**

Table No. – 3.3.2 (a) - POs Attainment

Trimester	Course Type	Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
1	Generic Core	101	Managerial Economies	2	2	1	2	2
		102	Research Methodology	2	2	2	2	2
		103	Managerial Accounting	2	2	2	2	2
		104	Organization Behavior	2	2	2	2	2
		105	Basics of Marketing Management	3	3	3	2	2
		106	Human Resource Management	2	2	2	2	2
		107	Quantitative Techniques	2	2	2	2	2
		108	Production and Operations Management	2	3	2	3	2
		109	Legal Aspects of Business	2	2	2	2	2
		110	Managerial Communication	2	3	2	2	2
2	Generic Core	201	Financial Management	2	2	2	2	2
		202	Marketing Research	2	2	2	2	2
		203	Product and Brand Management	3	3	3	2	2
	Specialization Core	204	Integrated Marketing Communication	2	2	2	2	2
		205	Consumer Behavior	2	2	1	2	2
		206	Sales and Distribution Management	2	2	2	3	2
		207	Service Marketing	2	3	2	3	2
	Elective	**Finance (FIN)**						
		208	Taxation	2	3	2	2	2
		209	Mergers and Acquisition	2	2	2	2	2

		210	Financial Services	2	2	2	2	2
		211	Strategic Cost Management	2	2	2	2	2
		212	International Finance	3	2	2	2	1
		Human Resource Management (HRM)						
		213	Organizational Development	2	3	2	2	2
		214	Training and Development	2	2	1	2	3
		215	Conflict and Negotiation Management	3	3	3	2	3
		216	Employee Relations and Labor Laws	2	2	1	2	2
		217	Performance Management System	2	2	1	2	2
		Research and Business Analytics (RBA)						
		218	Fundamentals of Business Analytics	2	3	2	2	2
		219	Introduction to Data Structures Data Visualization	2	2	1	2	3
		220	Advanced Statistics Quantitative Techniques	3	3	3	2	3
		221	Project Management	2	2	1	2	2
		222	Python	2	2	1	2	2
3	Generic Core	301	Corporate Research Learning Internship	2	2	2	2	2
4	Generic Core	401	Strategic Management	2	2	2	2	2
		402	Business Ethics	2	2	1	2	2
	Specialization Core	403	Industrial Marketing	2	2	2	2	2
		404	Retail Marketing	2	2	2	2	2
		405	Rural Marketing	2	2	2	2	1
		406	International Marketing	1	1	1	2	2
	Elective	**Finance (FIN)**						

85

		407	Corporate Finance	2	1	2	1	2
		408	Security Analysis and Portfolio Management	2	2	2	2	2
		409	Money and Capital Management	2	2	2	2	2
		410	Banking & Insurance	2	3	2	2	3
		Human Resource Management (HRM)						
		411	Compensation & Benefits	2	2	2	2	2
		412	Human Resource in Information System	2	2	2	2	2
		413	Competency Mapping	2	2	2	2	2
		414	Strategic Human Resource Management	2	2	2	1	2
		Research and Business Analytics (RBA)						
		415	Advance Business Analytics	2	2	2	2	1
		416_A	Fundamental Application of Business Analytics Marketing.	2	2	1	2	1
		417	Social Media Analytics	2	1	2	2	1
		418	Python in data Analytics	2	2	2	2	2
5	Generic Core	501	Corporate Research Learning Internship	2	2	2	2	2
6	Generic Core	601	Corporate Research Learning Internship	2	2	2	2	2
Direct Attainment (Average)				2.09	2.16	1.86	2.04	1.97
Indirect Attainment (Average)				3.00	3.00	3.00	3.00	3.00
Final POs Attainment				2.27	2.33	2.09	2.23	2.18
Average attainment of POs				**2.22**				

Summary:

1. Average attainment of POs for batch 2021-23 = **2.22**

2. On the scale of Slight (Low) = 1, Moderate (Medium) = 2, Substantial (High) = 3

Institute has achieved = **74 %**

3. The Program Outcome Attainment Level (POAL) of previous batch (2020-22) are set as targets for the POAL for the next batch of 2021-23, and there is a reasonable increase in POALs.

Following table and chart depicts the batchwise comparison of Program Outcome Attainment Level.

Table No. – 3.3.2 (b) Batchwise Comparison of POAL

Batchwise Comparison of POAL					
Batch Details	PO 1	PO 2	PO 3	PO 4	PO 5
2019-21	1.99	1.98	1.83	1.92	1.84
2020-22	2.14	2.19	1.90	2.10	1.85
2021-23	2.27	2.33	2.09	2.23	2.18

Chart No. – 3.3.2 (b) Batchwise Comparison of POAL
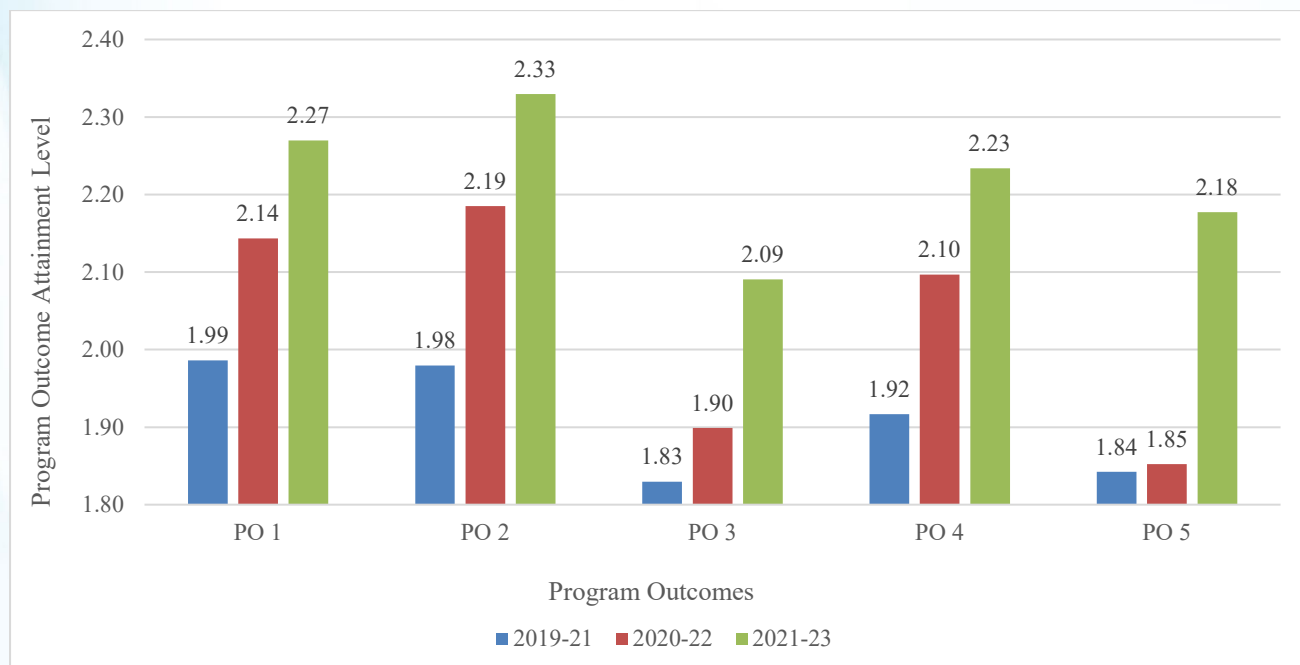
Observations: PO attainment levels shown above are analysed and some of the observations related to PO attainment are:

- The attainment level of PO2 has been the highest across batches, with an average of 2.33 (77.67%), indicating that the institute has fostered analytical and critical thinking abilities in our students. These skills will be beneficial in database decision-making, leading to the achievement of their professional and organizational goals.

- The attainment value of PO1 is the second highest across batches, with an average of 2.27 (75.67%), suggesting that our students are able to apply knowledge of management theories and practices to solve business problems.

- The attainment level of PO1 increased from 1.99 (66.33%) in Batch 2019-21 to 2.14 (71.33%) in Batch 2020-22, reflecting a 5% increase. Furthermore, it increased from 2.14 (71.33%) in Batch 2020-22 to 2.27 (75.67%) in Batch 2021-23, indicating a 4.34% increase.

- The attainment level of PO2 increased from 1.98 (66%) in Batch 2019-21 to 2.19 (73%) in Batch 2020-22, reflecting a 7% increase. Furthermore, it increased from 2.19 (73%) in Batch 2020-22 to 2.33 (77.67%) in Batch 2021-23, indicating a 4.67% increase.

- The attainment level of PO3 increased from 1.83 (61%) in Batch 2019-21 to 1.90 (63.33%) in Batch 2020-22, marking a 2.33% increase. Additionally, it rose from 1.90 (63.33%) in Batch 2020-22 to 2.10 (70%) in Batch 2021-23, indicating a 6.67% increase.

- The attainment level of PO4 increased from 1.92 (64%) in Batch 2019-21 to 2.10 (70%) in Batch 2020-22, representing a 6% increase. Furthermore, it increased from 2.10 (70%) in Batch 2020-22 to 2.20 (74.33%) in Batch 2021-23, indicating a 4.33% increase.

- The attainment level of PO5 increased from 1.84 (61.33%) in Batch 2019-21 to 1.85 (61.67%) in Batch 2020-22, indicating a 0.34% increase. Moreover, it rose from 1.85 (61.67%) in Batch 2020-22 to 2.18 (72.67%) in Batch 2021-23, demonstrating a 11% increase.

Table No. – 3.3.2 (c) Change in POAL

Batch	PO 1	PO 2	PO 3	PO 4	PO 5
2019-21	66.33%	66.00%	61.00%	64.00%	61.33%
2020-22	71.33%	73.00%	63.33%	70.00%	61.67%
2021-23	75.67%	77.67%	70.00%	74.33%	72.67%
Change	**+ 9.33%**	**+ 11.67%**	**+ 9.00%**	**+ 10.33%**	**+ 11.33%**

From the above table no.3.3.2 (c) it has been observed that the PO1 has shown an increase in the attainment level from 2019-21 to 2021-23 by 09.33 %, PO2 has shown an increase in the attainment level from 2019-21 to 2021-23 by 11.67%, PO3 has shown an increase in the attainment level from 2019-21 to 2021-23 by 9 %, PO4 has shown an increase in the attainment

The average increase in the attainment levels of POs across all the batches since 2019 is 10.33%.

Table No. – 3.3.2 (d) - PSOs Attainment

Trimester	Course Type	Course Code	Course Title	PSO1	PSO2	PSO3	PSO4	PSO5
1	Generic Core	101	Managerial Economies	3	-	-	-	-
		102	Research Methodology	3	-	-	-	-
		103	Managerial Accounting	2	-	2	-	-
		104	Organization Behaviour	3	-	-	3	-
		105	Basics of Marketing Management	3	3	-	-	-
		106	Human Resource Management	3	-	-	3	-
		107	Quantitative Techniques	3	-	-	-	-
		108	Production and Operations Management	3	-	-	-	-
		109	Legal Aspects of Business	2	-	-	2	-
		110	Managerial Communication	3	-	-	2	-
2	Generic Core	201	Financial Management	3	-	3	-	-
		202	Marketing Research	2	2	-	-	-
		203	Product and Brand Management	3	3	-	-	-
	Specialization Core	204	Integrated Marketing Communication	3	3	-	-	-
		205	Consumer Behaviour	2	2	-	-	-
		206	Sales and Distribution Management	3	3	-	-	-
		207	Service Marketing	3	3	-	-	-
	Elective		**Finance (FIN)**					

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		208	Taxation	2	-	2	-	-
		209	Mergers and Acquisition	3	-	3	-	-
		210	Financial Services	3	-	2	-	-
		211	Strategic Cost Management	3	-	3	-	-
		212	International Finance	3	-	3	-	-
		Human Resource Management (HRM)						
		213	Organizational Development	3	-	-	3	-
		214	Training and Development	3	-	-	3	-
		215	Conflict and Negotiation Management	3	-	-	3	-
		216	Employee Relations and Labor Laws	2	-	-	2	-
		217	Performance Management System	3	-	-	3	-
		Research and Business Analytics (RBA)						
		218	Fundamentals of Business Analytics	3	-	-	-	3
		219	Introduction to Data Structures Data Visualization	3	-	-	-	3
		220	Advanced Statistics Quantitative Techniques	3	-	-	-	3
		221	Project Management	2	-	-	-	2
		222	Python	3	-	-	-	3
3	Generic Core	301	Corporate Research Learning Internship	3	3	3	3	3
4	Generic Core	401	Strategic Management	3	3	3	2	3
		402	Business Ethics	2	2	2	2	2
	Specialization Core	403	Industrial Marketing	3	3	-	-	-
		404	Retail Marketing	2	2	-	-	-

90

		Code	Course					
		405	Rural Marketing	2	2	-	-	-
		406	International Marketing	2	2	-	-	-
	Elective	**Finance (FIN)**						
		407	Corporate Finance	2	-	2	-	-
		408	Security Analysis and Portfolio Management	3	-	3	-	-
		409	Money and Capital Management	3	-	3	-	-
		410	Banking & Insurance	3	-	3	-	-
		Human Resource Management (HRM)						
		411	Compensation & Benefits	3	-	-	3	-
		412	Human Resource in Information System	3	-	-	3	-
		413	Competency Mapping	2	-	-	2	-
		414	Strategic Human Resource Management	2	-	-	2	-
		Research and Business Analytics (RBA)						
		415	Advance Business Analytics	2	-	-	-	2
		416_A	Fundamental Application of Business Analytics Marketing.	3	-	-	-	3
		417	Social Media Analytics	2	-	-	-	2
		418	Python in data Analytics	3	-	-	-	3
5	Generic Core	501	Corporate Research Learning Internship	3	3	3	3	3
6	Generic Core	601	Corporate Research Learning Internship	3	3	3	3	3
Direct Attainment (Average)				2.67	2.54	2.59	2.74	2.59
Indirect Attainment (Average)				3.00	3.00	3.00	3.00	3.00
Final PSOs Attainment				**2.73**	**2.63**	**2.67**	**2.79**	**2.67**
Average attainment of PSOs				**2.70**				

91

Summary:

1. Average attainment of PSOs for batch 2021-23 = **2.70**

2. On the scale of Slight (Low) = 1, Moderate (Medium) = 2, Substantial (High) = 3

Institute has achieved = **90%**

3. The Program Specific Outcome Attainment Level (PSOAL) of previous batch (2020-22) are set as targets for the PSOAL for the next batch of 2021-23, and there is a reasonable increase in PSOALs.

Following table and chart depicts the batchwise comparison of Program Specific Outcome Attainment Level.

Table No. – 3.3.2 (e) Batchwise Comparison of PSOAL

Batchwise Comparison of PSOAL					
Batch Details	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
2019-21	2.42	2.42	2.35	2.18	-
2020-22	2.63	2.49	2.63	2.53	2.56
2021-23	2.73	2.63	2.67	2.79	2.67

92

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Chart No. – 3.3.2 (c) Batchwise Comparison of PSOAL
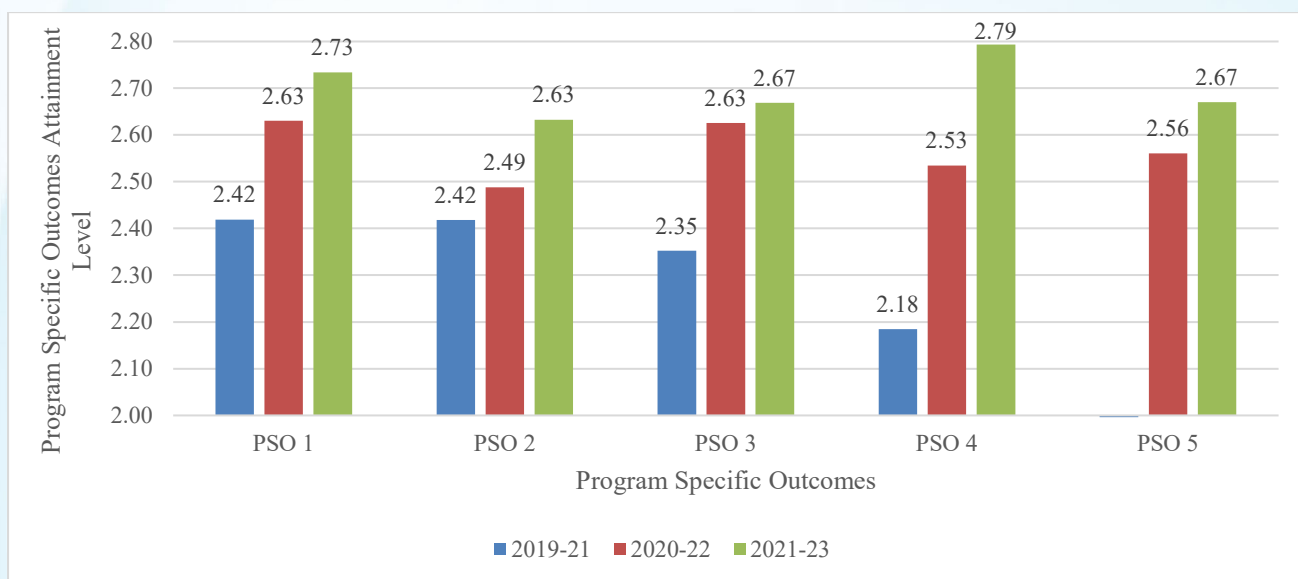
Observations: PSO attainment levels shown above are analysed and some of the observations are as below:

- The attainment level of PSO4 has been the highest across batches, with an average of 2.79 (93%), indicating that the institute has fostered knowledge and skills necessary to design and implement effective human resources strategies aligned with the organizational goals. These skills will be beneficial in talent acquisition and training leading to the achievement of their professional and organizational goals.

- The attainment value of PSO1 is the second highest across batches, with an average of 2.73 (91%), suggesting that our students can develop and implement strategic marketing plans aimed at marketing domain.

Table No. – 3.3.2 (f) Change in PSOAL

Batch	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
2019-21	80.67%	80.67%	78.33%	72.67%	-
2020-22	87.67%	83.00%	87.67%	84.33%	85.33%
2021-23	91.00%	87.67%	89.00%	93.00%	89.00%
Change	**+ 10.33**	**+ 07.00**	**+ 10.67**	**+ 20.33**	**+ 03.67**

From the above table no.3.3.2 (f) it has been observed that the PSO1 has shown an increase in the attainment level from 2019-21 to 2021-23 by 10.33%, PSO 2 has shown an increase in the attainment level from 2019-21 to 2021-23 by 7%, PSO 3 has shown an increase in the

93

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attainment level from 2019-21 to 2021-23 by 10.67%, PSO 4 has shown an increase in the attainment level from 2019-21 to 2021-23 by 20.33%, PSO 5 has shown an increase in the attainment level from 2020-21 to 2021-23 by 03.67%.

The average increase in the attainment levels of PSOs across all the batches since 2019 is 10.40%.

4.1 Curriculum (50)

The curriculum of the PGDM program is designed based on the Lexicon MILE vision and mission and the creation of a *"day zero professional"*, the industry standard to be met. The student needs to be industry ready and the right blend of academics and internships ensures the right skill sets. A day zero professional is the one who requires minimal training when he joins the organization and is ready to contribute to the organization from the first day of his/her joining. This means that the Lexicon MILE academic and other processes are aligned to the requirements of the industry. The industry best practices form one of the fundamental processes of framing the program syllabus.

Lexicon MILE has been successfully running the PGDM program for the past 13 years.

The curriculum of a subject, Managerial Economics, is enclosed herewith for reference.

Trimester I

Subject Title: Managerial Economics   **Subject Code: PG-101**

After completing this course, students will be able to:

S. No.	Course Outcomes
1	Understand the basic concepts of demand and supply analysis, production and cost analysis, market structure and application of government rules and regulations in the given areas.
2	Apply the concepts to the data of various goods and services available in the markets and analyze the factors affecting their demand, supply, production, and pricing
3	Understand the classification of organizations/firms as per the type of competition in a sector and apply the same in the actual market scenario
4	Understand types of pricing, factors to be taken into consideration and pricing techniques of goods and services
5	Understand the organization's economic activities and decision making on the various problems related to production, supply, costs, and profits in an organization

Knowledge:
1. Basics of Economics.
2. Differences in the concepts of Micro and Macroeconomics.
3. Understanding the demand of products in the market.
4. Develop the understanding of Production in a firm and the principles affecting the production process.
5. Basics of Market structure, pricing, and cost analysis.
6. Role of government interventions in the process of production, cost, and pricing of products.

Lexicon
Management Institute
of Leadership & Excellence

NBA
NATIONAL BOARD
OF ACCREDITATION

Skills:

1. Use of analytical tools and methods to identify the equilibrium state in demand, supply, production, cost, and pricing.
2. Determining forecasting methods of demand, cost, supply, and output.
3. Determining role of government in controlling the market and securing the interests of the consumers and producers.

Attitude:

1. To learn how Indian corporate houses, perform effectively and economically in the best way possible that gives rise to maximum profit due to minimization of cost in a complex and dynamic business environment.

Topics to be covered:

Unit No	Contents	Chapter Outcome	Session (in Hours)
1	Definition, Nature and Scope of Managerial Economics, Managerial Economics and Microeconomics and macroeconomics. Managerial Economics and decision-making. Uses and Significance of Managerial Economics	• Understand the economic events and how they relate to theory and business • Understand the decision-making process for a problem in the organization	3.5
2	Meaning and Determinants of Demand. Demand Function, Law of Demand Market Demand, Elasticity of Demand, Types and Measurement of Elasticity, Demand Forecasting. Meaning, Significance and Methods of Demand Forecasting.	• Identify types of goods and services • Understand utilities and Consumer satisfaction • Relate utility and pricing to managerial decision making • Compare utilities, prices of 2 goods and relate to budget	5
3	Costs of Production. Short run and long run costs. Economies of Scale. Cost estimation and cost forecasting. Breakeven analysis	• Identify the factors affecting the demand • Understand and forecast demand • Understanding how, why and to what extent the demand changes • Analyze the relationship of supply with price • Learn why & how supply changes (elasticity)	9

96

4	Production Function. Law of Variable Proportions. Law of Supply. Elasticity of Supply. Measurement of Elasticity of Supply. 20%	• Identify and analyze the components of inputs, outputs, relationships between them • Understand various types of costs in long run and short run • Understand the Revenue structure • Identify the equilibrium output determination for profit maximization • Analysis of Break- Even Point • Identify the expansion path of a firm	9
5	Pricing Under Various Market Forms; Perfect competition, Monopoly Monopolistic Competition. Oligopoly. Price Discrimination.	• Understand the types of competition in the market • Characteristics identification of specific types of competition • Knowing business goals and their effects on business decision-making	4.5
6	Pricing Strategies and Methods. Cost plus Pricing. Marginal cost Pricing. Price Leadership. Transfer Pricing. Seasonal Pricing Seasonal Pricing. Cyclical Pricing.	• Recognize various types of pricing strategies	2
7	Need For Government Intervention in Markets. Price Support. Price Controls. Prevention and Control of Monopolies. System of Dual Prices.	• Understanding the Indian reality and global business environment in which companies work	2
Total			**35**

Textbooks:

1- Mithani, D. M. (2010). *Managerial Economics*. Himalaya Publishing House.
2- Ahuja, H. L. (2007). *Managerial Economics*, S. Chand and Company Ltd.

97

Reference Books

1. Pandey, K. (1973). *Managerial Economics*-Varshney, RL and Maheshwari, KL.
2. Mehta, P. L. (2007). *Managerial Economics Analysis, Problems and Cases*. Sultan Chand.
3. Salvatore, D. (2015). *Managerial Economics in a Global Economy. OUP Catalogue*.
4. Gupta, G. S. (2011). *Managerial Economics*. Tata McGraw-Hill Education.
5. Mote, V. L., & Paul, S. (1977). *Managerial Economics*: Concepts and Cases. Tata McGraw-Hill Education.
6. Samuelson P.A. & Nordhaus D.W. et.al (2019). Economics. McGraw Hill. 20e.

The curriculum delivery is through a robust Academic Calendar which determines delivery of academic subjects, certification courses, seminars, research conferences, TEDx events, placement talks, etc.

4.1.1 State the process for designing the program curriculum (10)

The inputs of the syllabus / curriculum updating and designing process are obtained from the following resources-

Curriculum Designing Inputs
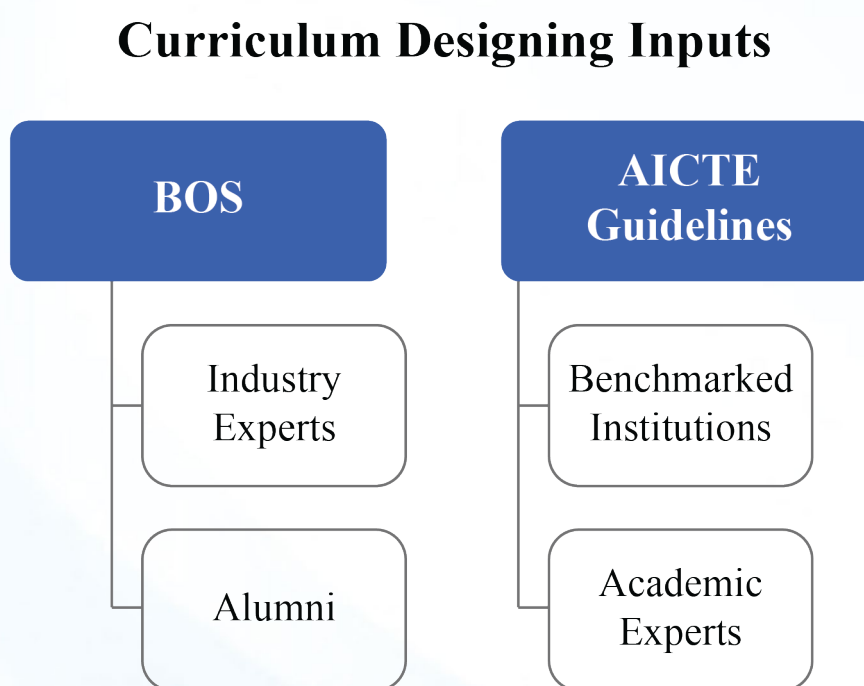
The Board of Studies initiates the syllabus designing process on a yearly basis. Industry Experts have a major say in the relevance and applications of the newly designed syllabus. Alumni from Lexicon MILE also feature in the curriculum designing process as they are aware of the institute academic processes and their relevance in the industry. The curriculum designing process adheres to the AICTE system and standard of credits. Another important feature of curriculum designing is the process of benchmarking against the syllabi of reputed institutions

98

like Universities, IIMs, etc. with their years of experience in academic world, and other noteworthy institutions of repute, specialty and years of existence. The final constituents for designing of the curriculum are experts from academia. Academic experts from premium institutions participate in the   curriculum designing process.

Composition of the Board of Studies (BoS)

Subject Head - Faculty Chairperson	Director/ HOD of the Subject / Course	Nominated Member – Academic Council	Industry Experts (2)	Academic Experts (2)	Alumni Stakeholders	Convenor Faculty for that Subject
Dr. Raju Varghese Vazhapilly	Dr. Jitender Sharma	Mr. Ajit Thatte	**Mr. Dilip Thosar** Cluster Head, TaxiforSure.com **Mr. Girish Iyer** Managing Director, CITCO	**Prof. Rajesh Deshpande** Consultant, Regulus Healthcare **Prof R. Kalidas** Visiting Faculty	Mr. Kirti Singh (Batch 2014-16)	**Prof. Tarana Agarwal** (Mktg.) **Dr. Vineeta Agarwal** (Fin.)

The SRT Team for the year 2021-22 is as follows

Convener / Faculty for the Subject	Subject Head Faculty	Industry Representative	Academic Representative
Dr Raju Varghese Vazhapilly	Prof. Tarana Agarwal	**Mr. Dilip Thosar** Cluster Head, TaxiforSure.com	**Prof. Rajesh Deshpande** Consultant, Regulus Healthcare
Dr Raju Varghese Vazhapilly	Dr Vineeta Agarwal	**Mr. Girish Iyer** Managing Director, CITCO	**Prof R. Kalidas** Visiting Faculty

The process of designing the program curriculum can be depicted as follows: -

```
Academic
Council
    ↓
    Board of
    Studies
        ↓
        Syllabus
        Review Team
        (SRT)
            ↓
            Syllabus
            Review
                ↓
                Update
                Syllabus
                    ↓
                    Vetting by
                    BOS
```
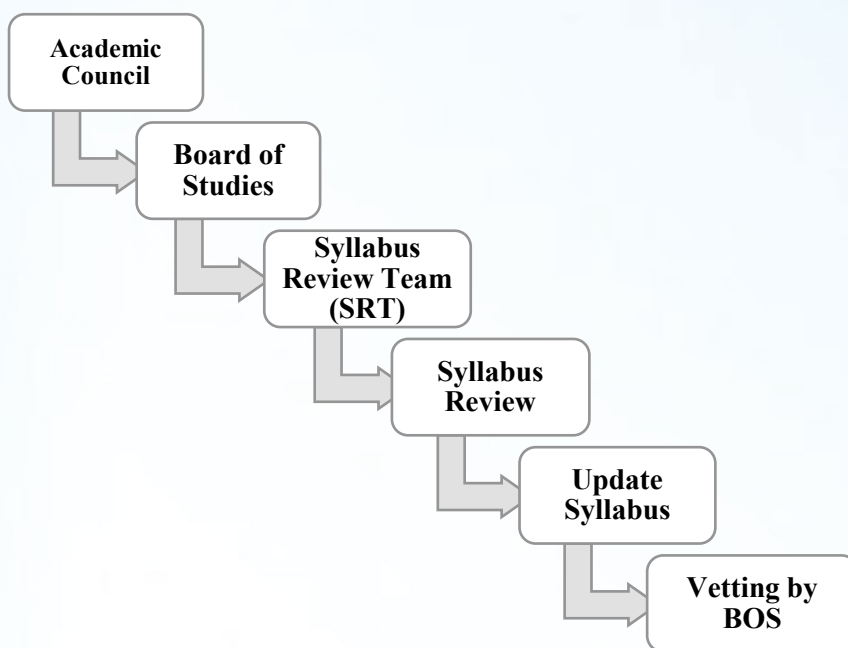
The Lexicon MILE syllabus designing process takes place annually under the direction of the Board of Study (BoS). The annual process is necessitated by the dynamic nature of the industry requirements. An annual process ensures that the subjects are updated with current content, outdated subjects are dropped, relevant subjects are added, and the contents of the syllabus are designed by both industry and academic experts.

The Board of Studies (BoS) annually appoints the Syllabus Review Team (SRT) with relevant representation from academia and industry. The SRT undertakes the following activities as a part of the syllabus design process.

1. Review the existing syllabi.
2. The SRT then maps the syllabi to the industry requirements and current trends.
3. It identifies the gaps.
4. They work on syllabi that require modernization.
5. Delete those subjects that are found obsolete.
6. Add relevant subjects based on the industry-academia deliberations of the SRT.
7. Present updated program syllabus to the BoS for their approval.

The syllabus focuses on three categories of subjects: -
1. Core
2. Functional
3. Skill

The core subjects form the subject fundamentals that are core to the program. The functional subjects include the specialisms that the student opts for and the skill-based topics are certifications that are provided to the students to develop relevant occupational skills.

100

The Board of Studies (BoS) ensures alignment with the PEOs and PSOs. The Program Outcomes (POs) ensures the nature of measurement of various subjects through a robust evaluation system.

Since the PGDM is an AICTE approved program, the measurement of the course outcome is based on the internal and external assessments. The internal assessments include cases, presentations, industry visits, tests, movie reviews, etc. whereas the external assessment is based on assessments from written examinations. Both the internal and external assessments are created based on the parameters of Bloom's Taxonomy.

Alumni inputs are also central to a syllabus revisioning process.

4.1.2 State the components of the curriculum (15)

TRI-I	TRI-II	TRI-III
Core	Core	Core
	Functional	Functional
SKILLS	SKILLS	SKILLS
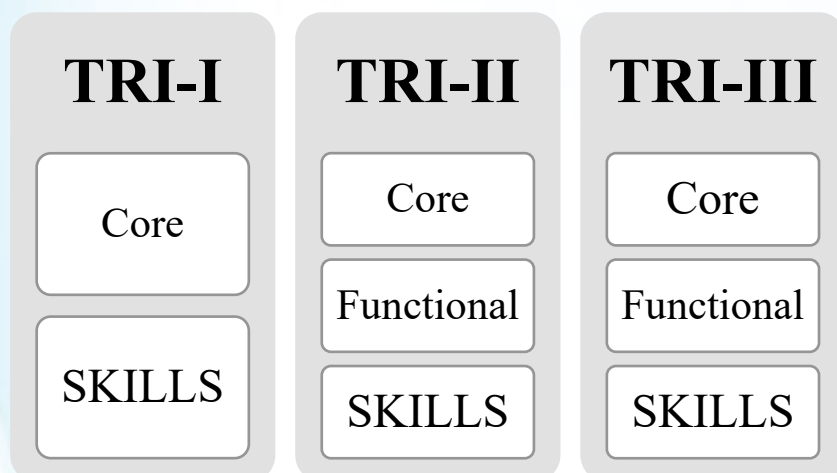
TRI-I – TRI-I focuses on fundamental core subjects that form the basic guiding principles of management. Skill-based certifications further add value.

TRI-II & III- Trimesters II & III focus on core, functional and skill-based certifications.

TRI-IV	TRI-V	TRI-VI
Internship	Internship	Internship
Work Expereince	Work Expereince	Work Expereince
Research	Research	Research

101
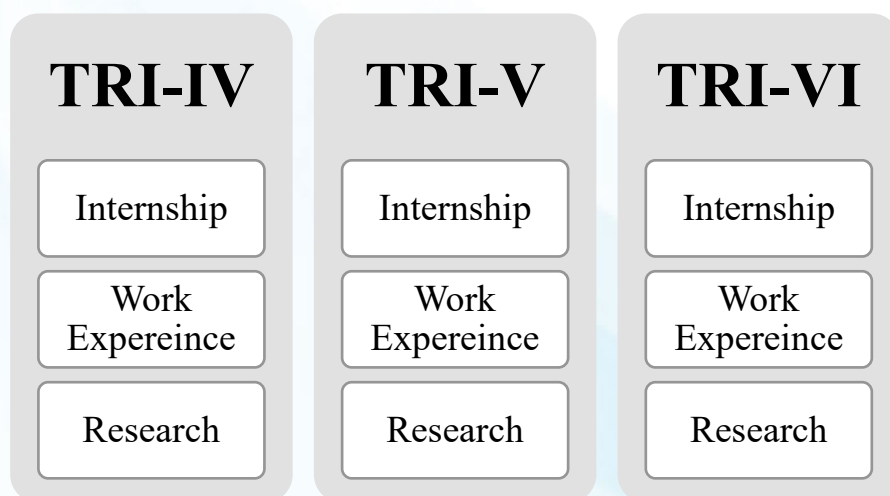
TRI IV, V and VI- These are the application-based trimesters wherein the students focus on learnings from internships to add on their learnings from the core, functional and skill-based certifications. Internships involve work in the industry and hence is an excellent way for checking learnings and their applications in various industry fit situations.

The curriculum structure is exhibited in Table- 4.1.2

Table 4.1.2. Components of the Curriculum 2021- 23

Course Component	Curriculum Content (% of the total number of credits of the program	Total number of contact hours	Total number of credits
Program Core	20.35	490	35.00
Program Elective	26.16	630	45.00
Induction	NA	NA	NA
Skill based Certifications	5.53	285	9.50
Internships	47.96	2475	82.50
Total number of Credits	**100%**	**3880**	**172**

4.1.3. Transaction of the Curriculum (10)

The two-year full-time PGDM program comprises of 6 trimesters. The total number of courses in the PGDM Curriculum varies between 2019 -21, 2020 - 22 and 2021 - 23. The program begins in the last week of June of the month for 1st year as well as 2nd year. The institute follows the curriculum which is divided into 6 trimesters.

Table 4.1.3- Structure of the Curriculum

Batch 2021-23
Trimester -I

Course Code	Course Title	Total Number of contact hours				No. of Credits
		Lecture (L)	Tutorial (T)	Practical# (P)	Total Hours	
PG101	Managerial Economics	20	5	10	35	2.50
PG102	Research Methodology	15	5	15	35	2.50
PG103	Managerial Accounting	20	5	10	35	2.50
PG104	Organizational Behaviour	22	5	8	35	2.50
PG105	Basics of Marketing	22	5	8	35	2.50

PG106	Human Resource Management	22	5	8	35	2.50
PG107	Quantitative Techniques in Management	15	5	15	35	2.50
PG108	Production & Operations	22	5	8	35	2.50
PG109	Legal Aspects of Business	20	5	10	35	2.50
PG110	Managerial Communications	15	5	15	35	2.50
Academic Credits						**25.00**
CR01	German I	5	2	8	15	0.50
CR02	Corporate Etiquettes	5	2	8	15	0.50
CR03	Goal Setting	5	2	8	15	0.50
CR04	MS Office	3	2	10	15	0.50
CR05	Dining Etiquettes	5	2	8	15	0.50
CR06	MBTI	3	2	10	15	0.50
CR07	Event Management	5	2	8	15	0.50
Certification Credits						3.50
Trimester I Total						**28.50**

Trimester - II

Course Code	Course Title	Total Number of contact hours				No. of Credits
		Lecture (L)	Tutorial (T)	Practical# (P)	Total Hours	
PG201	Financial Management	20	5	10	35	2.50
PG202	Marketing Research	15	5	15	35	2.50
Academic Credits						**5.00**
Marketing						
PG203	Product & Brand Management	20	5	10	35	2.50
PG204	Integrated Marketing Communication	20	5	10	35	2.50
PG205	Consumer Behavior	20	5	10	35	2.50
PG206	Sales & Distribution	20	5	10	35	2.50
PG207	Services Marketing	20	5	10	35	2.50
Academics Credits						**12.50**
Finance						
PG208	Taxation	15	5	15	35	2.50
PG209	Mergers & Acquisitions	20	5	10	35	2.50
PG210	Financial Services	20	5	10	35	2.50
PG211	Strategic Cost Management	18	5	12	35	2.50
PG212	International Finance	20	5	10	35	2.50

103

	Academics Credits					12.50
	Human Resource					
PG213	Organizational Development	20	5	10	35	2.50
PG214	Training & Development	18	5	12	35	2.50
PG215	Conflict & Negotiation	20	5	10	35	2.50
PG216	Employee Relations & Labour Laws	20	5	10	35	2.50
PG217	Performance Management Systems	20	5	10	35	2.50
	Academics Credits					12.50
	Research and Business Analytics					
PG218	Fundamentals of Business Analytics	10	5	20	35	2.50
PG219	Introduction to Data Structures & Data Visualization	10	5	20	35	2.50
PG220	Advanced Statistics & Quantitative Techniques	10	5	20	35	2.50
PG221	Project Management	10	5	20	35	2.50
PG222	Python	10	5	20	35	2.50
	Academic Credits					12.50
CR08	German II	5	2	8	15	0.50
CR09	Geopolitics	10	2	3	15	0.50
CR10	Entrepreneurship	10	2	3	15	0.50
CR11	Business Analytics	3	2	10	15	0.50
CR12	Systems Thinking	3	2	10	15	0.50
CR13	Block Chain	3	2	10	15	0.50
CR14	Financial Analytics / Marketing Analytics / HR Analytics	3	2	10	15	0.50
	Certification Credits					3.50
	Trimester II Total					28.00

Trimester - III

Course Code	Course Title	Total Number of contact hours				No. of Credits
		Lecture (L)	Tutorial (T)	Practical# (P)	Total Hours	
PG301	CRLI – Fortnight Reports			825	825	27.50

Course Code	Course Title					
PG302	CRLI Viva-Voce					
Trimester III Total						**27.50**

Trimester -IV

Course Code	Course Title	Total Number of contact hours				No. of Credits
		Lecture (L)	Tutorial (T)	Practical# (P)	Total Hours	
PG401	Strategic Management	20	5	10	35	2.50
PG402	Business Ethics	20	5	10	35	2.50
Academic Credits						**5.00**
Marketing						
PG403	Industrial Marketing	20	5	10	35	2.50
PG404	Retail Marketing	20	5	10	35	2.50
PG405	Rural Marketing	20	5	10	35	2.50
PG406	International Marketing	20	5	10	35	2.50
Academic Credits						**10.00**
Finance						
PG407	Corporate Finance	20	5	10	35	2.50
PG408	SAPM (Securities Analysis & Portfolio Management)	18	5	12	35	2.50
PG409	Money & Capital Markets	18	5	12	35	2.50
PG410	Banking & Insurance	20	5	10	35	2.50
Academic Credits						**10.00**
Human Resource Management						
PG411	Compensation & Benefits	20	5	10	35	2.50
PG412	HRIS	15	5	15	35	2.50
PG413	Competency Mapping	20	5	10	35	2.50
PG414	Strategic Human Resource Management (SHRM)	20	5	10	35	2.50
Academic Credits						**10.00**
Research and Business Analytics						
PG415	Advanced Business Analytics	10	5	20	35	2.50
PG416 A	Fundamental Application of Business Analytics - Marketing)					
PG416B	Fundamental Application of Business Analytics – Finance	10	5	10	35	2.50
PG416C	Fundamental Application of Business Analytics – HR					
PG417	Social Media Analytics	10	5	20	35	2.50

105

PG418	Python in Data Analytics	10	5	20	35	2.50
Academic Credits						**10.00**
CR15	UX Design	5	2	8	15	0.50
CR16	EQ & IQ	5	2	8	15	0.50
CR17	Digital Marketing	5	2	8	15	0.50
CR18	NLP	5	2	8	15	0.50
CR19	Sign Language (Optional)	5	2	8	15	0.50
Certification Credits						**2.50**
Trimester IV Total						27.50

Trimester -V

Course Code	Course Title	Total Number of contact hours				No. of Credits
		Lecture (L)	Tutorial (T)	Practical# (P)	Total Hours	
PG501	CRLI – Fortnight Reports			825	825	27.50
PG502	CRLI Viva-Voce					
Trimester III Total						**27.50**

Trimester - VI

Course Code	Course Title	Total Number of contact hours				No. of Credits
		Lecture (L)	Tutorial (T)	Practical# (P)	Total Hours	
PG601	CRLI – Fortnight Reports			825	825	27.50
PG602	CRLI Viva-Voce					
Trimester III Total						**27.50**

Total Credits

Sr. No.	Trimester	Academic	Certification	Total Credits
1	I	25.00	3.50	28.50
2	II	30.00	3.50	33.50
3	III	27.50		27.50
4	IV	25.00	2.50	27.50
5	V	27.50		27.50
6	VI	27.50		27.50
Total		**162.50**	**9.50**	**172.00**

4.1.4 Overall quality and level of Program Curriculum (15)

The curriculum is the heart of any teaching / learning process. Lexicon MILE follows an annual process of syllabus revision under the directions of the Board of Studies (BoS). The curriculum is central for the AICTE approved PGDM – Marketing & Finance program. The relevance of the PGDM – Marketing & Finance program is according to the acceptance of this program from industry. Hence, the curriculum design focuses on the following areas: -

Industry Compatability

Identification of New Subjects

Change of Contents of Retained Subjects

Creation of Session Plan for Revised Syllabus
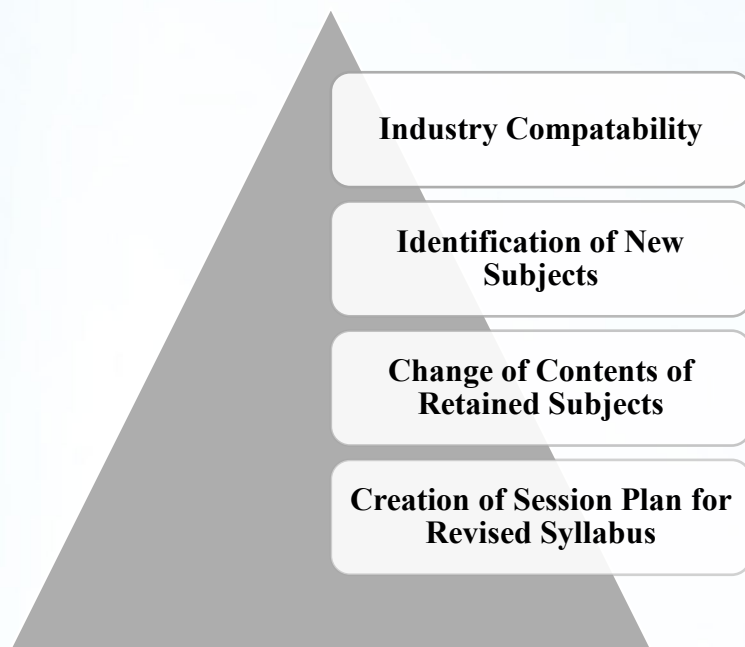
1. **Industry Compatibility –** Industry compatibility is the key for the PGDM – Marketing & Finance Program. The basic gap between industry and academia needs to be bridged and hence the BoS has decided on a period of an annual review for the syllabus of the program. The Annual review ensures-

   a. Change of Syllabi as per Industry Requirements.

   b. Updating contents of relevant subjects.

   c. Incorporation of new technological trends like Analytics and AI in education.

   d. Ensuring that there is no gap between industry expectations and academic deliveries.

   e. Participation of Industry in various academic processes through guest sessions, seminars, panel discussions, mock interviews, industry analysis sessions, etc.

   f. Involvement of Industry through theme based national and international research conferences in the PGDM program.

   g. Creating a system of industry mentors and assigning students to them so that they get the requisite industry exposure.

   h. Involvement of Industry in CRLI (Corporate Research & Learning Internship) design and deliverables. Alumni and corporate interface in syllabus creation ensures the right syllabus creation and deliverables.

2. **Identification of New Subjects**

   The identification of new subjects is necessitated by two main considerations.

107

a. **The advent of new technology as per Industry 4.0 processes** – Industry 4.0 necessitates the incorporation of intelligent new technologies in the various industrial and manufacturing processes. The concepts like Robotics, Artificial Intelligence, IoT, Big Data Analytics etc., and such subjects with a futuristic orientation are now a part of the PGDM offerings

b. **The social relevance of new subjects and its impact on society** – Apart from technological upgrades of the syllabus, it is also necessary that the social relevance of the course contents be analyzed. Any academic course influences students, industry, and society in that order. Hence, it becomes necessary that the social relevance of the course is not lost. Lexicon MILE ensures social relevance through various projects like working with traffic department, running social awareness campaigns, projects related to marketing of products made by the Jail inmates, hospitals, NGOs etc.

It becomes necessary to equate social relevance, technology, and student development so that students do not lose track of the larger picture.

3. **Change of contents of relevant subjects -** Once the SRT decides on retaining the relevant subjects the next task is to upgrade existing subjects as per contents. This task is assigned to the Syllabus Review Team (SRT) on an annual basis. The SRT has members from academia and industry with relevant experience. The syllabus review comprises for the following steps: -

a. Review of the Subjects and Syllabus.

b. Exploring Provisions for New Subjects based on Industry Trends.

c. Updating the contents of the existing syllabus.

d. Completion of the review and release of the syllabus for the new academic year.

The Syllabus Review Team (SRT) team comprises of the following: -

a. A Convenor

b. One in house academic / faculty of a respective discipline.

c. The Industry Representative/s.

d. A senior faculty with experience and exposure. Preferably from a premium academic institution or with a blend of academic and industrial experience.

e. The specialism specific review team has a minimum of 4 members per specialism and hence the PGDM – Marketing & Finance course had a minimum of 8 members in their SRT Team. There is no cap on the maximum number that can be incorporated in the SRT as this is based on the needs of the review and the expertise of the team in question.

f. The reviewed and updated syllabus is then handed over to the BoS for further delivery to the faculty team and students.

g. Once the syllabus is vetted and reviewed, the faculty members responsible for teaching the subject have to create their independent Lesson/ Session Plans which is also distributed to the students. The Session Plan is now based on the reviewed syllabus.

4. Creation of a Session / Lesson Plan

The Session Plan is designed by the faculty resource teaching the subject. The faculty uses the syllabus as their basic instrument but devises the session plan using various pedagogical tools based on the subject, faculty expertise and exposure and the requirements of the topic under study.

Some common pedagogical tools that are used across the PGDM- Marketing and Finance Program are: -

- Case Studies
- Role Play
- Lectures
- Group Discussions
- Team Presentations
- Movie / Documentary Reviews
- Industry Projects
- MSME Trainings
- Social Projects
- Industry Professional Sessions
- Seminars
- Workshops
- Research Conclaves
- Guest Sessions from Experts
- Simulations
- Technology Based Learnings
- Research Projects
- Case Study Writings
- Internships
- Industry Visits
- Field Visits
- Assessment tools.
- Language Labs

Sample Session Plan

Subject Title	Managerial Economics			
Subject Code	PG-101			
Credits	2			
No. of Hours	Lecture : 25	Practical : 05	Tutorial : 04	Skills : 01
Name of the Faculty	Mrs. Sonam Mathur			

SR. NO.	SCOPE OF TOPIC TO BE COVERED		TEACHING METHOD PROPOSED (Duration in approx. No. of Hours)				
	Unit	Sub-Topics	Lecture	Practical	Assignment	Tutorial	Skills
1	Introduction to Managerial Economics	Definition, Nature and Scope of Managerial Economics	2	-	-	-	-
		Microeconomics vs. Macroeconomics (Characteristics and Significance)		-	-	-	-
		Managerial economics and Microeconomics		-	-	-	-
		Decision Making Process in Managerial Economics	0.5	0.5	-	0.5(GD)	-
2	Demand Analysis	Meaning and Determinants of Demand	1	2(CS)	-	-	0.5 (NWA)
		Types of Demand (Meaning and examples)			-		
		Demand Function	2		-		
		Law of Demand			-		
		Indifference curve			-		
		Demand Forecasting (Meaning, Significance and Methods)	1		-		
		Types and Measurement of Elasticity	1		-		
3(i)	Production Analysis	Factors of Production and Types of Factors	0.5	2(CS)	-	0.5 (Role Play)	0.5 (NWA)
		Production Function			-		
		Short Run vs. Long Run Production and scale of production	1		-		
		Total, average and marginal output (Definition and Relationship)	1		-		
		Output Elasticity	0.5		-		
		Law of Variable Proportions	1		-		
		Profit Maximization Concept/Least cost input combination	1		-		

3(ii)	**Supply Analysis**	Law of Supply	1	2(CS)	-	-	
		Elasticity of Supply and factors determining elasticity of Supply			-	-	
		Measurement of Elasticity of supply	1		-	-	
4	**Cost Analysis**	Cost of Production: Types	2	1.5(CS)	-	-	-
		Cost function and cost estimation			-	-	-
		Short Run and Long Run Cost	1		-	-	-
		Economies of Scale	1		-	-	-
		Opportunity cost	1		-	-	-
		Cost forecasting			-	-	-
		Break Even Analysis	2		-	-	-
5	**Market Structure and Pricing**	Various market forms	0.5	2(CS)	-	1(Presentations)	-
		Pricing under Perfect Competition	2		-		
		Pricing under Monopoly			-		
		Pricing under Oligopoly	2		-		
		Pricing Under Monopolistic Competition			-		
6	**Pricing Strategies and Methods**	Cost Plus Pricing	1	-	-	1(Presentations)	-
		Marginal Cost Pricing		-	-		-
		Transfer Pricing		-	-		-
		Seasonal Pricing		-	-		-
		Cyclical Pricing	1	-	-		-
		Price Discrimination		-	-		-
		Price Leadership		-	-		-
7	**Government intervention in the market**	Need for government intervention in the market	1	2(CS)	-	-	-
		Price support and Price controls			-		-
		Prevention and control of monopoly	1		-		-
		Dual Pricing			-		-

Reference Materials:
Newspapers/Magazines: Relevant articles from
1. Economic Times
2. Financial Express
3. India Today
4. Business India
5. Business Today

Case Studies:
1. Demand Analysis of **Nestle Maggi** Noodles pre and post ban
2. Demand Analysis of **Chevrolet** in India : **Why Chevrolet left India?**
3. Supply and Production analysis of **Maggi**

4. Production analysis of **AMUL (GCMMF)**
5. Cost analysis of **Tata Nano**
6. Government Interventions: **Enron Power Debacle**

Books:
1. Managerial Economics: Analysis, Problems and cases, P.L.Mehta, Sultan Chand and Sons, New Delhi
2. Managerial Economics: Varshney and Maheshwari, Sultan Chand and Sons, New Delhi
3. Managerial Economics: D. Salvatore, McGraw Hill, New Delhi.
4. Managerial Economics: G.S. Gupta-T.M.H New Delhi
5. Managerial Economics: Mote, Paul and Gupta T.M.H, New Delhi
6. Managerial Economics: H.L. Ahuja, S Chand & Co. New Delhi
7. Managerial Economics: Dr. D. M. Mithani: Theory and Application: Himalaya Publishing house

Abbreviations:
1. CS: Case study
2. NWA: News analysis/News Paper Analysis
3. GD: Group Discussion

The curriculum design process has already been described earlier. It depends upon primary feedback from recruiters, feedback from industry (The companies CITCO, TIAA etc. have suggested inputs to be added to the syllabus and have also asked for specialized trainings to be imparted to students prior to their joining), a process of benchmarking the syllabus against the syllabi of IIMs, premium institutions, and reputed Universities.

The POs are thus framed annually based on the industry trends on a case-to-case basis depending. Some major influences on curriculum design were factors like

The following factors are considered when creating the program:

- Advent of AI & Chat GPT

- Emergence of Analytics

- Various factors in line with Industry 4.0

- Introduction of simulations as an important pedagogical tool.

- Relevant job specific skills required based on India Skills Report of relevant years.

- Focus on creation of the, "Day Zero Professional" i.e. a student who becomes professional from the very first day at work.

- Understanding diversity of students and hence diversity and need of various pedagogical tools.

- Importance of mentoring students with seasoned industry and academic professionals.

- Awareness of students about societal needs through social awareness projects.

- Benchmarking the programs' quality to those given by major business schools in India and internationally.

- Industry Interface through Guest Sessions.

- Remedial class for students who are weak in languages.

- Yearly BoS reviews of academic curriculum

- Placement Training Sessions.

Revised Academic Structure

In order to ensure industry compatibility, Lexicon MILE follows a dual system of courses. The first category includes the credit courses, and the second category includes various value-based certifications. The details of the credit-based courses and value-based certifications are already covered in the course structure earlier in this chapter.

A detailed list of value-based certification is enclosed herewith.

List of Value based certifications.

Sr. Nos.	Name of Certification	Reason for incorporation
1	Business German – Basic & Advanced	Considered important as one of the two foreign languages
2	Corporate Etiquettes	For Industry readiness
3	Goal Setting	To understand the importance of target setting and achieving
4	Excel- Basic & Advanced	For Data Analysis and number crunching
5	Systems Thinking	An analysis that focuses on the way that a system's constituent parts interrelate and how systems work overtime and within the context of larger systems.
6	Neuro Linguistic Programming	It is a pseudoscientific approach to communication, personal development and psychotherapy
7	Business French	As an added repository and a second foreign language
8	International Business	To understand increasing dimensions of global markets
10	Data Analysis	Various tools and software's associated with Data Analysis
11	Business Models	To understand plan for the successful operation of a business, identifying sources of revenue, the intended customer base, products, and details of financing.
12	Geopolitics	To analyze the importance of international relations on business and other dimensions
13	Entrepreneurship	To introduce students to the world of entrepreneurship and take advantage of the Make in India Campaign
14	Business Analytics	It involves an iterative, methodical exploration of an organization's data, with an emphasis on statistical analysis, to drive decision-making.

Certifications as per specializations are compulsory.

A Sample copy of the certification grade sheet is enclosed herewith.

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CERTIFICATE

It gives us immense pleasure to certify that,

Ms. Upal Joshi

PRN : **20210213060126**

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Student of Lexicon Management Institute of Leadership and Excellence, PGDM Batch 2021-23 has successfully completed the introductory sessions in following certifications.

Sr. No.	Name of Certificate	Grade / Participation
1	MS-Office	A
2	Corporate Etiquette	B
3	German - I	A
4	German - II	B
5	Neuro Linguistic Programme (NLP)	Participation
6	Entrepreneurship	A
7	Golf	Participation
8	Supply Chain Management	C
9	Digital Marketing	Participation
10	UI/UX	A
11	Event Management	A

\#: Absent   A: Excellent   B: Good   C: Average   D: Below Average

Parmeshwar Kawale
MR. PARMESHWAR KAWALE
Registrar – The Lexicon Group of Institutes & Controller of Examination – Lexicon MILE & Lexicon IHM

Raju Varghese
DR. RAJU VARGHESE
Director – IQAC & Global Programs, Lexicon MILE

Jitendar Sharma
DR. JITENDER KUMAR SHARMA
Director, Lexicon Management Institute of Leadership and Excellence

Nasir Shaikh
MR. NASIR SHAIKH
Group CEO, The Lexicon Group of Institutes, EduCrack & Easy Recruit+, Associate Editor – Pune Times Mirror & Civic Mirror

Following is the list of new courses added in the last three years:

1. **Research & Business Analytics (RBA).**
2. **Marketing, Human Resource and Finance.**

4.2. Learning Processes (75)

The advent of the covid pandemic in 2020 and the varying attention spans of the students necessitate a variety of learning processes that make learning impactful, creative, and engaging. The limited attention span of students in class thus makes the job of designing learning content very critical. This may seem like a limitation, but it makes the art of engaging teaching more critical. The art of teaching thus has to draw from the teacher's experiences, industry relevant examples, cases, role-plays etc.

4.2.1. Describe Processes followed to improve quality of Teaching & Learning (20)

An overall analysis of the 2019-21 batch and subsequent batches indicate the following: -

1. **Basic Degrees**- Maximum number of enrolled students are from the BBA/BBM background. This is followed by the students with B. Com who are in the second position. Coming in third are the students doing B.Sc. followed by the exceptional students who had pursued the B.A. degree. In the minority there are students who have Engineering/ Technology degrees and those with Pharmacy as their basic graduation. It is also rare to get a student who already has completed a postgraduation in some other discipline apart from Management.

2. **Dwindling Attention Span**- A classic feature of the Gen.Z students is a very short attention span. At the same time, they have access to some of the best and relevant information through the internet and other platforms. This makes the task of designing the learning content very challenging.

114

3. **Fluctuation in Lecture Durations**- At Lexicon MILE, we have experimented with lecture times that were of 2 hours per class. It was then reduced to 1.5 hours to make the learning impactful. The propensity of students to sit for longer hours was also a challenge.

4. **Students with Work Experience –** The students who have valid work experience were also a minority. The majority of the students enrolled for the PGDM program were freshers with no or less work experience.

5. **The ROI Paradigm-** The Return-on-Investment paradigm means that the student is interested only in paying the fees. The fees become the benchmark for the expected placement figures. The mentality to work for placements is lost. The ROI paradigm insists on placement figure that is closer to the fees paid. The work and excel platform were losing sheen.

AN OVERVIEW OF THE LEARNING PROCESSES

Trimester-I

The Trimester-I is on basic management fundamentals and hence is a blend of traditional basic management subjects along with the latest trends like Business Analytics. Since the students are having separate graduation subjects like Business Management, Commerce, Arts, Science etc. it is necessary to get them on the fundamental management platform. This is the task accomplished by TRI-I. Apart from the core subjects, this Trimester also focuses on skill-based certifications like Basics of Excel, German Language, NLP, etc. English Language training sessions are also a part of trainings in TRI-I.

Trimester-II

The Trimester-II emphasizes on both core and functional specialisms. Along with core subjects the functional specialism of Marketing and Finance is introduced. This Trimester also has skill-based certifications. This Trimester focuses on the transition between basic management subjects to application-based subjects. The skill-based certifications also have the flavor of specialisms like Digital Marketing, NLP etc. The industry visits are normally planned during Trimester-II. Following companies have been visited-

Industrial Visits

The industry visits are planned during Trimester-I to IV, following companies have been visited-

1. Piaggio Vehicles Pvt. Ltd.
2. Pushpak Steel Industries Pvt. Ltd.
3. Amul
4. Praj Industries Ltd.
5. Armacell

Industrial Visit to Amul on 13th September 2022

Industrial Visit to Piaggio on 19th September 2022

Industrial Visit to Armacell on 19th September 2022

116

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Trimester-III

Trimester-III is similar to Tri-II as it has a blend of core and specialization subjects along with skill-based certifications.

Major events during TRI-III are TED and Research Conferences.

Trimester-IV, V and VI

The trimesters IV, V and VI are unique at Lexicon MILE. This is the part where the application orientation of the students is tested through industrial internships. The Internships total a period of nine months which are divided into 3 trimesters each. The students have a discretion of conducting valid research on a topic which is of relevance to the company where they intern or if the same is not possible, they can undertake research on a relevant area that culminates into a research report. These internships are strictly monitored through a team of academic and industrial mentors.

The internships are known as Corporate Research and Learning Internships or more popular as the acronym - CRLI. The mentor studiously monitors the student progress week wise through weekly review meetings. These meetings are mostly online due to the geographical diversity of these internships. Every mentor creates a WhatsApp group of his/her mentees and carries out weekly progress meetings which are then shared with the Faculty Resource who heads CRLI. Continuous student monitoring thus ensures better quality research reports.

Learning Processes

1. Internships
2. Classroom Learning
3. Research and other conferences
4. TED events
5. Projects
6. Winter Internship Projects with Dept. of Forests
7. Robust Assessment Systems
8. GD/PI and Placement Training
9. Psychometric Tests
10. Events
11. Soft Skill Development
12. Language Labs including Foreign Languages
13. Simulations
14. Analytical Skill Trainings

The Academic Calendar-

The Academic Activities at Lexicon MILE can be broadly classified in to 3 phases.

Induction → Academics → Placements

Phase- I – Induction

117
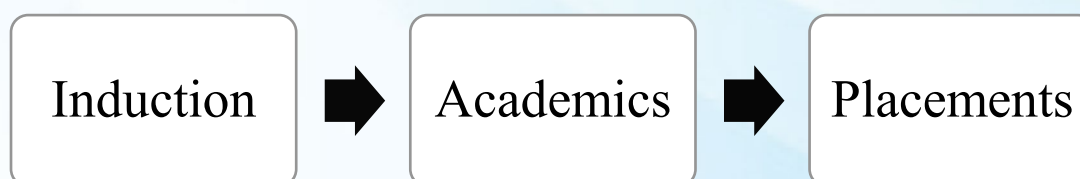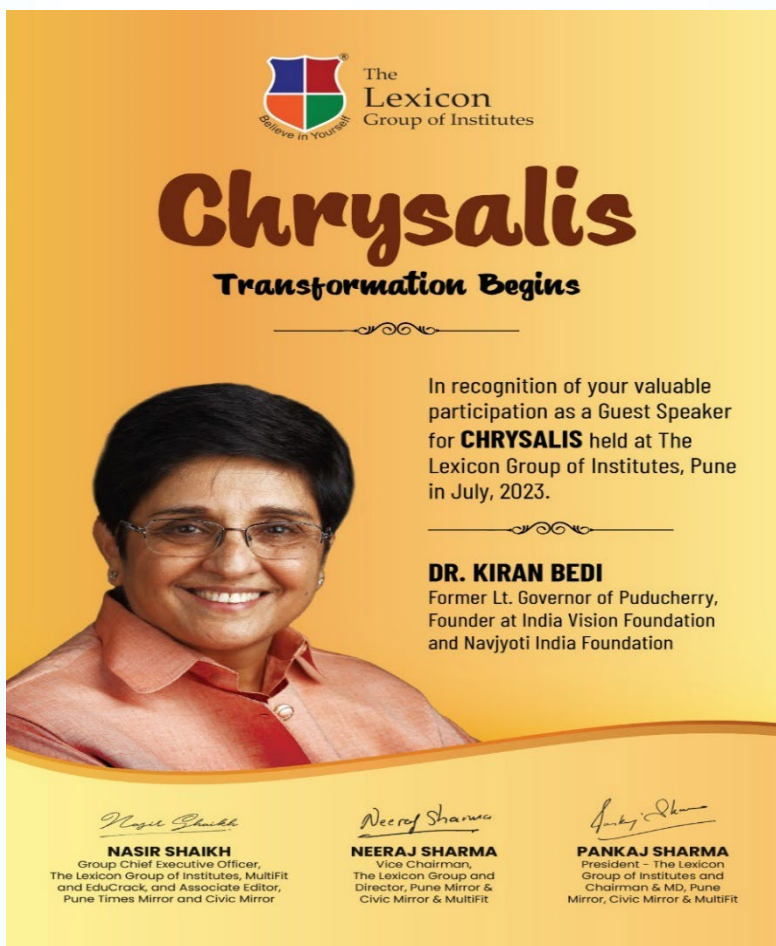
The Induction at Lexicon MILE aims at becoming a life changing event for students. It has myriad experiences like exercises, Yoga, aerobics, Zumba, meditation, sessions on health and stress, etc. This part focuses on health, wellbeing, healthy eating habits, lifestyle changes etc.

The second part focuses on interactions with industry leaders, entrepreneurs, social leaders, experts on learning styles, stalwarts, etc.

Sessions on self-help and improvements are also a major part of the induction sessions which also include outbounds, treks, games, sports and other group activities.

Induction is a combination of student development and growth through various individual and group activities. A primary assessment of their English language spoken and written also takes place during induction so that the right support system can be given to students with a poor language orientation.

The induction program has a duration of 21 days with the underlying logic that all life changing habits require 21 days to acquire. Some personalities who have graced the Induction event over the years are as follows: -

119

Phase-II- Academics

The academic structure of the PGDM- Marketing & Finance course, trimester wise, has already been explained earlier. However, this session will showcase some of the features as follows: -

1. The Academic Calendar

2. The Session Plan

3. The BoS approved Syllabus

4. Research Conferences

5. TED events

6. Corporate Connect Sessions

7. Sessions on students' development, GD/PI preparation, mock training for interviews, aptitude tests, alumni interactions etc.

Phase-III- Placements

The Placement part will be explained in detail in the subsequent chapters. This part will focus on getting the students' placement ready. Some of the initiatives for making the student's placement ready are as follows:

1. Improvement in spoken and written English that will enable them to crack interviews and be an active member of Group Discussions.

2. Importance of reading, especially newspapers.

3. Corporate Interphases

4. HR Conferences

5. Alumni Interactions

6. Training on various assessment tests. Etc.

The Teaching- Learning Triad can be explained as follows:
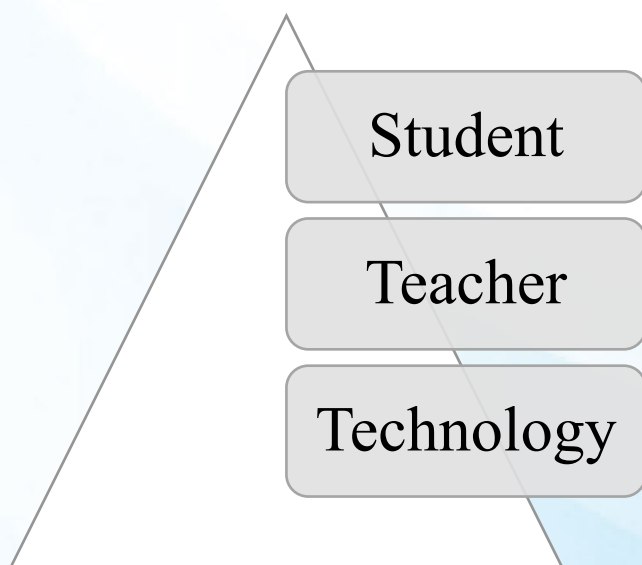
The Quality of the Teaching-Learning Process depends upon

1. Student Quality
2. Teacher Training & Development
3. Technology and Tools used in the classroom

I. Student Quality

A measure of the incoming quality of students can be measured as follows: -

1. Intake of Students

Year	2019-21	2020-2022	2021-23
Intake (M & F)	160	103	95

The 2018-20 batch had a batch size of only 83. It increased to double to 160 in the academic year 2019-21. During the covid years, i.e. the batch 2020-22, the intake was a healthy 103. Finally, the intake in the academic year 2021-23 was 95. These figures are for the Marketing & Finance Batch.

2. Graduation wise break up of incumbent students

Academic Year/ Graduation Break ups	2019	2020	2021	2022
B. Com	40.63	41.13	41.13	34.03
BBA and similar splns.	32.50	34.04	34.03	30.30
B.Sc.	6.88	2.13	12.57	11.78
B.Tech.	6.25	6.38	7.33	6.73
BA	3.75	5.67	5.24	2.02
B. Pharm.	0.63	2.13	2.62	2.69
B.E.	5.00	2.13	0.52	3.37
BCA	3.13	4.26	3.66	0.67
Others	0.63	0.71	0.00	0.34
PG	0.63	1.42	0.00	0.00

The students with BCom. form the major number of incumbents followed by BBA and similar courses.

An analysis of students over the years indicates the following developmental issues that needed to be rectified.

1. Spoken English Proficiency.

2. Training to clear Aptitude Tests.

3. Personal Interview Sessions.

4. Group Discussion Training.

5. Less Mathematical aptitude.

6. Goal Setting Sessions required.

7. Sessions on business etiquette needed.

3. Teacher Training & Development

121

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Faculty Feedback - Faculty feedback of both full-time and visiting faculties are undertaken after every 3rd and every 6th session. These are so time to enable faculty to bring corrections in their teaching style or contents based on student's feedback. It also plays an important role in appreciating excellent teaching resources. Teachers who receive excellent feedback are awarded with the Kamal Sharma Award for Academic Excellence which is conducted annually on Teacher's Day.

Table: Academic Research and Publications

Sr. No.	Research Publication	No. of Publication
1	Research papers	93
2	Books Publication	12
3	Books Chapter Publication	6
4	Patents Filed / Awarded	8
5	Articles Publication	10
6	Case Studies Publication	11
7	Ph.D. / Fellowship Awarded	2

4. **Technology & Tools Used in Classroom**
   1. Transitioning to MS TEAMs platform to enable online sessions.
   2. All classrooms are equipped with state-of-the-art Digi boards.
   3. WORDS WORTH Language Labs to facilitate spoken English.
   4. Simulation Exercises with Cesym.
   5. All classrooms / auditoriums are air conditioned.
   6. Library Automation like Autolib, Webopac, Delnet,

Physical Infrastructure at Lexicon MILE is as follows: -

122

A classroom at Lexicon

TEDX event at the Auditorium

Adherence to Academic Calendar

An academic calendar is a schedule or timetable that outlines the important dates and events within an academic year for Lexicon MILE. It serves as a guide for students, faculty, and staff, providing a framework for the organization and management of academic activities. The academic calendar typically includes key dates such as:

1. Term Plan of various academic events.

123

2. Examination Period.
3. Holidays, Vacations and Breaks.
4. Administrative Dates.
5. Convocation Date.
6. Administrative Deadlines

The academic calendar is a blueprint that defines the way in which Lexicon MILE runs. It helps students to plan their study and extracurricular time accordingly. It defines the time for academic events and other institute events. The Academic Calendar gives the students, faculty, the administrative and the placement teams scope to understand all activities that are lined up.

Use of various instructional methods and pedagogical initiatives

Faculty members devise an appropriate mix of instructional and pedagogical tools to deliver the lecture, which varies from course to course based on the nature and learning objectives. Faculties use the traditional lecture method as well as other innovative tools to make the teaching and learning process effective.

Some such methods are as follows:

Lecture and interactive learning – Lectures can be traditional, or by an esteemed guest or by a subject expert or be simply interactive in nature. This is evidenced in the session plan for the subject.

Business Simulation- Lexicon MILE has adopted the simulation tools designed and developed by Cesym. Cesym has designed similar simulations for various reputed institutions including IIMs.

Case Studies – Apart from routine case studies that are a part of the academic structure, the students are encouraged to focus on issues at their workplace and write live cases on them. Case Studies also brings in the important angle of group studies as multiple perspectives can be developed in a student group.

Roleplays- Role plays work effectively as a pedagogical tool in subjects that have a situational context to understand various possible outcomes. These are very popular amongst students.

Group Assignments – Indicates the importance of Teamwork and helps in developing team skills.

Field Trips – Field trips are an important avenue of learning.

124

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Students on a field visit

Live Projects- Students can take the advantage of various live projects, working with faculty and industry mentors.

Flipped Classroom Model-Using pre-recorded lectures to help students learn concepts and focus on applications.

Professional Development Workshops – To improve interview skills, aptitude tests, group discussion preparation and so on.

Career Counselling Sessions - These sessions enable students to finalise specialism, understand career prospects, identify sectors and companies to work with.

Methodologies to spruce up non-focused students and further fortify focused students.

Some of the major weaknesses that are observed in students based on company feedbacks are as follows-

1. Challenges in English language speaking and writing.
2. Lack of corporate etiquette.
3. Unprofessional attitude.
4. Weak in clearing Aptitude Tests.
5. No/Less reading of newspapers.
6. Not readers by taste or through hobbies.
7. Weak in extracurricular activities.
8. CVs are very ordinary with no distinctions.
9. Less sense of responsibility and flippant attitude.
10. Lack of listening to News or reading Newspapers.

125

11. Low Mathematical proficiency.

Some of the major strengths of students of Lexicon MILE are as follows-

1. Ready to take up challenges.
2. Goal Oriented.
3. Not typical 9am to 5pm workers. Committed to organizational goals.
4. Focused.
5. Into some sort of reading – books, periodicals, blogs, newspapers etc.
6. Good English Language proficiency.
7. Listening to productive material using online apps like Spotify.
8. Usually take initiatives in various events organized at the institute.
9. Thirst for improvement.
10. Good in research and analysis.
11. Showing a strong propensity towards current subjects like Data Analytics, AI, ChatGPT etc.

Measures to improve focus amongst students.

1. **Specialized training in English language** – both written and spoken through specialized workshops.
2. **Workshops for Aptitude –** The students are able to acclimatize to the aptitude tests of various companies and become aware of the kind and type of questions asked.
3. **Alumni Interactions-** These work in a major way when students can see alumni in various roles at the industry. Alumni interactions and mentoring help non-focused students to set their goals.
4. **Academic Mentorship –** Each student has a specific faculty mentor whom he/she can reach out to.
5. **Wellness Sessions-** These focus on healthy living, good dietary habits, time management, focus, exercise, yoga, Zumba etc.
6. **Various Extracurricular Events-** Events like conferences, TED, corporate connect sessions help students connect to corporate leaders.
7. **Flipped Classroom Approach –** This helps students get the benefit of previously recorded sessions by industry and academic stalwarts.

Quality of classroom teaching and actions taken

1. **Yearly Curriculum Upgrades –** Ensures syllabus compatibility with industry requirements.
2. **Faculty Feedback Instruments –** Ensures that student feedback is given importance.
3. **Flexible work timings –** Due to the location of the institute in the suburbs, travel to and fro can be a challenge for the teaching & administrative staff.
4. **Parental Involvement –** Parents are kept updated on student progress in terms of attendance, examination status, general conduct etc.
5. **Additional Services for Students-** Includes language and aptitude sessions with corporate grooming and conferences.
6. **Dynamic Learning Strategies –** These include cases, group tasks and presentations, movie reviews, documentaries etc.
7. **Regular Assessments & Feedback -** Students are given continuous feedback on attendance and their assessments.

126

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8. **Student Centric Teaching**
9. **Technology Interfaces –** Through flipped classrooms, online sessions, online examinations, digi-boards, app-based attendance etc.
10. **Classroom Management-** Through class teachers and student class representatives
11. **Student Council –** The selection of the student council happens through an elaborate investiture ceremony. The council members have defined tasks and play the role of an effective interphase between the students, the teaching staff and management.

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STUDENT COUNCIL

Lexicon Management Institute
of Leadership and Excellence

Batch: 2022-24

President
Aayush Kumar Singh

Vice Presidents
Aditi Goyal
Ram Khandelwal
Muskaan Walia

Council Members

Ruchi Sharma
Harshita Jaiswal
Palak Keshari
Satyajit Sahu
Nikita Sharma
Sanket
Shubham Rahate
Mansi Gupta

Pralay Patle
Trupti Gupta
Desai Hrudhanshu
Pragati Kumari
Ranajoy Dutta
Mahima Agarwal
Sudanshu Naik

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Media & Marketing Committee

Batch 22-24

Student's Name	Position
Meghna Jain	Head
Harsh Patel	Head
Divyanshi Chauhan	Member
Anushka Mittal	Member
Anirban Sarkar	Member
Soumya Ranjan Khamari	Member
Kirtivardhan Mishra	Member

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Sports Committee

Batch 22-24

Student's Name	Position
Amol Joshi	Head
Sweta Kumari	Head
Swapnil Kumbhere	Member
Janhvi Wadje	Member
Tushar Shome	Member
Akshit Malik	Member
Harshit Sharma	Member
Mr. Aman Kadir	Member
Tushar Bitoliya	Member
Nitesh Pandey	Member
Amrita Sahu	Member
Navya	Member
Varun Singh	Member
Musan Puri	Member
Yogesh Dadhich	Member

128

Safety & Security Committee

Batch 22-24

Student's Name	Position
Ashish Kaushik	Head
Yash Samal	Head
Vikas Kumar	Member
Md. Imran	Member
Ankit Ranjan Sahu	Member

Placements Committee

Batch 22-24

Student's Name	Position
Chirantan Shelke	Head
Parmeet Kaur Hora	Head
Shreya Sharma	Member
K Amruta	Member
Tajeswini Vaidya	Member
Pratik Darandale	Member
Mataghare Monali Gendlal	Member
Sonali Jena	Member

Events Committee

Batch 22-24

Student's Name	Position
Tanish Lalwani	Head
Aashi Agarwal	Head
Gaurav Sharma	Member
Rahul Vyas	Member
Darshan Sharma	Member
Arpita Bhattacharya	Member
Ayush Sharma	Member
Jayant Patil	Member
Murtaza Batterywala	Member

4.2.2. Quality of Continuous Assessment and Evaluation Processes (40)

Assessment is a way of assessing a student's performance to determine if they have achieved a specific level of performance on given parameters. Parameters related to the acquisition of knowledge, skills, abilities, and attitudes through various pedagogical and non-pedagogical interventions.

• The performance assessment of the students is divided into two parts as follows:

Table 4.2.2.a – Type of Assessments (A.Y.2019-21)

Type of Assessments	Weightage
Internal/Continuous Assessment	30%
End Term Examinations	70%

Table 4.2.2.b – Type of Assessments (A.Y.2020-22)

Type of Assessments	Weightage
Internal/Continuous Assessment	40%
End Term Examinations	60%

Table 4.2.2.c – Type of Assessments (A.Y.2021-23)

Type of Assessments	Weightage
Internal/Continuous Assessment	40%
End Term Examinations	60%

130

The continuous to end term assessment was 30%:70% for the batch 2019-21 and was later revised to 40%:60% after deliberation in between the Bos and the Academic Team. This gives the academic teaching team a greater liberty to select from various classroom activities to identify and select for continuous assessment. The end term assessment is in the form of an online /offline examination which has been majorly divided into 2 or 3 sections assessing the subject fundamentals and subject applications in line with the suggestions of Blooms Taxonomy and the recent NEP.

Continuous assessment:

Continuous assessment is a central phase of classroom activities. Therefore, to ensure quality, faculty must assess student performance throughout the trimester through multiple interventions. The course-related examination system is spread over the entire trimester. Provides feedback on the teaching-learning process. As part of ongoing assessment, students are continuously assessed by the institution to ensure that student learning is progressive.

Internal Assessments are a combination of the following metrics to ensure continued student progress:

- Classroom Participation
- Tasks/Reports
- Group chat
- Mini Projects
- Case studies
- Quiz/Test (announced or unannounced)
- Computer exercises
- Presentation/debates
- Analysis
- Viva-Voce

Classroom attendance is given major precedence during the continuous assessment activities.

Absences / failure to send internal reviews:

Absences and failure to submit student internal grades are the responsibility of the faculty. In the event of the student's absence from courses and internal examinations, and subject to notification of his absence to the department's faculty, the department's faculty may make the appropriate decisions, including granting such students a new opportunity.

Evaluation criteria:

To pass the course, the student must achieve at least 50% of the internal exam and 50% of the final exam. There are three continuous assessment criteria given for internal assessment. Lecturers generally ensure that continuous assessment is evenly distributed throughout the trimester.

Note: Due to the pandemic and due to a subsequent review, the weighting of internal and final exam grades has been changed to encourage active participation and interaction during online classes.

4.2.3 Quality of Student Reports/ Dissertations

As already explained previously, Lexicon MILE does not follow a dissertation system. It follows an active internship system that is spread over 3 trimesters. The advantages of the internship systems are as follows –

1. Relevant Corporate Work Experience for students.

2. Chances of getting absorbed in the internship organizations.

3. Paid internships ensure better accountability from both the corporate and the interns.

4. The Internship Assessment is through the Corporate Research and Learning Internships (CRLI) pattern. The format of the internship pattern is enclosed. The internship monitoring system has already been discussed earlier.

Corporate Research and Learning Internship (CRLI)

The internship program at Lexicon MILE has been rated by students as the most popular. It has two main dimensions-

1. The experiential and earning aspects for students giving them an experiential advantage. It is unlike the typical internships associated with most of the MBA/PGDM programs.
2. The research experience aspect that exposes students to most of the real-world business situations. They need to apply themselves through research to find out possible solutions to business situations. Hence, this exercise also increases aptitude for conducting research.

CRLI Summer Internship Project is a thorough undertaking that encourages students to engage in multidisciplinary research projects. As part of this assignment, students apply their knowledge of business management from the trimesters before to provide a persuasive analysis of a business situation. By tackling an issue or problem in business or industry, or by conducting extensive study on current business management issues/topics, this project ensures the integration of knowledge/application in multiple areas of management. Exploring fresh research-based ideas, understandings, and information is very pertinent in a management course.

The project's relevance includes its ability to:

- To develop concepts and conceptual models.

- To help pupils improve their analytical and critical thinking abilities.

- To give the student a chance to show off their aptitude for conducting independent research.

- To build theoretical viewpoints, respond to research issues with secondary data, or examine and create practical solutions for the subject field.

132

The Placement Department facilitates the placement of industry internships. The project's significance includes application of the skills and knowledge acquired in the first year, further enhancing one's comprehension, knowledge, and abilities, gaining a better understanding of an organization, its management functions, and decision-making process; appreciating the connections between various activities; and creating realistic managerial perspectives of organizations, their reality, and their functions.

Process for monitoring and evaluation

To help students complete the given report in time, the entire CRLI report is broken down in fortnights. This way it becomes easy to monitor students' progress and effective evaluation by the faculty. The faculty guides and mentors allotted students during each fortnight & helps the student to submit completed fortnight reports in time & assign marks against the fortnight.

Sr. No.	Fortnight No.	Details of the Task	Marks Allocated
1	1st Fortnight	Objective of the Study	50
		Questionnaire Framing & Research Data Source Identification	50
		Sector Profile with strategic tools like BCG /Ansoff/GE/ etc. (Maximum 4 Pages), Company & Product Profile (2-3 Pages)	100
		Total Marks	200
2	2nd Fortnight	Literature Review	100
		Data Collection	50
		Total Marks	150
3	3rd Fortnight	Completion of Data Collection	100
		Research Methodology	150
		Total Marks	250
4	4th Fortnight	Data Analysis	100
		Findings, Suggestions, Conclusion	50
		Total Marks	150
5	5th Fortnight	Final Report Readiness for viva	100
		Submission of One Pager	50
		Plagiarism Report	100
		Total Marks	250

133

	Total Marks	1000
6	External Viva-Voce Exam	100
	Total Marks	1100

The final report is scored for 1000 marks based on factors including its objectives, sector profiles, the explanation of its goals and methodology, data analysis, interpretations, findings, and conclusions. The evaluation of the viva-voce includes 100 marks for communication, presentation abilities, overall presentation organization, substance, and question handling prowess.

Quality of Dissertation

Strict requirements are given to the students in advance to maintain the quality of the dissertation through SIP. Students are given access to the evaluation rubrics so they may get a good concept of how to write an excellent report. The students are given advance notice of the acceptable range for plagiarism so that their reports fall within it. Faculty mentors make sure to schedule regular meetings with their mentees so they may check in on the status of the projects in a timely manner and according to the format specified. To ensure that students concentrate on producing high-quality work, project heads for each project conduct briefings.

The CRLI processes has been further modified from the batch 2022-24 to include Research Papers, Process Patents, and Live Case Studies.

The Lexicon Management Institute of Leadership and Excellence adopts a mentoring approach to assist students in their academic journey. This includes guidance on fundamental academic processes, evaluation methods, induction, internships, and exposure to managing various events. The institute offers opportunities and support to students to enhance their management skills.

The following table shows the Student's Intake and Success Rate of Students.

Table 5.1 – Student Intake

Item	CAY	CAYm1	CAYm2	CAYm3	CAYm4
	(2023-24)	(2022-23)	(2021-22)	(2020-21)	(2019-20)
Approved Intake	180	180	180	180	180
Number of students admitted (N)	174	180	95	103	160

Table 5.2 – Success Rate

Year of entry	Number of students admitted (N)	Number of students who have completed	
		I Year	II Year
CAY (2023-24)	Batch 2023-25 - **174**	-	-
	Batch 2022-24 - **180**	-	-
CAYm1 (2022-23)	Batch 2022-24 - **180**	58	-
	Batch 2021-23 - **95**	-	87
CAYm2 (LYG) (2021-22)	Batch 2021-23 - **95**	70	-
	Batch 2020-22 - **103**	-	98
CAYm3 (LYGm1) (2020-21)	Batch 2020-22 - **103**	44	-
	Batch 2019-21 - **160**	-	151
CAYm4 (LYGm2) (2019-20)	Batch 2019-21 - **160**	68	-
	Batch 2018-20 - **83**	-	80

CAY: Current Academic Year
CAYm1: Current Academic Year minus 1
CAYm2: Current Academic Year minus 2 = Last Year Graduate (LYG)
CAYm3: Current Academic Year minus 3 = Last Year Graduate minus 1 (LYGm1)
CAYm4: Current Academic Year minus 4 = Last Year Graduate minus 2 (LYGm2)

5.1 Enrolment Ratio (Admissions) (20)

(Enrolment Ratio= Number of students admitted/ Sanctioned intake)

Table 5.1.1 - Enrolment Ratio

Item (Students enrolled at the First Year Level on average basis during the last three years starting from current academic year)	Marks
Enrolment Ratio (2023-24): 174/180 = **96.67%**	
Enrolment Ratio (2022-23): 180/180 = **100.00%**	
Enrolment Ratio (2021-22): 95/180 = **52.78%**	16*
Enrolment Ratio (2020-21): 103/180 = **57.22%**	
Enrolment Ratio (2019-20): 160/180 = **88.89%**	

* 16 Marks if >= 80% of students enrolled

Table 5.1.1 shows Students enrolled at the First Year Level on average basis during the last three years starting from the current academic year

- In the last five years, i.e., 2019-20, 2020-21, 2021-22, 2022-23, 2023-24 the sanctioned intake has been 180 and the number of students admitted each year is 160, 103, 95, 180, and 174 respectively.
- Therefore, the institute has enrollment ratios is 88.89 %, 57.22 %, 52.78 %, 100.00 %, and 96.67% respectively for the five years.
- Students enrolled at the First Year Level on an average basis during the last three years starting from the current academic year is ((52.78+100+96.67)/3) **83.15%.**

5.2 Success Rate (Students clearing in minimum time) (10)

S.I. =Number of students completing the program in minimum duration / Number of students admitted
Average SI = Mean of Success Index (SI) for the past three batches
Success rate = 10 × Average SI

Table 5.2.1 – Success Index

Item	Last Year of Graduate	Last Year of Graduate minus 1	Last Year of Graduate minus 2
	Batch (2021-23)	Batch (2020-22)	Batch (2019-21)
Number of students admitted (N)	95	103	160
Number of students who have graduated within the stipulated period of a program	87	98	151
Success Index (SI)	0.9158	0.9515	0.9437
Average SI	0.937		
Success Rate	**9.37**		

Table 5.2.1 shows the Success Index for year 2020-21, 2021-22, 2022-23

- In the last three batches, i.e., 2019-21, 2020-22, and 2021-23 the Success Index (SI) for the students completed program in minimum duration are 0.9437, 0.9515, and 0.9158 respectively.
- The Average Success Index (SI) for the past three batches is **0.937.**
- Therefore, the Success Rate is **9.37.**

5.3 Final Year Academic Performance (Percentage marks scored) (10)

Academic Performance = Average API (Academic Performance Index)

API = ((Mean of final Year Grade Point Average of all successful Students on a 10-point scale) or (Mean of the percentage of marks of all successful students in final year/10)) x (number of successful students/number of students appeared in the examination). Successful students are those who have passed all final-year courses.

Table 5.3 – Academic Performance

Academic Performance	CAYm1	CAYm2	CAYm3
	(2022-23)	(2021-22)	(2020-21)
Mean of final Year Grade Point Average of all successful Students on a 10-point scale (X)	7.41	7.18	6.65
Total no. of successful students (Y)	87	99	156
Total no. of students who appeared in the examination (Z)	95	103	160
API = X* (Y/Z)	6.786	6.901	6.484
Average API = (AP1 + AP2 + AP3)/3	**6.724**		

Table 5.3 shows Academic Performance for the year 2020-21, 2021-22 and 2022-23.

- In the last three years, i.e., 2020-21, 2021-22, and 2022-23 the Academic Performance Index (API) of all successful students in the final year are 6.484, 6.901, and 6.786 respectively.
- The Average API of successful students who have passed all final-year courses for the past three batches is **6.724.**

5.4 Placement, Higher Studies, and Entrepreneurship (40)

Lexicon Management Institute of Leadership and Excellence understands the expectations of the corporate and is able to help the students with the paradigm shift from academics to practice. The course is marked with the right mix of classroom learning and industry with 9 Months of Internship.

5.4.1 Placement (30)

Assessment Points = 30 × average placement;

N is the total number of students admitted in the first year

The following table provides the placement index and average placements for the past three batches at the institute:

Table 5.4.1 - Placement, Higher Studies, and Entrepreneurship

Item	CAYm1 (2022-23)	CAYm2 (2021-22)	CAYm3 (2020-21)
Total Number of students admitted in the First Year of the program (N)	95	103	160
No. of students placed in companies or Government Sector (x)	83	93	145
No. of students pursuing Ph.D. / Higher Studies (y)	0	0	0
No. of students turned entrepreneurs (In the areas related to management discipline (z)	4	4	4
x + y + (1.2*z) =	87.8	97.8	149.8
Placement Index : (x + y + (1.2*z)) / N	0.9242	0.9495	0.9363
Average placement= (P1 + P2 + P3) / 3	0.9367		
Assessment Points = 30 × average placement	**28.1**		

Annexure 5.1 provides the information regarding students turned entrepreneurs

Table 5.4.1 shows the details about the placement index and average placements for the past three batches at the institute

- In the last three batches, i.e., 2019-21, 2020-22, and 2021-23 the Placement Index are 0.9363, 0.9495, and 0.9242 respectively.
- The Average placement for the past three batches is **0.9367.**
- Therefore, the Assessment Points (30 x average placement) is **28.1.**

5.4.2 Quality of Placement (10)

The average salary package offered is around 6 LPA. BNY Mellon, Eclerx Services Ltd., Teachers Insurance and Annuity Association of America (TIAA), Ocwen Financial Corporation, Bajaj Allianz General Insurance Company Limited, S&P Global Market Intelligence, Allstate Corporation, and SG Analytics are top recruiters. Investment Banking, Operations Manager, Associate Sales Manager, etc., are the top roles offered by the Companies.

Table 5.4.2 – Quality of Placement

Item	CAYm1 (2022-23)	CAYm2 (2021-22)	CAYm3 (2020-21)

No. of students placed:	83	93	145
Median Salary for Placement	3,88,000	5,99,025	3,55,000
Highest Salary	15,00,000	9,00,000	6,53,643

*Annexure 5.2 provides the information regarding highest placed students & top recruiting Companies

Table 5.4.2 shows the quality of placement for the last three batches i.e. 2019-21, 2020-22, 2021-23

- In the last three batches, i.e., 2019-21, 2020-22, and 2021-23 number of students placed are 145, 93, and 83 respectively.
- Median Salary for the last three batches, i.e., 2019-21, 2020-22, and 2021-23 are Rs.3,55,000, 5,99,025 and 3,88,000 respectively.
- Highest Salary for the last three batches, i.e., 2019-21, 2020-22, and 2021-23 are Rs.6,53,643, 9,00,000 and 15,00,000 respectively.

5.4a. Provide the placement data in the below-mentioned format with the name of the program and the assessment year:

The following table depicts the placement data along with employer details:

Table 5.4a – Placement Data along with Employer Details

	PGDM - Batch 2021-23			
S.no.	Name of the student placed	Enrollment No.	Name of the Employer	Appointment Letter Date
1	Abhay Singh	1-10914001371	Chandigarh Industrial and Tourism Development Corporation Limited	29-May-23
2	Abhisek Dey	1-10914001375	Infrastructure Development Finance Company (IDFC)	5-Sep-23
3	Ajeesh Rejy	1-10914001381	Xanadu Realty	9-Jan-23
4	Ankita T Gharge	1-10937697747	BNY Mellon Technology Private Limited	13-Feb-23
5	Anshul Rangari	1-10937697716	Eclerx Services Ltd.	5-Sep-23
6	Anubhav Tiwari	1-10937697621	Ocwen Financial Corporation	8-Jun-23
7	Arnab Roy	1-10937697636	Machintel Systems Private Limited	14-Nov-22
8	Asher Siddharth Sunil	1-10937697567	Tax Block India Pvt. Ltd.	
9	Ashutosh Kumar	1-10990067222	SFC Solutions India Pvt. Ltd.	1-Mar-23
10	Ashutosh Murarka	1-10995333358	Choice International Limited	26-Dec-23
11	Ashutosh Verma	1-10937697657	BosonQ Psi	1-Jun-22
12	Avisek Avinandan Pati	1-10995333336	Protium	19-Jun-23
13	Bundel Himanshu Jitendra	1-10995333371	Eclerx Services Ltd.	5-Sep-23
14	Chandanshive Tejas Subhash	1-10995333306	Teachers Insurance and Annuity Association of America (TIAA)	7-Jun-23
15	Chavanke Tejal Dnyaneshwar	1-10937697744	Teachers Insurance and Annuity Association of America (TIAA)	28-Jun-23
16	Desai Kavit Prashantkumar	1-10926254446	Bajaj Allianz Staffing Solutions Limited	25-Oct-22

139

17	Dipti Singh	1-10995333377	JCB India Ltd.	6-Oct-23
18	Donga Kaushik Arvindbhai	1-10995333291	Polycab India Ltd.	3-Jul-23
19	Gargelwar Sahil Ravindra	1-10995333355	Teachers Insurance and Annuity Association of America (TIAA)	20-Oct-23
20	Gautam Bharti	1-10937697645	Infrastructure Development Finance Company (IDFC)	28-Aug-23
21	Himanshi Navin Chug	1-10937697750	Eclerx Services Ltd.	16-May-23
22	Hore Amit Vilas	1-10990067195	Hoonartek	13-Jun-22
23	Jadhav Shailesh Ankush	1-10937697527	NJ India Invest Private Limited	7-Jul-23
24	Jaiswar Karan Jagdish Kumar Anita	1-10937697732	NielsenIQ India Private Limited	14-Nov-22
25	Joy Dutta	1-10937697627	Teachers Insurance and Annuity Association of America (TIAA)	5-Dec-22
26	Kanika Rajvanshi	1-10926254473	Teachers Insurance and Annuity Association of America (TIAA)	12-Jun-23
27	Kartik Rathore	1-10995333285	Bajaj Allianz Staffing Solutions Limited	14-Nov-22
28	Katha Amaranadha Reddy	1-10914001390	Teachers Insurance and Annuity Association of America (TIAA)	22-May-23
29	Kh Dheeraj Kumar Singha	1-10926254449	Teachers Insurance and Annuity Association of America (TIAA)	6-Feb-23
30	Kishan Singh Baghel	1-10937697624	Reliance Retail	20-Jun-23
31	Kumar Gaurav	1-10926254499	Square Yards	
32	Lambrud Girish Kakasaheb	1-10937697719	NielsenIQ India Private Limited	7-Nov- 22
33	Lucky Prasad Singh	1-10926254505	Infrastructure Development Finance Company (IDFC)	22-Nov-23
34	Maharshi Tiwari	1-10937697678	Bajaj Allianz Staffing Solutions Limited	25-Oct-22
35	Mangukiya Jasbinkumar Rameshbhai	1-10926254463	Reliance Retail	20-Jun-23
36	Manish Ranjan	1-10926254508	Bajaj Allianz Staffing Solutions Limited	14-Nov-22
37	Mansi Vijaykumar Badone	1-10937697684	Teachers Insurance and Annuity Association of America (TIAA)	16-Jun-23
38	Mayank	1-10990067219	Ocwen Financial Corporation	
39	Metia Soumadip Debaprasad	1-10937697573	Polycab India Ltd.	3-Jul-23
40	Ms Kritika Garg	1-10926254488	XPO Logistics Inc	13-Mar-23
41	Navadiya Mihir Kanaiyalal	1-10926254521	Bajaj Allianz Staffing Solutions Limited	14-Nov-22
42	Nishant Jain	1-10926254536	Teachers Insurance and Annuity Association of America (TIAA)	7-Aug-23
43	Omkar Barik	1-10937697642	Teachers Insurance and Annuity Association of America (TIAA)	5-Dec-22
44	P Badri Narayan Patro	1-10937697753	Teachers Insurance and Annuity Association of America (TIAA)	28-Oct-22
45	Pandav Shashank Harihar	1-10937697530	Edgematics Solutions	7-Jun-23
46	Patil Tejankit Dhananjay Kavita	1-10937697591	Xanadu Realty	9-Jan-23

47	Pious Damian Francis	1-10937697765	Teachers Insurance and Annuity Association of America (TIAA)	7-Jul-23
48	Prince Singh	1-10926254545	Bajaj Allianz Staffing Solutions Limited	14-Nov-22
49	Poman Sagar Sunil	1-10937697770	Teachers Insurance and Annuity Association of America (TIAA)	26-Jun-23
50	Prasad Pramod Junghare	1-10995333303	Times of India	1-Nov-22
51	Prashant Senapati	1-10937697639	BNY Mellon Technology Private Limited	3-Jan-23
52	Priyanka Gupta	1-10990067243	Wolters Kluwer India Pvt Ltd	6-Oct-23
53	Raj Kamal Rahi	1-10990067201	Infrastructure Development Finance Company	1-Nov-23
54	Rajnish Borkar	1-10937697788	SG Analytics	12-Dec-22
55	Rajput Chhailsingh Vagatsingh	1-10926254440	BNY Mellon Technology Private Limited	16-Jan-23
56	Rishabh Shandilya	1-10995333318	Ocwen Financial Corporation	10-Oct-22
57	Ritik Kumar Patel	1-10937697666	Bajaj Allianz Staffing Solutions Limited	
58	Rohan Kumar Sahgal	1-10926254576	BosonQ Psi	6-Mar-23
59	Roshan Varghese Alex	1-10990067204	Teachers Insurance and Annuity Association of America (TIAA)	
60	Sakshi Raturi	1-10990067210	Awama	9-Jan-23
61	Satish Kumar	1-10937697511	SG Analytics	1-Jan-23
62	Saurav Pulyadath	1-10995333312	Teachers Insurance and Annuity Association of America (TIAA)	8-May-23
63	Sawant Amol Prabhakar Preety	1-10995333330	Teachers Insurance and Annuity Association of America (TIAA)	1-Nov-22
64	Sharma Amol Rajesh(Sandhya)	1-10914001393	Times Of India	1-Nov-22
65	Shejwal Saurabh Suresh	1-10995333327	Teachers Insurance and Annuity Association of America (TIAA)	5-Dec-22
66	Sherin Thomas	1-10937697543	Zomato	
67	Shri. Pawar Sushant Anandrao	1-10990067246	Teachers Insurance and Annuity Association of America (TIAA)	4-Sep-23
68	Shuvodip Mukherjee	1-10937697561	Teachers Insurance and Annuity Association of America (TIAA)	9-Dec-22
69	Siddharth	1-10937697564	Teachers Insurance and Annuity Association of America (TIAA)	2-Dec-22
70	Sidhant Raj	1-10937697570	Reliance Retail	4-Jul-23
71	Soumodeep Paul	1-10937697576	BNY Mellon Technology Private Limited	6-Feb-23
72	Sraboni Mondal	1-10995333315	Teachers Insurance and Annuity Association of America (TIAA)	2-Aug-23
73	Swati	1-10990067213	Optim Hire	16-Oct-23
74	Sweta Singh	1-10990067216	SG Analytics	4-Jan-23
75	Tanmay Gopal Lonare	1-10995333324	Teachers Insurance and Annuity Association of America (TIAA)	
76	Tanushree Mukherjee	1-10937697735	Tata Consultancy Services	26-Mar-24
77	Varun Anil Borate	1-10995333321	Jaro Education	15-Nov-22

141

78	Vekariya Parth Arvindbhai	1-10937697663	Reed and Willow Talent Advisory Group	15-Dec-23
79	Vidhi Ajay Rajawat Shweta	1-10937697612	Infrastructure Development Finance Company	30-Sep-23
80	Viren Bhuptani	1-11133921945	Zycus	21-Sep-23
81	Yogesh Rajak	1-10937697618	Godrej Properties Ltd.	15-Nov-23
82	Abhishek Mandal	1-10990067249	Ocwen Financial Corporation	
83	Anup Sheth	1-11133921948	Lexicon Management Institute of Leadership & Excellence	7-Nov-22

PGDM - Batch 2020-22				
S.no.	Name of the student placed	Enrollment No.	Name of the Employer	Appointment Letter Date
1	Abhishek Kumar	1-9327783815	Spacewalk IT Solutions Private Limited	20-Dec-21
2	Alka Maurya	1-9327783840	Teachers Insurance and Annuity Association of America	1-Jun-22
3	Aryan Pankaj Pandey	1-9339988385	Eclerx Services Ltd.	5-Oct-21
4	Asutosh Patro	1-9327783917	Teachers Insurance and Annuity Association of America (TIAA)	20-Jul-22
5	Bratati Das	1-9327736954	Teachers Insurance and Annuity Association of America (TIAA)	25-May-22
6	Rathod Chintan Hitesh	1-9327736960	Allstate Corporation	13-Oct-21
7	Divya Kumari	1-9327736972	Teachers Insurance and Annuity Association of America (TIAA)	10-Feb-22
8	Gaurav Joshi	1-9327736978	Bajaj Allianz General Insurance Company Limited	3-Aug-21
9	Harpal Singh Bhatia	1-9327548935	Teachers Insurance and Annuity Association of America (TIAA)	1-Jun-22
10	Harsh Tiwari	1-9327548941	Insplore Consultants	18-Apr-22
11	Shah Hemant Alpesh	1-9327548944	Teachers Insurance and Annuity Association of America (TIAA)	8-Aug-22
12	Himanshu Maheshwari	1-9339988391	Teachers Insurance and Annuity Association of America (TIAA)	25-May-22
13	Pethad Jay Kishor Kusum	1-9327548947	Eclerx Services Ltd.	21-Mar-23
14	Madhav Kalia	1-9327548969	Teachers Insurance and Annuity Association of America (TIAA)	20-Apr-22
15	Mohit Goyal	1-9327549010	TresVista	3-Jan-22
16	Nikhil Thukral	1-9327549065	Eclerx Services Ltd.	5-Oct-21
17	Nimbore Dnyaneshwar Bajirao	1-9327549101	Unbound Marketing Pvt.Ltd.	6-Oct-21
18	Piyush Wadel	1-9327549107	Allstate Corporation	8-Nov-21
19	Pradum Rathi	1-9327549110	Eclerx Services Ltd.	7-Oct-21
20	Prakhar Bajpai	1-9327549126	Eclerx Services Ltd.	7-Oct-21
21	Priya Tomar	1-9327549181	Allstate Corporation	27-Dec-21
22	Rahul Sachidanand Singh	1-9339988409	Allstate Corporation	27-Dec-21
23	Richa Vaidehi	1-9327549235	Teachers Insurance and Annuity Association of America (TIAA)	1-Jun-22
24	Saiyam Sharma	1-9327549278	Citi Bank	27-Oct-21

142

25	Amolik Sam Richard	1-9327549310	Multifit	20-Jul-22
26	Saurabh Jajoo	1-9339988422	Allstate Corporation	8-Oct-21
27	Shah Ronak Hiteshkumar	1-9327549355	Allstate Corporation	8-Oct-21
28	Shristi Sanjivani Patel	1-9327549383	Citi Bank	27-Oct-21
29	Shubham Raj	1-9327549395	Teachers Insurance and Annuity Association of America (TIAA)	1-Jun-22
30	Subham Nayak	1-9327423965	Sell.do	9-May-22
31	Sumit Kumar Singh	1-9327423968	Teachers Insurance and Annuity Association of America (TIAA)	5-Sep-22
32	Takbhate Suraj Anil	1-9327423971	Allstate Corporation	28-Oct-21
33	Swagat Kumar Patro	1-9327423977	Teachers Insurance and Annuity Association of America (TIAA)	27-Apr-22
34	Nagda Ganesh Laluram Kankubai	1-9327846983	Vijay Sales	
35	Kaushal Bhoir	1-9327846998	SG Anaytics	11-Apr-22
36	Abhilash Ashok Pawar	1-9361523861	Teachers Insurance and Annuity Association of America (TIAA)	5-Jul-21
37	Dhawal Waghela	1-9327847004	SMC Real Estate Advisors	16-May-22
38	Aisharya Banerjee	1-9327783825	Teachers Insurance and Annuity Association of America (TIAA)	1-Jun-22
39	Akash Dash	1-9327783831	Byju's	28-Jun-22
40	Ambiti Lavanya	1-9327783863	Provakil	
41	Anirban Datta Roy	1-9327783869	Teachers Insurance and Annuity Association of America (TIAA)	20-Apr-22
42	Ankit Kumar Chaurasiya	1-9339988381	Allstate Corporation	16-Dec-21
43	Ankit Kumar Mishra	1-9327783885	Accenture	19-Sep-22
44	Antara Guha	1-9327783892	Eclerx Services Ltd.	7-Apr-22
45	Arindam Kumar Kha	1-9327783911	Allstate Corporation	21-Oct-21
46	MS Deeksha Rajpoot	1-9327736966	Teachers Insurance and Annuity Association of America (TIAA)	10-Oct-22
47	Haque Furquan	1-9327736975	Ocwen Financial Corporation	9-Jun-22
48	Harsh Jain	1-9327548938	Looks Studio	27-Apr-22
49	Jaya Tripathi	1-9327548950	FirstSource Solutions Limited	27-Jan-22
50	Mannadiar Ganga Jayachandran Sindhu	1-9327548988	Searchbourne Consulting Private Limited	10-Aug-21
51	Mihir Kamboj	1-9327549004	Webocto Solutions Pvt Ltd	23-May-22
52	Mohini Shaw	1-9327549007	Teachers Insurance and Annuity Association of America (TIAA)	10-Jan-22
53	Neha Pandey	1-9327549016	Lodha Group	23-May-22
54	Neha Shahi	1-9327549019	Lotte	18-May-22
55	Neha Singh	1-9327549062	Allstate Corporation	25-Jan-22
56	Nidhi Mishra	1-9339988406	Teachers Insurance and Annuity Association of America (TIAA)	14-Jan-22
57	Pranit Shrivastava	1-9327549129	SG Analytics	25-Apr-22
58	Ms. Rashi Pathade	1-9327549229	Hongkong and Shanghai Banking Corporation Limited (HSBC)	11-Oct-21
59	Rima Mondal	1-9327549241	Eclerx Services Ltd.	1-Feb-22
60	Km. Rinku kumari Mandal	1-9327549247	Credit Suisse	30-May-22
61	Rishabh Prashant	1-9327549250	Teachers Insurance and Annuity Association of America (TIAA)	15-Jun-22

143

62	Riya Gaur	1-9327549256	Bajaj Allianz General Insurance Company Limited	11-Jun-22
63	Rohit Patwari	1-9327549259	SMC Real Estate Advisors	1- Oct-21
64	Sakshi Kishor Vairagade	1-9327549304	Sheraton Grand	27-Sep-21
65	Shivam Mazumdar	1-9327549374	Eclerx Services Ltd.	
66	Shristi	1-9327549383	Searchbourne Consulting Private Limited	11-Aug-21
67	Smruti Rekha Naik	1-9327549398	Conglonerate	11-Jul-22
68	Suryansh	1-9327423974	Global 5 Technologies	24-Apr-22
69	Aishwarya Thepade	1-9327423986	Searchbourne Consulting Private Limited	12-Mar-21
70	Yurleichon Muirang	1-9327846974	Credit Suisse	30-May-22
71	Pravina Padmanabhan	1-9327846980	BNY Mellon	4-Oct-21
72	Abhay Dupare	1-9327846989	Quess IT Staffing	8-Aug-22
73	Syed Arzoo Karina	1-9327846995	Searchbourne Consulting Private Limited	1-Oct-21
74	Akanksha Sharma	1-9327783828	Regen apps	1-Apr-22
75	Akash Yadav	1-9327783834	BeyondWalls - Integrated PropTech Ecosystem	25-Apr-22
76	Anuja Kapse	1-9327783895	Teachers Insurance and Annuity Association of America (TIAA)	17-Aug-22
77	Avhale Vishal Babasaheb	1-9327736945	Lexicon Management Institute of Leadership and Excellence	18-Oct-21
78	Deepak Chourasia	1-9339988388	Multifit	1-May-22
79	Gayakwad Nikunjkumar Amrutbhai	1-9327548931	Lexicon Management Institute of Leadership and Excellence	20-Dec-21
80	Komal Kumari	1-9327847013	Teachers Insurance and Annuity Association of America (TIAA)	25-Feb-22
81	Mahesh Kumar Sahu	1-9327548982	Hongkong and Shanghai Banking Corporation Limited (HSBC)	4-Jul-22
82	Mali Akshay Somnath	1-9327548985	Bajaj Allianz General Insurance Company Limited	8-Nov-21
83	Ardak Pragati Ramdas	1-9339988403	Toothsi	14-Oct-21
84	Priya Jaiswal	1-9327549168	Hongkong and Shanghai Banking Corporation Limited (HSBC)	4-Jul-22
85	Rahul Singh	1-9327549187	Teachers Insurance and Annuity Association of America (TIAA)	
86	Raj Kamble	1-9327549190	GEP Solutions Private Limited	19-Sep-22
87	Rohnish Patel	1-9327549272	Sell.do	7-Mar-22
88	Sai Prasad Debata	1-9327549275	Square Yards	17-Nov-21
89	Sakshi Deendayal Ghodeswar	1-9327549301	Teachers Insurance and Annuity Association of America (TIAA)	15-Aug-22
90	Sangam Singh Pundir	1-9327549323	Orient Technologies Pvt. Ltd.	9-Aug-22
91	Tarun	1-9327423983	Bajaj Allianz General Insurance Company Limited	8-Nov-21
92	Akash Mulchandani	1-9327847001	Teachers Insurance and Annuity Association of America (TIAA)	27-Jun-22
93	Saloni Pandey	1-10662103661	Hinduja Global Solutions Limited	18-Apr-22

PGDM - Batch 2019-21

144

S.no.	Name of the student placed	Enrollment No.	Name of the Employer	Appointment Letter Date
1	Abhinav Rajendra Temak	1-6629646861	Teachers Insurance and Annuity Association of America (TIAA)	24-Jun-21
2	Abhishek Kumar	1-662964687	Utturkars Wood Culture	16-Mar-20
3	Abhishruti Dutta	1-6629646888	Ondot Media India Private Limited	1-Jul-20
4	Aditi Singh	1-662964691	Det Norske Veritas	5-Jan-21
5	Agrawal Vivek Naresh	1-6630439871	Teachers Insurance and Annuity Association of America (TIAA)	1-Jul-21
6	Aishwarya Kolte	1-6630439879	Lead School System transforms	2-Nov-20
7	Akash Gupta	1-6630439890	Teachers Insurance and Annuity Association of America (TIAA)	23-Nov-20
8	Amit Sourabh	1-6630439898	XL Dynamics India Pvt. Ltd.	22-Sep-20
9	Ankit Kumar Gupta	1-6630439905	Teachers Insurance and Annuity Association of America (TIAA)	11-May-20
10	Ankita Ratha	1-6630439919	Teachers Insurance and Annuity Association of America (TIAA)	23-Nov-20
11	Anusha Mehta	1-6630439926	Teachers Insurance and Annuity Association of America (TIAA)	7-Jul-20
12	Anushka kumari	1-6630439933	Teachers Insurance and Annuity Association of America (TIAA)	1-Mar-21
13	Archana Dharwal	1-6630439940	Ocwen Financial Corporation	16-Mar-20
14	Arpit Jain	1-6630439947	Teachers Insurance and Annuity Association of America (TIAA)	3-May-20
15	Arshad Yasin Pasha	1-663043995	Eclerx Services Ltd.	9-Mar-21
16	Astha Dungarwal	1-6630439968	Teachers Insurance and Annuity Association of America (TIAA)	1-Jan-20
17	Avantika Mahajan	1-6630439975	Teachers Insurance and Annuity Association of America (TIAA)	3-Feb-20
18	Ayan Nigam	1-6630439983	Teachers Insurance and Annuity Association of America (TIAA)	11-May-20
19	Balkrishna Tiwari	1-6630439990	Teachers Insurance and Annuity Association of America (TIAA)	28-Mar-22
20	Bharat Kumar Chandak	1-6630439997	Ocwen Financial Corporation	16-Mar-20
21	Bhavya	1-6630440004	Eclerx Services Ltd.	8-Apr-21
22	Biswajit Mishra	1-6630440019	AGS Transact Technologies Limited	2-Nov-20
23	Bithika Garg	1-6630440026	Eclerx Services Ltd.	23-Mar-21
24	Andrea Eden Brito	1-6630440033	Eclerx Services Ltd.	1-Feb-22
25	Charlotte Lobo	1-6630440040	Eclerx Services Ltd.	18-Jan-22
26	Chirag Chugh	1-6630440051	Teachers Insurance and Annuity Association of America (TIAA)	3-Feb-20
27	Deblina Goswami	1-6630440058	S.K. Lath & Co. Advocates	16-Nov-20
28	Devendra Chintaman Tajne	1-6630440065	Teachers Insurance and Annuity Association of America (TIAA)	24-Jun-21
29	Diksha Omprakash Madeshiya	1-6630440072	Ocwen Financial Corporation	
30	Dinky Mahawar	1-6630440079	Teachers Insurance and Annuity Association of America (TIAA)	27-Jul-20
31	Dipali Bisht	1-6630440086	Teachers Insurance and Annuity Association of America (TIAA)	1-Mar-21
32	Gunja Chandrakar	1-6630440093	Teachers Insurance and Annuity Association of America (TIAA)	25-May-20
33	Harsh Omprakash	1-6630440100	S&P Global Market Intelligence	10-May-21

145

	Bhardwaj			
34	Harsh Rajput	1-6630440107	S&P Global Market Intelligence	22-Mar-21
34	Harshleen Kaur Kamboj	1-6630440128	Teachers Insurance and Annuity Association of America (TIAA)	3-Feb-20
36	Himanshi Aggarwal	1-6630440135	Ocwen Financial Corporation	16-Mar-20
37	Hiranmayee Mohapatra	1-6630440142	S&P Global Market Intelligence	22-Mar-21
38	Ishita Tripathi	1-6630440149	Collabera Services Pvt. Ltd.	13-May-21
39	Jahnavi Patel	1-6630440156	Meril Life Sciences India Pvt. Ltd.	15-Dec-20
40	Jay Prashant Joshi	1-6630440163	Optimal Media Solutions	15-Jan-20
41	Juhi Keswani	1-6630440170	Teachers Insurance and Annuity Association of America (TIAA)	3-Feb-20
42	Ketaki Adoni	1-6630440184	Allegis Services (India) Private Limited	7-Jan-21
43	Prajakta Khandagale	1-6630440191	Teachers Insurance and Annuity Association of America (TIAA)	24-May-21
44	Kratika Ajmera	1-6630440198	Teachers Insurance and Annuity Association of America (TIAA)	6-Jul-20
45	Kshama Kumari	1-6635806801	Teachers Insurance and Annuity Association of America (TIAA)	3-Feb-20
46	Kumar Saurav	1-6635806809	S&P Global Market Intelligence	10-May-21
47	Madhurita Pradhan	1-6635806816	Teachers Insurance and Annuity Association of America (TIAA)	6-Jul-20
48	Madhurjya Kalita	1-6635806823	Teachers Insurance and Annuity Association of America (TIAA)	24-May-21
49	Madonna Narzary	1-6635806830	Hinduja Global Solutions Ltd	15-Jan-21
50	Manisha Kesharwani	1-6635806837	Teachers Insurance and Annuity Association of America (TIAA)	24-May-21
51	Manisha Mahapatra	1-6635806844	Contriva Consulting Inc.	24-Feb-20
52	Manjima Ghosh	1-6635806851	Teachers Insurance and Annuity Association of America (TIAA)	1-Mar-21
53	Manuj Sharma	1-6635806858	Teachers Insurance and Annuity Association of America (TIAA)	1-Mar-21
54	Mayank Kumar Sharma	1-6635806865	Teachers Insurance and Annuity Association of America (TIAA)	3-Feb-20
55	Meenal Dixit	1-6635806872	Teachers Insurance and Annuity Association of America (TIAA)	23-Feb-21
56	Melantha Martha Ferandes	1-6635806879	Eclerx Services Ltd.	2-Dec-21
57	Milan Nagori	1-6635806906	XL Dynamics	23-Feb-21
58	Muskan Agarwal	1-6635806913	White Hat Junior	30-Jun-20
59	Nakshita Arora	1-6635806920	Searchbourne Consulting Private Limited	26-Oct-20
60	Neha Rathi	1-6635806927	Teachers Insurance and Annuity Association of America (TIAA)	3-Feb-20
61	Nidhi Malhotra	1-6635806934	Hinduja Global Solutions Ltd	17-Aug-20
62	Nikhil Kumar	1-6635806941	XL Dynamics	6-Oct-20
63	Nikita	1-6635806985	Orient Technologies Private Limited	3-Feb-20
64	Nikita Patel	1-6635806999	Teachers Insurance and Annuity Association of America (TIAA)	15-Jan-20
65	Nilesh Pandav Madhukar	1-6635807006	SG Analytics	17-Feb-20
66	Nimish Ranjan	1-6635807013	Teachers Insurance and Annuity Association of America (TIAA)	1-Mar-21

67	Nishant Raj	1-6799635331	Teachers Insurance and Annuity Association of America (TIAA)	6-Jul-20
68	Nishtha Sethi	1-6635807020	Searchbourne Consulting Private Limited	8-Feb-21
69	Ophelia Moses Rao	1-6635807032	Reis Staffing & Hr Service Pvt. Ltd.	17-Feb-20
70	P Sarita	1-6635807039	Aretove Technologies India Pvt. Ltd.	15-Jan-21
71	Paras Jain	1-6635807046	Teachers Insurance and Annuity Association of America (TIAA)	1-Mar-21
72	Pawan Kumar	1-6635807053	Teachers Insurance and Annuity Association of America (TIAA)	3-Feb-20
73	Praharsh Kashyap	1-6635807060	Teachers Insurance and Annuity Association of America (TIAA)	1-Mar-21
74	Prakash Verma	1-6635807067	Amazon.com, Inc	13-Jul-20
75	Preetika Aggarwal	1-6635807082	Teachers Insurance and Annuity Association of America (TIAA)	3-Feb-20
76	Premanand Maharana	1-6635807089	Zolo Stays	11-May-21
77	Priya Raina	1-6635807096	Teachers Insurance and Annuity Association of America (TIAA)	11-May-20
78	Priyanka Nayal	1-6635807117	Teachers Insurance and Annuity Association of America (TIAA)	1-Mar-21
79	Priyanshu Singh	1-6635807124	Teachers Insurance and Annuity Association of America (TIAA)	11-May-20
80	Promita Mazumdar	1-6635807131	Teachers Insurance and Annuity Association of America (TIAA)	11-May-20
81	Puneet Prayagchand Agarwal	1-6635807138	Teachers Insurance and Annuity Association of America (TIAA)	28-Mar-22
82	Vivek Purohit	1-6635807145	Teachers Insurance and Annuity Association of America (TIAA)	11-May-20
83	Pushkar Pandey	1-6635807152	Teachers Insurance and Annuity Association of America (TIAA)	1-Jan-21
84	Rahul Kumar Singh	1-6635807159	Teachers Insurance and Annuity Association of America (TIAA)	11-May-20
85	Rahul Pal	1-6635807166	Teachers Insurance and Annuity Association of America (TIAA)	11-May-20
86	Rahul Yadav	1-6635807173	Teachers Insurance and Annuity Association of America (TIAA)	23-Nov-20
87	Rainee Badkul	1-6635807180	Teachers Insurance and Annuity Association of America (TIAA)	7-Jul-20
88	Rajtillak Samantaray	1-6635807187	Team Computers Pvt. Ltd.	2-Mar-22
89	Renuka Thakur	1-6635807201	Teachers Insurance and Annuity Association of America (TIAA)	10-Feb-22
90	Rishabh Sachan	1-6635807208	Teachers Insurance and Annuity Association of America (TIAA)	24-May-21
91	Ritwick Adhikari	1-6635807215	Optimal Media Solutions	17-Feb-20
92	Rohan Bhushan	1-6635807222	Teachers Insurance and Annuity Association of America (TIAA)	6-Mar-21
93	S.S.N.Prakash Murty	1-6635807229	Teachers Insurance and Annuity Association of America (TIAA)	3-Feb-20
94	Sadhna Harinkhede	1-6635807236	Teachers Insurance and Annuity Association of America (TIAA)	3-Feb-20
95	Sagar Sinha 118	1-6635807243	Utturkars Wood	20-Feb-20
96	Sagar Sinha 119	1-6635807250	Qubic Properties	18-Jan-21
97	Sakchi Lohia	1-6635807257	Teachers Insurance and Annuity Association of America (TIAA)	11-May-20
98	Sambeet Pattanaik	1-6635807271	Ondot Media India Private Limited	1-Jul-20

99	Samridhi Sinha	1-6635807278	Unacademy	8-Oct-20
100	Sanjana Sanjay Gupta	1-6635807285	Hinduja Global Solutions Ltd	3-Feb-21
101	Saurabh Kacheshwar	1-6635807318	AGS Transact Technologies Limited	16-Nov-20
102	Seemarani Naik	1-6635807325	Teachers Insurance and Annuity Association of America (TIAA)	1-Mar-21
103	Sharmil Kirtikumar Desai	1-6635807339	S&P Global Market Intelligence	4-Apr-21
104	Shivraj Pavaskar	1-6635807346	Benison Technologies Private Limited	7-Aug-20
105	Shreya Banerjee	1-6635807353	Teachers Insurance and Annuity Association of America (TIAA)	7-Jul-20
106	Shreya Gupta (Kolkata)	1-6635807360	Lead School System transforms	2-Nov-20
107	Shreya Gupta (Varanasi)	1-6635807367	Lead School System transforms	2-Nov-20
108	Shreyas Deepak Kadoo	1-6635807374	Teachers Insurance and Annuity Association of America (TIAA)	3-Feb-20
109	Sreelekshmi Nair	1-6635807381	AGS Transact Technologies Limited	1-Feb-22
110	Shubham Janardhan Chaugale	1-6635807388	Teachers Insurance and Annuity Association of America (TIAA)	1-Mar-21
111	Shubham Porwal	1-6635807395	Teachers Insurance and Annuity Association of America (TIAA)	18-Apr-22
112	Shyam Sunder kabra	1-6635807409	Teachers Insurance and Annuity Association of America (TIAA)	11-May-20
113	Simran Raj Singh	1-6635807416	Teachers Insurance and Annuity Association of America (TIAA)	3-Feb-20
114	Sneha latha Vavilapalli	1-6635807430	Teachers Insurance and Annuity Association of America (TIAA)	24-Jun-21
115	Sneha Saikia	1-6635807437	Ondot Media India Private Limited	16-Nov-20
116	Snehal Kogta	1-6635807444	Verified Market Research	22-Feb-21
117	Sonali Munda	1-6635807466	Ocwen Financial Corporation	16-Mar-20
118	Sonika Singhal	1-6636034861	Teachers Insurance and Annuity Association of America (TIAA)	3-May-22
119	Soumya Ranjan Sethi	1-6636034869	Teachers Insurance and Annuity Association of America (TIAA)	24-May-21
120	Sudhanshu Keshari	1-6636034876	Teachers Insurance and Annuity Association of America (TIAA)	11-May-20
121	Supriya Paul	1-6636034883	Unacademy	3-Dec-20
122	Vadje Supriya Nagnath	1-6636034890	Ocwen Financial Corporation	16-Mar-20
123	Suraj Kiran Meher	1-6636034897	Teachers Insurance and Annuity Association of America (TIAA)	3-Feb-20
124	Swapnil Agrahari	1-6636034904	Teachers Insurance and Annuity Association of America (TIAA)	1-Mar-21
125	Swati Joshi	1-6636034911	Ondot Media India Private Limited	1-Jul-22
126	Swati Priyambada Nanda	1-6636034918	Teachers Insurance and Annuity Association of America (TIAA)	24-Aug-20
127	Sweta Dubey	1-6636034925	Teachers Insurance and Annuity Association of America (TIAA)	18-Apr-22
128	Sweta Priyambada Nanda	1-6636034932	White Hat Junior	6-Oct-20
129	T Raveena Rao	1-6636034939	Teachers Insurance and Annuity Association of America (TIAA)	6-Jul-20
130	Tabinda Fatemah	1-6636034946	Kolte Patil Developers Limited-	14-Dec-20
131	Tanay Datta	1-6636034953	Teachers Insurance and Annuity Association of America (TIAA)	6-Jul-20

148

132	Tanu Priya	1-6636034960	Anlage Infotech India Pvt. Ltd.	5-May-21
133	Udit Kumar Sharma	1-6636034978	Teachers Insurance and Annuity Association of America (TIAA)	3-Feb-20
134	Umang Gupta	1-6636034992	Teachers Insurance and Annuity Association of America (TIAA)	11-May-20
135	Ushnish Bagchi	1-6636034999	Amazon.com, Inc	22-Jun-20
136	Rohan Vichare	1-6636035006	Treebo Hotels	13-May-20
137	Vijaylakshmi Kasera	1-6636035013	Amazon.com, Inc	4-Jan-21
138	Vikram Bothra	1-6636035020	Ocwen Financial Corporation	16-Mar-20
139	Vikram Dharwal	1-6636035047	S&P Global Market Intelligence	8-Jun-21
140	Rushi Vyas	1-6636035084	Click Source	29-Jun-20
141	Yash Mandoriya	1-6636035091	Teachers Insurance and Annuity Association of America (TIAA)	11-May-20
142	Saksham Kukreja	1-6636035098	Teachers Insurance and Annuity Association of America (TIAA)	11-May-20
143	Sumit Kumar	1-6636035112	Teachers Insurance and Annuity Association of America (TIAA)	11-May-20
144	Divyansh Agrawal	1-6636035140	Teachers Insurance and Annuity Association of America (TIAA)	24-Feb-20
145	Gourav Dewangan	1-6636035147	Teachers Insurance and Annuity Association of America (TIAA)	3-May-22

5.5 Student Diversity (5)

Diversity in the classroom can have benefits such as educating social awareness, critical thinking skills, academic outcomes, and learning prospects by exposing students to different viewpoints and proficiencies. Lexicon Management Institute of Leadership and Excellence has a diverse group of students concerning Experience, Gender diversity, Qualification and Geographic diversity (within state and outside state). This facilitates students to appreciate individual uniqueness while learning from other students from diverse backgrounds.

Mentioned below are some of the students' diversity clusters:

<p align="center">Table 5.5 - Student Diversity</p>

Year	Sanctioned Intake	M/F	No. of Students Admitted							Total
			Within State	Outside State	Other Country	Management Stream	Other Stream	Fresher	Experienced*	
2023-24	180	M	15	109	0	100	24	113	11	124
		F	12	38	0	36	14	47	3	50
2022-23	180	M	26	95	0	90	31	118	3	121
		F	15	44	0	49	10	57	2	59
2021-22	180	M	24	53	0	51	26	76	1	77
		F	6	12	0	14	4	18	0	18
Total number of students admitted										**449**

* Minimum 2 years

5.5.1 Experience Wise Diversity

Table 5.5.1 Experience Wise Diversity
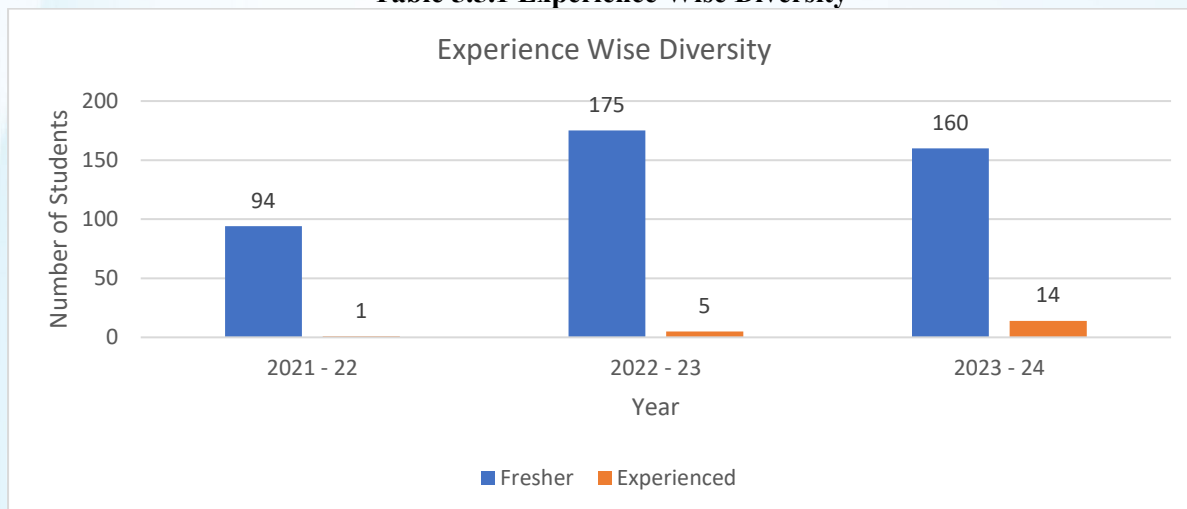
Table 5.5.1 provides information on the diversity of students based on their experience for the years 2021-22, 2022-23, and 2023-24. The data considers students who have a minimum of two years of experience.

- In the year 2021-22, out of 95 students, 94 were fresher and only 1 student had prior experience.
- In the following year, 2022-23, out of 180 students, 175 were fresher, and 5 students were experienced.
- In the year 2023-24, out of 174 students, 160 are fresher, while 14 students had some prior experience.

5.5.2 Gender Diversity

Table 5.5.2 Gender Diversity
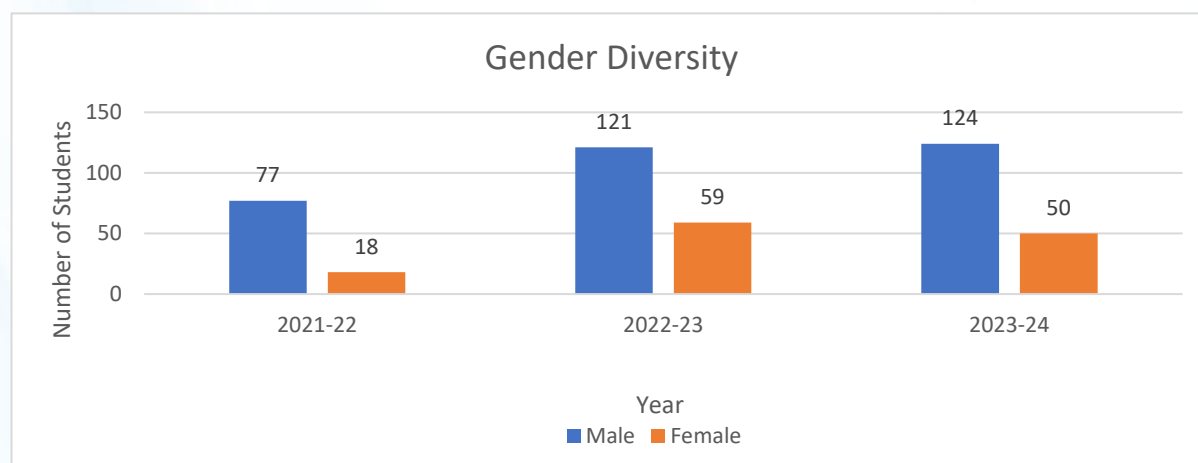
Table 5.5.2 provides information on Gender diversity for the years 2021-22, 2022-23, and 2023-24.

- In 2021-22, there were 95 students, out of which 77 were male and 18 were female.

150

- In 2022-23, there were a total of 180 students, out of which 121 were male and 59 were female.
- In 2023-24, there are 174 students, out of which 124 are male and 50 are female.

5.5.3 Qualification Wise Diversity

Table 5.5.3 Qualification Wise Diversity

Qualification Wise Diversity
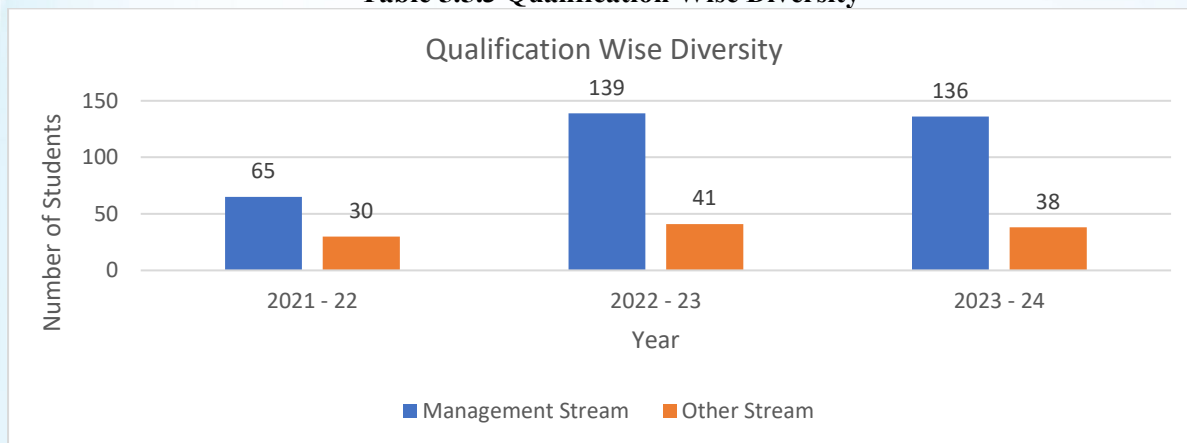
According to Table 5.5.3, the data for the years 2021-22, 2022-23, and 2023-24 provides information on the diversity of students based on their qualifications. The data considers students from the management stream who have completed their graduation with B.Com, BBA, BRM, BMS, BCCA, BBM, BBA LLB, BBE, and BHM.

- In the year 2021-22, out of 95 students, 65 were from the management stream, and the remaining 30 students were from other streams.
- Similarly, in the following year, 2022-23, out of 180 students, 139 students belonged to the management stream, and 41 students were from other streams.
- Finally, in the year 2023-24, out of 174 students, 136 students are from the management stream, and 38 students are from other streams.

5.5.4 Geographic Diversity

Table 5.5.4 Geographic Diversity

Geographic Diversity

151
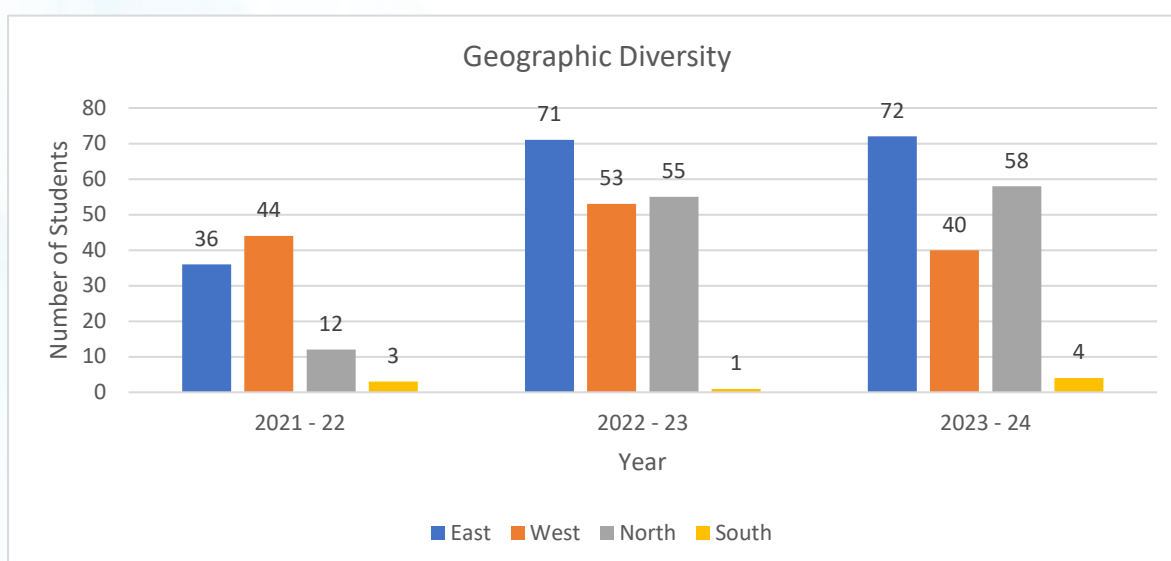
Table 5.5.4, provides geographic diversity information according to East Zone, West Zone, North Zone and South Zone for the years 2021-22, 2022-23, and 2023-24.

- In 2021-22, 36 students were from East Zone, 44 Students were from West Zone, 12 students were from North Zone and 3 students were from South Zone.
- In 2022-23, 71 students were from East Zone, 53 Students were from West Zone, 55 students were from North Zone and 1 student was from South Zone.
- In 2023-24, 72 students were from East Zone, 40 Students were from West Zone, 58 students were from North Zone and 4 students were from South Zone.

5.6 Professional Activities (15)

5.6.1 Students' participation in Professional societies/chapters and organizing management events (10)

Lexicon Management Institute of Leadership and Excellence celebrates the diversity of our students from all walks and communicates of life. Festivals and cultural programs are regularly celebrated by the students and are organized by the Student Events Committee. Students are invited and encouraged to wholeheartedly conduct, organize, and execute all the management fests and cultural fests such as the Gala Night, TEDx, International Conferences & various business conclaves with gusto and enthusiasm. The institute has events like WOW Wednesdays in which students showcase their talent as well teachers also show their skills. Several academic and non-academic competitions are held to improve management skills amongst students such as organizing, leadership, networking, use of technology, etc.

Table 5.6.1 - Students' participation in Professional societies/chapters and organizing management events

Year	Number of Events Organized (Internal Events) and Participated (External Events) by Students				Total
	Institute Level	State Level	National Level	International Level	
2019	14	1	2	-	17
2020	9	2	-	-	11
2021	1	2	-	1	4
2022	12	3	2	-	17
2023	9	2	3	-	14

Table 5.6.1. a. Events organized by students

Year	Name of the Event	Place of the Event	Date of the Event	Participants
2019	WOW Wednesday	Lexicon MILE Auditorium	31st July 2019, 28th August 2019	1st Year Students
2019	Friendship Day	Lexicon Portico	4th August 2019	1st and 2nd Year Students
2019	Independence Day	Lexicon Football Turf	15th August 2019	1st and 2nd Year Students
2019	Plantation Drive	Lexicon Campus	15th August 2019	1st and 2nd Year Students
2019	Raksha Bandhan	Lexicon Campus	15th August 2019	1st and 2nd Year Students
2019	Freedom Cup	Lexicon Playground	15th August 2019	2nd Year

152

				Students
2019	Janmashtami Celebrations / Dahi Handi	Lexicon Football Turf	24th August 2019	1st and 2nd Year Students
2019	Convocation Day – Batch 2017-19	Lexicon MILE Auditorium	31st August 2019	1st and 2nd Year Students
2019	Ganesh Chaturthi	Lexicon Portico	2nd and 3rd September 2019	1st Year Students
2019	Navratri Special-Garba Night	Lexicon Football Turf	5th October 2019	1st Year Students
2019	EVOLUTION-The Dance Festival	Ravindra Bhavan Margao, Goa	15th November 2019 to 18th November 2019	Mr Yash Nagvenkar (2nd Year Student)
2019	WOW Wednesday	Lexicon MILE Auditorium	27th November 2019	1st Year Students
2019	Group Activity	Lexicon MILE Auditorium	3rd December 2019	1st Year Students
2019	Group Activity	Lexicon MILE Auditorium	3rd December 2019	1st Year Students
2019	Panel Discussion on Physical Assault and Rape	Lexicon MILE Auditorium	10th December 2019	1st Year Students
2019	National Conference 2019	Lexicon MILE Auditorium	22nd December 2019	1st Year Students
2019	The Ishikawa Fish Bone Activity	Lexicon MILE Auditorium	30th December 2019	1st Year Students
2020	Lohri celebrations	Lexicon Playground	13th January 2020	1st Year Students
2020	TEDx Lexicon MILE 2020	Lexicon School Auditorium	8th February 2020	1st and 2nd Year Students
2020	Lexicon Business Connect	Hyatt Regency, Pune	21st February 2020	1st Year Students
2020	Visiting Shri Anna Hazare at Ralegon Siddhi: A Sustainable Model Villa	Ralegon Siddhi	7th March 2020	1st Year Students
2020	Winter Internship Conclave	Lexicon MILE Auditorium	14th March 2020	1st and 2nd Year Students
2020	Lighting a ray of hope. Stay Home Stay safe!	At their own Home	5th April 2020	1st Year Students
2020	MILERS Mask Challenge	Online	19th April 2020	1st Year Students
2020	Sharing Positive Messages Activity	Online	26th April 2020	1st Year Students
2020	Lexicon Leadership Conclave	Lexicon MILE Auditorium	12th December 2020	1st Year Students
2020	The Lexicon Bharat Leadership Awards	Lexicon MILE Auditorium	14th December 2020	1st Year Students
2021	Tree Plantation Drive	Lexicon MILE	1st April 2021	1st and 2nd Year Students
2021	International Conference on Glocal Evacuation	Lexicon MILE Auditorium	17h & 18th April 2021	1st Year Students
2021	TEDx Lexicon MILE 2021	Lexicon MILE Auditorium	30th October 2021	1st and 2nd Year Students
2022	Orientation Programme for Batch 2021–23	Lexicon MILE Auditorium	16th March 2022	1st and 2nd Year Students
2022	National Technology Day	Innovation lab at Lexicon MILE	11th May 2022	1st and 2nd Year Students
2022	The 'Investiture Ceremony'	Lexicon MILE Auditorium	23rd July, 2022	1st and 2nd Year Students
2022	Leadership Conclave on Urban Infrastructure and	Lexicon MILE Auditorium	28th July 2022	1st and 2nd Year Students

153

		Development			
2022	Leadership Connect event	Lexicon MILE Auditorium	22nd September 2022	1st and 2nd Year Students
2022	Convocation Ceremony Batch 2020 - 22	Lexicon MILE Auditorium	6th September 2022	1st and 2nd Year Students
2022	Lexicon Premier League 2022	Lexicon College Turf	17th & 18th September 2022	1st and 2nd Year Students
2022	Iinauguration of KALA	Lexicon MILE Auditorium	28th September 2022	1st and 2nd Year Students
2022	Team-Building Aactivities	Lexicon MILE Auditorium	14th October 2022	1st and 2nd Year Students
2022	Leadership Series Talk	Lexicon MILE Auditorium	12th December 2022	1st and 2nd Year Students
2022	Lexicon Heartbeat	Lexicon MILE Auditorium	17th to 22nd December 2022	1st Year Students
2023	Esports Tournament 2023	Lexicon MILE Auditorium	5th August 2023	1st and 2nd Year Students
2023	Kala 2023	Lexicon MILE Auditorium	27th September 2023	1st and 2nd Year Students
2023	Lexicon Heartbeat	Lexicon MILE Auditorium	2nd to 7th October 2023	1st and 2nd Year Students
2023	TEDx Lexicon MILE 2023	Lexicon MILE Auditorium	14th October 2023	1st and 2nd Year Students
2023	Building Tower activity	Lexicon MILE Auditorium	27th November 2023	1st Year Students
2023	Placement Readiness Session	Lexicon MILE Auditorium	14th December 2023	1st Year Students
2023	Christmas Celebration	Lexicon MILE Auditorium	22nd December 2023	1st Year Students
2023	Cultural and sports event – 'Aarambh'	Lexicon MILE Auditorium	28th, 29th & 30th December 2023	1st Year Students
2024	Entrepreneurship Session	Lexicon MILE Auditorium	8th January 2024	1st Year Students
2024	Leadership Talk	Lexicon School Auditorium	10th January 2024	1st Year Students

Table 5.6.1. b. Events Participated by Students

Year	Organizing Institute	Name of the Event	Name of the Student	Date of the Event	Participation /Certificate if any
2019	Inter College Dance Competition	Dance Competition	1st year students	21st December 2019	Participation
2020	Lexicon Management Institute of Leadership and Excellence	Online training program	1st year students	26th September 2020	Participation
2021	ASM's Institute of Management & Computer Studies (IMCOST), Thane	State Level "Book Review Competition"	Mr. Harsh Vaghasiya	30th October 2021	1st Prize
2022	Nirmala Memorial Foundation College of Commerce & Science, Mumbai	National Level Business Management Quiz Titled "Are You The Master of Business Management?"	Mr. Mayank Pujara	29th January 2022	1st Prize
2022	MIT World Peace University	Inter Collegiate Competition on Case Studies & Article of	Ms. Kanika Rajvanshi	8th March 2022	1st Runner Up

154

		Success Story Telling on Women Entrepreneurs			
2022	Pro League National Championships, Bengaluru, Karnataka	Powerlifting competition	Rohan	24th July 2022	2nd Prize
2022	Lexicon MILE College Auditorium	The Debate competition	1st year students	1st August 2022	Participation
2022	ICFAI Business School, Pune	Zeal event "IBS 'Takeshi's castle"	Mr. Avik Mundra	1st December 2022	2nd Runner Up
2022	ICFAI Business School, Pune	Zeal Event "Word Scape"	Pranay Sharda	1st December 2022	Participation
2023	Men's Open Powerlifting at the PRO League India event, Delhi	PRO League India event	Rohan	13th April 2023	1st Prize
2023	JRD Tata Foundation for Business Ethics, XLRI – Xavier School of Management, Jamshedpur	All-India Essay Competition	Ankita Das	24th August 2023	Participation
2023	JRD Tata Foundation for Business Ethics, XLRI – Xavier School of Management, Jamshedpur	All-India Poster Competition	Ankita Das	24th August 2023	Participation
2023	Lexicon MILE	Book Review Competition	Aditi Goyal	15th September 2023	2nd Prize
2023	NIPM	National HR Quiz	Tanya Sharma and Prateek Anshuman	22nd September 2023	1st Prize
2023	NIPM	National HR Quiz	Manasvi Paliwal, Prachi Pushpa Nag	22nd September 2023	3rd Prize
2023	NIPM	National HR Quiz	Muskaan Singh Walia, Srushti Bokare	22nd September 2023	4th Prize
2023	Hyatt, Pune	CII HR & IR Conclave 2023	Students of HR	23rd December 2023	

5.6.2 Student's Publication (5)

Journals often have refined distribution networks, assigning work to libraries, organizations, and institutes, and through mailboxes of readers around the world. Research is to guide action, gather proof for theories, and contribute to the improvement of knowledge in data analysis. Lexicon Management Institute of Leadership and Excellence promotes and motivates students to work on research publications.

155

The following table depicts the Details of various research publications by Students under the guidance of their Mentors during the past 3 years:

Table 5.6.2 – Students Publications

Year	Name of Author	Name of Co-Author	Title of Research Paper	Journal/Book/ Magazine
2020	Abhishek Kumar	Pragati Ardak, and Nikhil Thukral	A Study on the Factors Impacting Online Buying During COVID-19 in Pune City	LEXIPEDIA 2020, ISSN-2321-6964
2021	Apurva Jagetia	Atul Singh, Shah Hemant Alpesh Shah and Bratati Das	A Study on Investors Towards Mutual Fund	LEXIPEDIA Special Issue 2021, ISSN-2321-6964
2021	Aryan Pande	Divya Kumari and Megha Khubchandani	To study the systematic investment plan and people's perception of SIP (Mutual Funds)	LEXIPEDIA Special Issue 2021, ISSN-2321-6964
2021	Prakhar Bajpai	Amolik Sam Richard, Aryan Yadav and Mahima Narayana	Study of Customer Satisfaction for E-Banking in the Region of Airoli Navi Mumbai, Maharashtra India	LEXIPEDIA Special Issue 2021, ISSN-2321-6964
2021	Ridhi Jain	Surana Pratik Sandeep and Swagat Kumar Patro	To Study on impact of COVID-19 on mutual funds	LEXIPEDIA Special Issue 2021, ISSN-2321-6964
2021	Mohit Goyal	Abhishek Kumar, Madhav Kalia and Rinkle Singh	A Study of future investment opportunity in crypto currency in India	LEXIPEDIA Special Issue 2021, ISSN-2321-6964
2021	Shubham Raj	Antara Guha, Anuja Kapse and Vandana Shukla	The rise of BCCI and becoming the biggest cricket control board in the world	LEXIPEDIA Special Issue 2021, ISSN-2321-6964
2021	Jay Kishor Pethad	Abhilash Ashok Pawar and Aadesh Khanna	A Study on Perception of Investors Investing in Life	LEXIPEDIA Special Issue 2021, ISSN-2321-6964
2021	Suraj Takbhate	Sakshi Verma, Bhavpreet Kaur and Rashi Reddy	A Study on Financial Planning for Salaried Employees and Strategies for Tax Savings	LEXIPEDIA Special Issue 2021, ISSN-2321-6964
2021	Chintan Rathod	Nikhil Thukral and Yash Jain	A Study on Investors' Preference Towards Mutual Funds	LEXIPEDIA Special Issue 2021, ISSN-2321-6964
2021	Piyush Wadel	Rima Mondal, Shristi and Sarbartha Mukherjee	A Study on Customer Perception towards the usage of Credit Cards	LEXIPEDIA Special Issue 2021, ISSN-2321-6964

2021	Saurabh Jajoo	Sumit Kumar Singh and Dheeraj Jadhwani	A Study on Investor's Attitude Towards Mutual Funds as an Investment Option	LEXIPEDIA Special Issue 2021, ISSN-2321-6964
2021	Ritika G Ramani	Rahul Sachidanand Singh and Harsh Tiwari and	Impact of Electronic Banking on Customer Satisfaction	LEXIPEDIA Special Issue 2021, ISSN-2321-6964
2021	Tanya Singh	Pradum Rathi, Sankalp Sharma and Rajat Bhardwaj	Analysis of Customer Satisfaction with Online Banking Services in Pune	LEXIPEDIA Special Issue 2021, ISSN-2321-6964
2021	Toshali Mohanty	Priya Tomar and Sumit Kumar Singh	Investment Preferences of People in the City of Bhubaneswar	LEXIPEDIA Special Issue 2021, ISSN-2321-6964
2021	Tushar Srivastava	Shristi Sanjivani Patel, Saiyam Sharma and Shraddha Sataphy	FDI in the Defence Sector of India	LEXIPEDIA Special Issue 2021, ISSN-2321-6964
2021	Kaushal Bhoir	Subham Nayak, Nikhil Thukral and Pragya Aggarwal	A Study of the MSME Sector in India	LEXIPEDIA Special Issue 2021, ISSN-2321-6964
2022	Bratati Das	Ganesh Nagda, Vishal Avhale, Dr. Lambodar Saha	A Study of Changes in Consumer Behavior in Pre- and Post-COVID Era in the Pune Region	The International Research Journal of Social Sciences and Humanities, ISSN- 2320 - 4702
2022	Harsh Vaghasiya	Dr. Vineeta Aggrawal	A Study on use of digital marketing and awareness amongst selected MSMEs in Pune city	International Journal of Technology, Management and Social Sciences (IJTMSS) Volume 1_Issue 1 [October-December 2022]
2022	Ayush Uniyal	Dr. Jitender Kumar Sharma	A Study of Contributions and Role of B2B E-Commerce in the Indian Economy in the Mumbai Region	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Sidhant Raj	Atul Kumar and Shukla Ekta Radheshyam	An exploratory study on housing loans e-platforms in India	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Sakshi Raturi	Kunal Kishore and Rishav Singh	An analytical study on the impact of Instagram influencers on consumer buying behavior in India	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Satish Kumar	Sandeep Mishra and Ruchi Pawar	An Exploratory study on the impact of social media marketing on consumer buying behavior for online jewelry.	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Shashank Pandev	Vikas Chand Katoch	A study on consumer apparel buying preference post-pandemic with special reference to Pune city	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Shailesh Jadhav	Parveen Kumar	An exploratory study on digital payment through UPI interface by traders in Pune city.	LEXIPEDIA Special Issue 2022, ISSN-2321-6964

157

2022	Satpunj Rai	Omkar Barik and Benson Thomas	A study on human Resources Recruitment and selection taken over by Artificial Intelligence.	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Lavina Shiwani	Viren Bhuptani and Navnit Kumar	A Study on the significance of training and development of employees in the IT sector in India.	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Dipti Singh	Vashnavi Kadam	A study on Employee Engagement Strategies and its effect on employee performance in information technology companies in Mumbai.	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Susmita Das	Maharshi Tiwari and Shikha Pandey	A study of online talent acquisition practices by small and medium enterprises (SME) in Pune city.	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	U Dhiren Gopal Patro	P. Badri Narayan Patro and Animesh Singh Chauhan	A study of Attrition in the Retail Industry.	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Chhail Singh Rajput	Saurabh Vinod Gaurikar	To Study the impact of E-Banking on Customers in the Pune Region	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Ankit Biswas	Roshan Varghese Alex and Ipsita Ghosh	A study on the impact of environment, social, and Governance practices (ESG) on the Global Economy.	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Chandan Kumar Bhoi	Varun Anil Borate and Kavita Shukla	To Study the influencing Adoption of Business Analytics in Indian Firms.	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Saurav Pulyadath	Prachi Panda and Lakshya Chouhan	To Study the investment Patterns for Lower Middle-income Groups in the Mumbai Region	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Tonoy Dey	Priyanka Gupta and Kritika	Evolution of consumer finance in India and its Impact on consumer spending	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Anshul Rangari	Rajnish Borkar, Khwaish Taneja and Sadaf Khan	A comparative study of consumer shopping habits in pre-COVID and post COVID periods in the FMCG sector in Pune city	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Ashutosh Verma	Pious Francis, Sakshi Singh and Juhi Kumari Thakur	A study on talent acquisition challenges faced by IT start-ups in Bangalore	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Parth Arvindbhai Vekariya	Ankita Tukaram Gharge and Himani Tiwari	A study on consumer Adoption of digital Wallet in Pune City	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Anil Jangid	Tarannum Malik, Akash Bisht and Arnab Roy	A study of the effectiveness of marketing strategies of IKEA furniture in the Indian market	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Kadambari Shankar Bhumkar	Nishant Jain, Kritika Rai and Abbas Ali Taj	An Analytical Study of work-life Balance of Employees in IT companies in Pune.	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Rohit Kala	Shreya Shrangi and Shubham Agarwal	A study on implementing Capital Budgeting Techniques for long-term decision-making in companies	LEXIPEDIA Special Issue 2022, ISSN-2321-6964

158

2022	Kajal Didare	Kartik Rathore and Abhishek Mandal	A study on Investment Risk and Untrue Beliefs in the Equity Market of India	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Prashant Senapati	Smriti Mishra and Priya Nahar	Fintech Firms and Banking Sector: An Analytical Review	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Ramgir Pranav Rajesh	Amol Sharma, Sakshi Pawar and Rahul Madhariya	Impact of Foreign Direct Investment (FDI) on the Indian Economy	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Jayna Shah	Ashutosh Murarka and Tanya Jaiswal	Personal Financial Awareness among youth in Pune city	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Mayank Pujara	Vikas Joseph and Kritika Garg	A comparative analysis on the cash flow statement of HDFC Bank and Punjab National Bank	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Sagnik Mukherjee	Shuvodip Mukherjee and Upal Joshi	Comparative analysis of pension plans in India	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Jeet Thakkar	Himanshi Navin Chug and Mansi Vijay Badone	Significance and factor of Risk premium: An important component in Portfolio Management	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Mansi Joshi	Sweta Singh, Soumodeep Paul and Suraj Kadam	Evaluation of bank Lending Practices and credit management in India	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Saikaran Varda	Rohan Kumar Sahgal and Vanshita Jain	A competitive Analysis of online banking services in private and public sector banks	LEXIPEDIA Special Issue 2022, ISSN-2321-6964
2022	Shivali Choyal	Anubhav Tiwari and Kavita Dwivedi	A study on microfinance in financial Growth and Economic Development of India	LEXIPEDIA Special Issue 2022, ISSN-2321-6964

159

6.1.Student-Faculty Ratio (SFR) (10)

The student-faculty ratio significantly impacts the quality of education and learning experience of the institute. The ratio of students to faculty is just one of the factors that impact the overall quality and effectiveness. Our faculty members guide students regarding their academic and career goals, helping them make informed decisions.

PGDM COURSE

Year	2023-24	2022-23	2021-22
PG1 (Marketing & Finance)	180	180	180
PG2 (Marketing & Finance)	180	180	180
PG1+PG2 (Marketing & Finance)	**360**	**360**	**360**
PG1 (Marketing, Finance & HR)	60	60	60
PG2 (Marketing, Finance & HR)	60	60	60
PG1+PG2 (Marketing, Finance & HR)	**120**	**120**	**120**
PG1(Research & Business Analytics)	60	60	60
PG2(Research & Business Analytics)	60	60	
PG1+PG2 (Research & Business Analytics)	**120**	**120**	**60**
Number of Students in the Department (S)	**600**	**600**	**540**
Number of Faculty in the Department (F)	30	35	31
Student-faculty Ratio (SFR)	20	17.14	17.41
Average SFR	18.18		

PGDM MARKETING & FINANCE COURSE

Year	2023-24	2022-23	2021-22
PG1 (Marketing & Finance)	180	180	180
PG2 (Marketing & Finance)	180	180	180
PG1+PG2 (Marketing & Finance)	360	360	360
Number of Students in the Department (S)	360	360	360
Number of Faculty in the Department (F)	18	18	18
Student-faculty Ratio (SFR)	20	20	20
Average SFR	20		

6.1. Provide the information about the regular and contractual faculty as per the format mentioned below:

<p align="center">Table 6.1.1 - Information About Regular and Contractual Faculty</p>

Academic Year	Total number of regular faculty in the department	Total number of contractual faculty in the department
2023-24	25	5
2022-23	30	5
2021-22	29	2

6.2 Faculty Cadre (20)

The faculty cadre at Lexicon MILE plays a vital role in delivering high-quality education and maintaining the institution's reputation. They are responsible for designing the curriculum, guiding students, publishing research papers, and contributing to the growth and development of the institute. Additionally, they also undertake various administrative roles and responsibilities to ensure the smooth functioning of the institute. Our faculty comprises Director, HOD, Professors, Associate Professors, Assistant Professors, and Visiting Faculties to provide students with real-world insights and practical knowledge.

The reference Faculty cadre proportion is 1(F1):2(F2):6(F3)

F1: Number of Professors required = 1/9 x Number of Faculty required to comply with 20:1 Student-Faculty ratio based on no. of students (N) as per 6.1

F2: Number of Associate Professors required = 2/9 x Number of Faculty required to comply with 20:1 Student-Faculty ratio based on no. of students (N) as per 6.1

F3: Number of Assistant Professors required = 6/9 x Number of Faculty required to comply with 20:1 Student-Faculty ratio based on no. of students (N) as per 6.1

Cadre Proportions Marks = 13.7

FACULTY CADRE (20)						
Year	Professors		Associate Professors		Assistant Professors	
	Required F1	Available	Required F2	Available	Required F3	Available
2023-24	3	4	7	2	20	24
2022-23	3	3	7	3	20	29
2021-22	3	3	6	3	18	25
Average Number	3	3.33	6.66	2.66	19.3	26
Cadre Ratio Marks	18.90					

Cadre Ratio = [(AFI/RFI) + (AF2/RF2*0.6) +(AF3/RF3*0.4)] *10.

$$= [(3.33/3 + 2.66/6.66 \times 0.6) + (26/19.3 \times 0.4)] \times 10$$

$$= 18.90$$

If AF1 = AF2 = 0 then zero marks

Maximum marks are to be limited if they exceed 20.

6.3. Faculty Qualification (15):

FQ =2.0 x [(10X +4Y)/F)] where X is the no. of regular faculty with Ph.D., Y is the no. of regular faculty with MBA, F is the no. of regular faculty required to comply with the 1:20 Faculty-Student ratio (no. of faculty and no. of students required are to be calculated as per 6.1)

Faculty Qualification

FACULTY QUALIFICATION (15)				
	X	Y	F	FQ=2.0 x [(10X +4Y)/F)]
2023-24	6	19	25	10.88
2022-23	8	22	30	11.20
2021-22	6	23	29	14.62
Average Assessment				12.23

6.4. Faculty Retention (15):

Retaining faculty is essential for the success of Lexicon MILE. Achieving this requires a comprehensive approach that considers not only financial aspects but also the overall work environment and well-being of the faculty which is being adopted at Lexicon MILE. This is one of the most critical factors contributing to the success and makes a conscious effort to keep its faculty retained by providing competitive compensation and regular salary reviews.

FACULTY RETENTION RATIO		
Item	2023-24	2022-23
No. of Faculty Retained	12	18
Total No. of Required Faculty in 2021-22	27	27
% of Faculty Retained	44.44%	66.66%
Faculty Retained	**55.55%**	

6.5. Faculty Initiatives in Teaching and Learning (15)

The institute has initiated the continuous improvement of teaching and learning practices to enrich student engagement and improve overall educational outcomes.

The faculty initiatives on teaching and learning at Lexicon MILE are aligned with the following:

a) Objectives and goals:

- Enhancing the quality and relevance of education through innovative teaching methodologies. Promoting active learning and student engagement.
- Fostering a culture of research and critical thinking among faculty and students.

162

- Incorporating technology in teaching and learning processes to support personalized and interactive learning experiences.

- Assessing and addressing the diverse learning needs of students through inclusive teaching practices.

- Encouraging interdisciplinary collaboration and experiential learning opportunities.

b) Initiatives Implemented:

The following initiatives have been implemented by the faculty at Lexicon MILE to achieve the objectives and goals:

- **Professional Development:** Management institutes typically support faculty professional development through workshops, seminars, conferences, and teaching fellowships. These opportunities help faculty stay updated on the latest trends and innovations in teaching and learning.

- **Technology Integration**: Faculty members have incorporated technology tools and platforms, such as learning management systems, virtual classrooms, and multimedia resources, into their teaching practices. This integration has facilitated blended learning approaches and provided students with flexible access to course materials and interactive learning activities.

- **Virtual Classrooms:** A virtual classroom is an online teaching and learning environment where teachers and students can present course materials, engage, and interact with other members of the virtual class, and work in groups together. The key distinction of a virtual classroom is that it takes place in a live.

- **Information and Communication Technology (ICT):** It plays a crucial role in enhancing various aspects of teaching and the overall learning experience. ICT-enabled classrooms include computers, projectors, speakers, software, and mobile applications. ICT used in the classroom is important for giving students opportunities for effective learning.

- **Classroom Lectures**: Faculty deliver lectures on various topics and theories for the development of students. These lectures provide students with knowledge and theoretical understanding.

- **Case Studies**: Case studies analyze real-world business scenarios. Students develop problem-solving skills, critical thinking abilities, and decision-making capabilities.

- **Group Discussions**: Faculty use the group discussion method to encourage our students to engage in collaborative learning. They share their perspectives, analyze different viewpoints, and develop communication and teamwork skills. Group discussions also help in improving the presentation skills of our students.

- **Presentations**: The faculty gives equal opportunity to each student to give presentations on various topics. This helps them develop effective communication skills, their ability to present ideas and information and build confidence in public speaking.

- **Conferences and Conclave**: The institute organizes conferences and conclaves by industry experts, permanent faculty, and visiting faculty. These sessions provide current

163

business practices, emerging trends, and industry-specific knowledge, supplementing the academic curriculum of our institute.

- **Research-Based Teaching**: Faculty members have actively engaged in research contributing to the development of new knowledge in their respective fields. They have encouraged students to participate in research projects through CRLI (Corporate Research and Learning Internship) projects. The institute has its own Lexipedia Journal in which faculty and students contribute their research papers.

- **Continuous Evaluation & Assessment**: Faculty uses continuous evaluation & assessment methods to evaluate the performance and progress of their students. Some commonly used assessment methods such as quizzes, assignments, case studies, presentations, and examinations are used to assess the students.

Overall, faculty initiatives on teaching and learning in management institutes are geared towards fostering student engagement, critical thinking, practical skills development, and a deep understanding of business concepts and principles.

6.6. Management Development Programme (05)

The MDP program has been instrumental in equipping professionals with essential management skills and enhancing their leadership capabilities. MDP aims to develop the management and leadership abilities of faculty members, administrators, and other key personnel involved in the institute's operations. MDPs provide various opportunities to learn and develop essential managerial skills such as strategic thinking, decision-making, problem-solving, communication, and teamwork to the professionals.

The MDP has proven to be a valuable resource for developing the capabilities of our employees and driving the overall growth of our organization.

LIST OF MDP ORGANISED & ATTENDED:

MDP ORGANISED & ATTENDED				
Sr. No.	MDP Programs Organised	Year	Duration	No. of Candidate
1	Memory Technique	2023	1-Day	96
2	Insights Into Crypto Currencies	2022	1-Day	52
3	Learning and Development conclave "Reflections and the future of Learning and Development" organized by Lexicon MILE Pune	2022	1-Day	151
4	Sustainability - Environment, Social & Governance (ESG) organized by Lexicon MILE Pune	2022	1-Day	17
5	Banking & You	2021	1-Day	36
6	Decision Making & Problem Solving	2021	1-Day	33
7	Passion Adaptability and Resilience -The Key to Success	2021	1-Day	35
8	Insight Into Project Management	2021	1-Day	89
9	Design Thinking	2021	1-Day	36
10	How To Become Successful in This Time of Uncertainty	2021	1-Day	36
11	Basics of Branding	2021	1-Day	46
12	Neuro-Marketing	2021	1-Day	36
13	Neural Marketing	2021	1-Day	36

MDP ORGANISED & ATTENDED				
Sr. No.	MDP Programs Organised	Year	Duration	No. of Candidate
14	Managing Money	2021	1-Day	42
15	Data Analytics	2021	1-Day	41
16	Personal Growth along with Organizational Growth	2021	1-Day	37
17	Motivation	2021	1-Day	37
18	Brand Management	2021	1-Day	36
19	Interaction on Leadership Series	2021	1-Day	46
20	Interaction On Entrepreneurship Series	2021	1-Day	41
21	The Exciting World of Brands, Branding, and Consumer Behaviour	2021	1-Day	36
22	A Bankable Advantage	2021	1-Day	43
23	Adversity to Advantage	2021	1-Day	43
24	The Marketing Juggle - A perspective on shifting trends!	2020	1-Day	69

6.7. Faculty Performance Appraisal and Development System (15)

Faculty Performance Appraisal

A performance appraisal is a systematic and periodic process of measuring an individual's work performance against the established requirements of the job. It's a subjective evaluation of the employee's strengths and weaknesses, relative worth to the organization, and future development potential.

The faculty performance appraisal system is a structured mechanism designed to evaluate and assess the performance of faculty members. It aims to provide a comprehensive understanding of a faculty member's teaching effectiveness, research contributions, and professional development.

The faculty performance appraisal system is an essential tool for promoting excellence in teaching, research, and service at our Institute. It serves as a feedback mechanism to measure faculty member's overall performance and provide guidance for their professional growth. The system typically involves a combination of self-evaluation, student feedback, feedback from the HOD, the Director, the Registrar, HR Head and the final assessment of CEO.

A scoring pattern is used to determine final scores after consulting faculty members to evaluate their performance.

1. STUDENT FEEDBACK FORM:

STUDENT FEEDBACK FORM
Name of Student:
Batch and Trimester:
Subject:
Subject Faculty:
1. I am satisfied with the subject knowledge & contents that is being shared by the faculty.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

165

2. The faculty makes optimum utilization of the screen sharing, videos, photos, and pictorial presentations during the lectures.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
3. The faculty engages students in discussion during his/her sessions.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
4. The faculty conducts quizzes, MCQs, role play and games during his/her sessions.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
5. The faculty conducts interesting and creative activities in his/her sessions.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
6. The communication skills and clarity of speech of the faculty during the lectures are satisfactory
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
7. The faculty starts the session with a summary of the previous session. Also ends the session with the survey of the current session.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
8. There are case studies and situation analyses conducted during the sessions.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
9. Project-based studies are conducted during the sessions.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
10. The teaching speed is satisfactory; it helps us understand the content to its best.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

166

FACULTY APPRAISAL FORM								
LEXICON MANAGEMENT INSTITUTE OF LEADERSHIP AND EXCELLENCE								
Name of Faculty:								
Department:								
Date:								
Part	**Category**	**Max. Score**	**Apprai sal by Self**	**Apprais al by HOD**	**Approva l by Director**	**Apprai sal by Registr ar**	**Apprai sal by HR**	**Total Aver age Score**
			Max. Score	**Max. Score**	**Max. Score**	**Max. Score**	**Max. Score**	
Part-A	**Educational Qualifications and Experience Details**							
1	Educational Qualifications	25						
2	Experience Details	25						
	Total Score (Part-A)	**50**						
Part-B	**Teaching, Learning, and Evaluation-Related Activities**							
1	Teaching and Other Contributions	100						
2	Student Feedback on Teacher Performance	100						
3	Result Analysis	50						
4	Awards/Honours	25						
5	Online Certification Courses	25						
	Total Score (Part-B)	**300**						
Part-C	**Research, Development, and Extension Activities**							
1	Research Guidance	25						
2	Ongoing Sponsored Research Projects	25						
3	Consultancy	25						
4	Research Publications	100						
5	Patents Published/Awarded	25						
6	Books/Chapters Published	25						
7	Member/Reviewer in Editorial Boards of Referred Journals	25						

167

8	FDPs/Training Activities/Workshops/Webinar Attended	100						
9	Papers Presented in International & National Conference	50						
10	FDPs/Training Activities/Workshops Conducted as a Convener/Co-ordinator etc.	50						
11	Memberships in Professional Societies/Bodies etc.	25						
12	Contribution to Society	25						
	Total Score (Part-C)	**500**						
Part-D	**Academic Administrative and Extra Curricular Activities**							
1	Academic Administrative tasks	25						
2	Committee Member/Co-Ordinator/ In charge	25						
3	Departmental Committee Member/Co-Ordinator/ In charge	25						
	Total Score (Part-D)	**75**						
Part-E	**Participation as a Mentor Performance**							
1	Academic Mentoring	25						
2	Admission Mentoring	25						
3	Internship Mentoring	25						
	Total Score (Part-D)	**75**						
	Total Score (Part-A + Part-B + Part-C + Part-D + Part-E)	**1000**						
	Average							

Approval of the Committee

Signature of the Faculty	**Signature of HR**	**Signature of Registrar**	**Signature of Director**

Validated and Recommended by CEO:

Signature of CEO

168

Faculty Development System:

A faculty development system is a structured framework designed at the institute to support and enhance the professional growth and development of faculty members. It is typically implemented at our institute to ensure that faculty members have the necessary skills, knowledge, and resources to excel in their roles as educators, researchers, and mentors.

The main objective of a faculty development system is to provide faculty members with opportunities for continuous learning, skill-building, and career advancement.

Seminars, Conferences, Workshops, Webinars, and Faculty Development Program: We Support our faculty members to participate in seminars, conferences, webinars, and faculty development programs to expand their professional networks and stay updated with the latest research and developments in their fields. The overarching aim is to create a culture of continuous learning and professional growth among faculty members, ultimately benefiting the institution and its students.

Awards & Recognition: Recognizing and rewarding faculty members for their professional achievements and contributions always act as a motivational factor at the institute. The institute has constituted a prestigious annual award named after founder trustee Kamal Sharma Award is conferred upon teachers from all academicians in west Maharashtra and India on teaching.

Implementation of faculty performance appraisal and development:

Implementing faculty performance appraisal and development involves several steps to ensure its effectiveness and relevance to the institute's goals. Here's a structured approach to implementation:

Implementation and effectiveness of Appraisals:

Implementing and effectiveness of faculty performance appraisal and development involves several steps to ensure its effectiveness and relevance to the institute's goals.

The institute has a comprehensive faculty performance appraisal and development system.

- The self-appraisal form is collected after the completion of the academic year.
- The self-appraisal report is evaluated by the Faculty and Head of the Department and forwarded to the Director.
- The Director reviews the performance of the faculty and provides feedback for further corrections/improvements and awards marks based on the above-said parameters to each faculty member and forwards to the Registrar and HR Head.
- Further Registrar and HR Head provide the marks and forward them to the CEO.
- On the recommendation of the CEO, the HR Head issues the final Increment/promotion letters.
- Counselling has been done by the HOD of the respective department and Director for the faculty who has obtained feedback below the desired points and constructive feedback is given to faculties.

- Finally, all the faculty members must give their commitment to teaching-learning methods, research, industry connect, and co-curricular activities for the upcoming academic years. Smt. Kamal Sharma Award for Academic Excellence and Employee of the month awards are given based on the above-mentioned parameters and outstanding contribution.

Programs Participated: Awards and Recognition

			List of Awards and Recognition		
Sr. No.	Name of Staff / Faculty	Level of Award - National / International	Title of Award	Name of Organiser with Venue	Year
1	Ms. Rachana Pulgam	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2024
2	Ms. Kavita Pareek	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2024
3	Mr. Gurudas Sinalkar	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2024
4	Dr. Bharat Bhushan	National	Smt. Kamal Sharma Award of Academic Excellence 2023	Lexicon Management Institute of Leadership and Excellence, Pune	2023
5	Dr. Lambodar Saha	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2023
6	Mr. Rehan Sheikh	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2023
7	Mr. Vineet Borkar	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2023
8	Dr. Kashmira Lonkar	National	Smt. Kamal Sharma Award of Academic Excellence 2023	Lexicon Management Institute of Leadership and Excellence, Pune	2023
9	Ms. Farheen Belgumwala	National	Smt. Kamal Sharma Award of Academic Excellence 2023	Lexicon Management Institute of Leadership and Excellence, Pune	2023
10	Prof. Rachana Pulgam	National	Late Deepak Zavar Memorial Best Research Paper Award Finance	IIMS Institute Pune	2023
11	Dr. Ganesh Waghmare	National	Smt. Kamal Sharma Award of Academic Excellence 2023	Lexicon Management Institute of Leadership and Excellence, Pune	2023
12	Prof. Kavita Pareek	National	Smt. Kamal Sharma Award of Academic Excellence 2023	Lexicon Management Institute of Leadership and Excellence, Pune	2023
13	Prof. Amarendra Chitale	National	HR Bhaat National Excellence Award	TRB Group	2023
14	Prof. Amarendra Chitale	National	Smt. Kamal Sharma Award of Academic Excellence 2023	Lexicon Management Institute of Leadership and Excellence, Pune	2023
15	Dr. Swati Yeole	National	Smt. Kamal Sharma Award of Academic Excellence 2022	Lexicon Management Institute of Leadership and Excellence, Pune	2022

16	Mr. Nikunj Gayakwad	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2022
17	Ms. Tarana Agrawal	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2022
18	Ms. Nasiba Rukshana	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2022
19	Mr. Parmeshwar Kawale	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2022
20	Mr. Vikram Singh	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2022
21	Mr. Gurudas Sinalkar	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2022
22	Shagufta Ashraf	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2022
23	Dr. Raju Varghese	National	Best Academician of the Year Award - CEGR	Center for education growth and research	2021
24	Dr. Jitender Kumar Sharma	National	Certificate of Appreciation	Lexicon Management Institute of Leadership & Excellence	2021
25	Shagufta Ashraf	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2021
26	Dr. Raju Varghese	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2021
27	Mr. Sangram Raje	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2021
28	Dr. Vineeta Agrawal	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2021
29	Mr.Kapil Kapadiya	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2021
30	Ms. Saumya Mishra	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2021
31	Dr. Jitender Kumar Sharma	National	Best Academician of the Year Award - CEGR	Center for education growth and research	2021
32	Dr. Raju Varghese	National	Smt. Kamal Sharma Award of Academic Excellence 2020	Lexicon Management Institute of Leadership and Excellence, Pune	2020

Programs Participated: Seminar/ Conferences/ Workshop/ Webinars

Details of Seminar / Conferences / Workshop / Webinar				
Sr. No.	Name	Participated / Presented (If presented mention paper title)	Year	Details of Seminar/Conferences / Workshop/Webinar (Organisation, Theme, Date & Venue)

171

1	Rachana Pulgam	One-Day Workshop On Cyber Security And Ethical Hacking Awareness	2024	NCIIPC, MIC, AICTE, Symbiosis Skills & Professional University
2	Rachana Pulgam	3 Days Workshop On Basic Statistical Analysis & Its Interpretation Using SPSS	2024	Institute for Statistics & Analytical Research
3	Rachana Pulgam	1 Day National Conference On Viksit Bharat @ 2047	2024	Vedant Knowledge Systems Pvt Ltd.
4	Ms. Farheen Belgumwala	SHRM India Talent Leadership Summit & Expo 2024	2024	SHRM India
5	Ms. Kavita Pareek	SLR Bibliometric Analysis Focusing On LR Framework & Use Of AI	2024	MTC Global Leadership Institute, Bangalore, India
6	Prof. Lambodar Saha	Presented "A Study on Environmental Impact of The Aviation Industry"	2024	National Conference, MIMA Institute of Management, Pune
7	Ms. Farheen Belgumwala	Educating for Life	2023	Initiatives of Change (India)
8	Swati Chaudhary	1 Day Workshop On Safalta Ka Sankalp	2023	Mahek Industries
9	Mr. Shuchivrat Deshmukh	Presented " A Study of The Interrelationships Between Self-Help Groups and The Level of the Socio-Economic Development in The Districts of The State of Maharashtra"	2023	ISDSI Global Conference, Organized at IIM-Ranchi
10	Ms. Rachana Pulgam	Presented "Sustainable Financial Practices Through Green Bonds: Prospects and Challenges	2023	International Conference VISHLESHAN 2K23 Organized by International Studies of Management Studies, Pune
11	Ms. Swati Chaudhary	Presented "Sustainable Career Development: Nurturing Careers Through Green HR Policies"	2023	International Conference VISHLESHAN 2K23 Organized by International Studies of Management Studies, Pune
12	Prof. Anshuman Magar	Participated	2023	Innovative Teaching Learning and Training in Higher Education and Skill Development, National Conference Organised by Symbiosis Skills and Professional University, Pune
13	Ms. Swati Chaudhary	"Sustainable Ways for Disposal of Expired and Unused Medicines" At Oman Sohar University	2023	6th International Research Conference, Sohar University, Oman.
14	Prof. Vineeta Agrawal	Exploring The Long-Term Dynamics of Engagements Across Various Sectors	2023	6th International Research Conference, Sohar University, Oman.

172

15	Prof. Vineeta Agrawal	Sustainability, Economics, Innovation, Globalisation and Organisational Psychology (SEIGOP) 2023	2023	James Cook University, Singapore (JCUS)
16	Ms. Kavita Pareek	Presented - Study on Trend of Export and Import of Various Commodities	2023	Foresight College of Commerce (FCC) & Christ College, Pune
17	Prof. Piali Haldar	Presented -Innovative Business Model for Sustainable Growth: A Case Of ITC	2023	Global Best Practices for Diversity, in Chandigarh Business School & FPT University, Vietnam
18	Ms. Swati Chaudhary	PRESENTED-Non-Performing Assets (NPA): A Big Barrier in The Sustainability of Indian Banks.	2022	International Conference on Sustainable and Innovative Business Practices
19	Prof. Vineeta Agrawal	Indian Banking Sectors	2022	"Sustainable Finance for Circular Economy in Pre and Post-Pandemic Era" Organized By S.B. Patil Institute of Management In Association With Indian Council Of Social Science Research
20	Ms. Rachana Pulgam	A Study on Provisions of Crypto Assets in Financial Budget 2022-23	2022	National Seminar on Innovative Practices in Teaching and Learning in The Digital Era, 12th April 2022, KLE Society's Science and Commerce College, Kalamboli
21	Ms. Kavita Pareek	Participated	2022	National Webinar On 'Strategy for Managing Personal Finance' Organised by New Way Educational and Rural Development Trust, Dholkha, Gujarat in Collaboration with Association of Mutual Funds in India (AMFI), On May 12, 2022
22	Dr. Kashmira Lonkar	International Symposium On Law And Peace	2021	MIT World Peace University, Pune
23	Ms. Farheen Belgumwala	Writing Impactful Research	2021	Emerald Publishing
24	Ms. Farheen Belgumwala	NLP Practitioner & NLP Life Coach	2021	Agile Neuro
25	Prof. Lambodar Saha	To Study of Employee Morale Level During Covid-19 Pandemic Situation at RSB Transmissions (I) Ltd. Pune	2021	International Conference Organized by SKIPS, Ahmedabad
26	Prof. Vineeta Agrawal	An Analysis of Trends of Non-Performing Assets in Scheduled Commercial Banks & Its Recovery Mechanism Pre and Post Financial Crisis Of 2007-08	2021	Sanmantrana 2021- A Multi-disciplinary Online International Congress on Good Practices and Capacity Building for Sustainable Development Goals on February 01-03, 2021Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

173

27	Prof. Swati Manoj Yeole	A Study on The Psychological Impact of Pandemic Covid-19 On the Students in Pune	2021	International Conference on "Global Evaluation- Through and Post COVID -19 Times".
28	Ms. Kavita Pareek	Participated	2021	National Webinar on 'Impact of Online Teaching on Higher Education' organized by Smt. Kesharbai Lahoti Mahavidyalaya, Amravati, Department of Commerce on 30th October 2021.
29	Ms. Kavita Pareek	Participated	2021	National Webinar on 'Technological Reforms in Commerce & Management' organized by SCMIRT Department of Commerce & Management in Association with IQAC on 5th October 2021.
30	Ms. Kavita Pareek	Participated	2021	National Webinar on 'Consequences of Pandemic on Educational Economy' organized by IQAC of Gokhale Education Society's, Sir Dr M.S. Gosavi College of Commerce, Nashik on 21st September 2021.
31	Ms. Kavita Pareek	Participated	2021	4 days International Conference on Examinations – IDEA 2021 organized by Council of Examiners India and Skillslste Foundation, Pune powered by Zovy Studios, Pune in association with Ion Idea and Gniot Institute of Management, UP from 8th June 2021 to 11th June 2021.
32	Prof. Raju Varghese	"Kasar" Business Community: Traditional Vs. Current Occupational Patterns	2021	Awarded best paper for the paper, at 5th International Seminar (Webinar) on Innovation and Recent Trends of Entrepreneurship in Current Scenario organised by The ICFAI University, Tripura.
33	Prof. Raju Varghese	"Kasar" Business Community: Traditional Vs. Current Occupational Patterns	2021	Awarded best paper for the paper, at 5th International Seminar (Webinar) on Innovation and Recent Trends of Entrepreneurship in Current Scenario organised by The ICFAI University, Tripura.
34	Prof. Vineeta Agrawal	How Higher Education Can Reboot the Economy"	2020	IFIM Business School
35	Ms. Kavita Pareek	Participated	2020	Webinar on 'Career Opportunity in Hospitality Industry' organized by Dnyansagar Institute of Management & Research, Pune on 29th and 30th September 2020.
36	Ms. Kavita Pareek	Participated	2020	Live Webinar On COVID-19 a blessing in disguise - How to grab the Opportunity by Ashok Ranjith organized by Rungta Group of Institutions (R1) On 01st August 2020.

37	Ms. Kavita Pareek	Participated	2020	International Webinar on "Strategies for Securing Digital Content" held at Rungta College of Engineering and Technology, Bhilai on 25 July 2020 under TEQIP-III.
38	Ms. Kavita Pareek	Participated	2020	Live Webinar on "Global Opportunities in Pharmaceutical Sector" organized by Rungta Group of Institutions (R1) on 18th and 19th July 2020.
39	Ms. Kavita Pareek	Participated	2020	Live Webinar on "Careers along COVID-19 Industry Readiness by Mr. Krithi Vasans" organized By Rungta Group of Institutions (R1) on 18th July 2020.
40	Ms. Kavita Pareek	Participated	2020	National Webinar on 'Impact of COVID-19 Pandemic on Higher Education' held on Wednesday, 15th July 2020 on the online Google Meet platform.
41	Ms. Kavita Pareek	Participated	2020	Live Webinar on "Winning over COVID-Recruitment Initiatives by TCS" by Mandeep Bagchi organized by Rungta Group of Institutions (R1) on 12th July 2020.
42	Ms. Kavita Pareek	Participated	2020	Live Webinar on "Post COVID - Apna Time Aayega" By Anurag Basu organized By Rungta Group of Institutions (R1) on 11th July 2020.
43	Ms. Kavita Pareek	Participated	2020	Live Webinar on "Mega Trends for Megachanges" By Ambassador Prof. Deepak Vohra organized By Rungta Group of Institutions (R1) on 05th July 2020.
44	Ms. Kavita Pareek	Participated	2020	Live Webinar on "Covid-19 is an Opportunity" Organized by Rungta Group of Institutions (R1) on 04th July 2020.
45	Prof. Jitender Kumar Sharma	HR Analytics - New Paradigm Shift in Human Resource Department in Organization	2020	International Conference on Human Resource Management (ICHRM) Gulf University
46	Dr. Kashmira Lonkar	Evidence-Based Teaching And Learning Strategies In Higher Education	2020	CREATES, IISER Bhopal
47	Dr. Kashmira Lonkar	Rio + 25 Un Water Action Decade International Short-Term Course Program	2020	IARF
48	Dr. Kashmira Lonkar	Strengthening & Promoting Law School Clinics In India	2019	BVDU New Law College
48	Prof. Raju Varghese	Aligning Management Education to Industry 4.0	2019	International Conference on Industry 4.0 - Engaging with Disruptions at Global

175

			Business Scholl & Research Centre in D.Y. Patil University

Program Participated: Faculty Development Program

Sr. No.	Name of faculty	Details of FDP Programs	Date & Year
Program Participated: FDP		
1	Prof. Jitender Kumar Sharma	One-Day FDP On - Emerging Issues Intellectual Property Rights	25-05-2023
2	Prof. Raju Varghese		
3	Prof. Piali Haldar		
4	Prof. Vineeta Agrawal		
5	Prof. Lambodar Saha		
6	Prof. Ganesh Waghmare		
7	Prof. Anshuman Magar		
8	Prof. Mayadevi Jadhav		
9	Prof. Sandeep Sarkale		
10	Prof. Rachana Pulgam		
11	Prof. Kavita Pareek		
12	Prof. Govind Rathod		
13	Prof. Raju Varghese	One-Day FDP On - Excellence In Teaching - Integrating Flipped Classroom With Learning	30-06-2023
14	Prof. Piali Haldar		
15	Prof. Vineeta Agrawal		
16	Prof. Ganesh Waghmare		
17	Prof. Anshuman Magar		
18	Prof. Mayadevi Jadhav		
19	Prof. Sandeep Sarkale		
20	Prof. Rachana Pulgam		
21	Prof. Kavita Pareek		
22	Prof. Jitender Kumar Sharma	One-Day FDP On How To Get Research Paper Published	12-04-2023
23	Prof. Raju Varghese		
24	Prof. Piali Haldar		
25	Prof. Vineeta Agrawal		
26	Prof. Lambodar Saha		
27	Prof. Swati Yeole		
28	Prof. Anshuman Magar		
29	Prof. Mayadevi Jadhav		
30	Prof. Sandeep Sarkale		
31	Ms. Farheen Belgaumwala		
32	Prof. Kavita Pareek		
33	Prof. Swati Chaudhary		
34	Prof. Harsh Lazarus		
35	Prof. Nishant Tyagi		
36	Prof. Ganesh Waghmare		
37	Harsh Lazarus	Universal Human Values - FDP - AICTE	2023
38	Ms. Farheen Belgaumwala	Mentoring For Teacher Professional Development	2023
39	Prof. Kashmira Lonkar	Emerging Issues in Intellectual Property Rights	2023
40	Prof. Ganesh Waghmare	One-Day FDP on How to Get Research Paper Published	2023
41	Prof. Jitender Kumar Sharma	One-Day FDP On - Excellence in Teaching - Integrating Flipped Classroom with Learning	2023
42	Prof. Kavita Pareek	One-week Faculty Development Program on "Quantitative Research with IBM SPSS" organized by the Department of MBA, Sanjivani College of Engineering, Kopargaon (An Autonomous Institute) in association with Rotary	2022

176

		Club of Kopargaon Central from 26th to 30th September 2022 in virtual mode.	
43	Prof. Vineeta Agrawal	Application of Statistical Techniques in Real World	2022
44	Prof. Anshuman Magar	Ethics and Values in Higher Education - MSFDA	2022
45	Prof. Anshuman Magar	Emerging trends in the field of Information Technology Organised by ICS College Ratnagiri	2022
46	Prof. Anshuman Magar	Implementation of NEP 2020 - Opportunities and Challenges Organised by RUSA Maharashtra and CKT College Panvel	2022
47	Prof. Rachana Pulgam	AICTE- "Inculcating Universal Human Values in Technical Education"	2022
48	Dr. Kashmira Lonkar	Research In Social Sciences: Contemporary Trends, Perspectives and Pedagogy	2022
49	Dr. Kashmira Lonkar	Tools And Techniques for Gamified and Interactive Online Teaching	2022
50	Ms. Farheen Belgaumwala	5 Days FDP On AICTE Training and Learning Academy	2021
51	Prof. Vineeta Agrawal	Advanced Pedagogical Techniques	2021
52	Prof. Vineeta Agrawal	Development And Implementation of MOOCs	2021
53	Prof. Vineeta Agrawal	Research Methodology, Nagpur	2021
54	Prof. Mayadevi Jadhav	Three Days SPSS - Master Workshop organized by COMMCAD 26,27,28th March 2021	2021
55	Prof. Rachana Pulgam	AICTE Training and Learning (ATAL) Academy, 13th September 2021 to 17th September 2021. "NEP 2020: Implementation for Quality Education"	2021
56	Dr. Kashmira Lonkar	Multidisciplinary Approaches in Social & Legal Issues	2021
57	Dr. Kashmira Lonkar	Online Faculty Induction Programme	2021
58	Ms. Farheen Belgaumwala	5-Days FDP ON ATAL	2021
59	Prof. Mayadevi Jadhav	Seven Days e-FDP on NAAC Accreditation" organized by Dnyansagar Institute of Management & Research, Pune in association with EduMentor, from 21 July to July 27, 2020.	2020
60	Prof. Anshuman Magar	Empowerment through digital technology and E-Learning by SNDT University Mumbai	2020
61	Prof. Kavita Pareek	'One-day e-FDP' on MBA CBCS & GS, OBE Pattern in Organisation and Management Board for SEM-III, organized by Dnyansagar Institute of Management & Research in Association with Savitribai Phule Pune University on 31st July 2020.	2020
62	Prof. Kavita Pareek	Seven Days e-FDP on NAAC Accreditation" organized by Dnyansagar Institute of Management & Research, Pune in association with EduMentor, from 21 July to July 27, 2020.	2020
63	Prof. Kavita Pareek	One Week FDP "How to Enrich Online Learning: Keys and Challenges. "Organised by IQAC cell of Vishwakarma College of ACS, Pune from 7th July to 11th July 2020.	2020
64	Prof. Kavita Pareek	Training Programme on 'Restructured Syllabus of Accountancy' held by the Board of Studies in Accountancy, Savitribai Phule Pune University on 10 July 2020.	2020
65	Prof. Kavita Pareek	One day Faculty Development Programme on "ICT tools for Online Teaching" organized by	2020

177

		Sanjivani College of Engineering, Dept. of MBA, Kopargaon on 6/4/2020.	
66	Prof. Rachana Pulgam	"The Scenario of Commerce, Management and Economics After Covid-19" sponsored by MHRDC's Faculty Development Centre, UGC and Savitribai Phule Pune University, 29/06/2020 to 08/07/2020.	2020
67	Prof. Rachana Pulgam	"E-Content Development for Teaching and Learning" at Arihant College of Arts, Science and Commerce, Pune, 8 June 2020 to 13th June 2020.	2020
68	Prof. Rachana Pulgam	"Online Teaching And E-Content Development" at S. K. Somaiya College and IIDE, Mumbai, 11th, and 12th June 2020.	2020
69	Prof. Rachana Pulgam	"Future Of Learning" at RV Institute of Management, Bangalore, 27th May 2020 to 29th May 2020.	2020
70	Prof. Rachana Pulgam	"Research Methodology with Hands-on Research Paper Writing" at Sage University, Indore, 1st June to 5th June 2020.	2020
71	Prof. Rachana Pulgam	Effective Techniques of Teaching and E-Commerce" at SES's Saraswati Institute of Technology, Mumbai, 1st June to 5th June 2020	2020
72	Prof. Swati Chaudhary	Teaching and leadership through Whole Brain Thinking" conducted by WOW Factors India Pvt. Ltd., organized by DAV Centenary College, Faridabad	2020
73	Dr. Mayadevi Jadhav	One Day FDP on MBA CBCS & GS OBE Pattern	2020
74	Ms. Farheen Belgaumwala	12 Days FDP(AICTE) On-Outcome Based Education In Management Education	2020

6.8. Visiting / Adjunct Faculty (10)

Industry experts as visiting faculty is beneficial for our students. Students always give positive feedback about the visiting lectures taken by industry experts which helps to ignite our student's ambition. Students see the practical application of their studies and get confidence in pursuing their career paths.

Here are some reasons why we are having industry experts as our visiting faculty:

- **Updated curriculum**: By involving industry experts as visiting faculty, we ensure that our curriculum remains up-to-date and relevant. These experts have first-hand knowledge of emerging trends and market demands. They help to shape the curriculum to meet the current needs of the industry, ensuring that students are equipped with the most recent skills and knowledge.

- **Guest lectures**: Industry experts enrich the learning experience by delivering guest lectures on specific industry topics. These sessions give many opportunities to learn directly from professionals who are at the forefront of their fields. Students engage in interactive discussions, ask questions, and gain valuable insights that go beyond the standard curriculum.

Details of Visiting Faculty

LIST OF VISITING FACULTIES

Sr. No.	Visiting Faculty	Subject	Trimester	Hours of Interaction
A.Y. 2021-22				
1	Mr. Vijay Haldavnekar	Security Analysis and Portfolio Management	IV	24
		Mergers and Acquisitions	II	20
		Strategic Cost Management	II	22
			Total	**66**
2	Mr. Prashant Ubarhande	Banking and Insurance	IV	22
		Taxation	II	18
		Quantitative Techniques	I	50
			Total	**90**
3	Mr. Madhup Gandhi	Production & Operations	I	62
4	Ms. Priyanka Srivastava	Managerial Communications	I	58
A.Y. 2022-23				
1	Ms. Durgeshwari Chittar	Python in Data Analytics	IV	22
		Introduction to R & Python	II	66
			Total	88
2	Prof. Rakesh Kumar Bhati	Economics for Managers	I	89
3	Mr. Gurmeet Singh	Human Resource Management	I	103
4	Ms. Soniaa Solankke	Managerial Communications	I	100
5	Ms. Ruchi Suneja	Managerial Communications	I	60
6	Mr. Irfan Kazi	Fundamentals of Business Analytics	I	113
7	Ms. Anjali Bawse	German	I	75
8	Mr. Chirag Kothari	MS-office	I	97
9	Mr. Ankit Bajaj	Financial Management	II	131
10	Ms. Metkar Pradynya Subhash	Strategic Alliances	II	81
11	Prof. Vivek Marthe	Introduction to Data Structures & Data Visualization	II	94
A.Y. 2023-24				
1	Ms. Durgeshwari Chittar	Python in Data Analytics	IV	59
2	Ms. Sarika R. Lohana	Economics for Managers	I	78
3	Mr. Gurmeet Singh	Human Resource Management	I	72
4	Ms. Soniaa Solankke	Managerial Communications	I	142
5	Ms. Anjali Bawse	German	I	83
6	Mr. Chirag Kothari	MS-office	I	75
7	Mr. Arpana Basnet	Finance for Manager	II	91
8	Ms. Durgeshwari Chittar	Introduction to R & Python	II	94

6.9. Academic Research (70)

Academic Research plays a crucial role in the advancement of knowledge and the development of society. One of the key outcomes of academic research is the publication of faculty papers. These publications serve several important purposes and have numerous benefits. The institute supports our faculties in academic research and paper publication.

Some key points highlighting how we support & promote our faculty paper publication:

- **Research Environment**: The Institute provides an environment conducive to academic research. We establish research facilities, libraries, and laboratories, which are equipped with the necessary resources and infrastructure to support research activities. The institute has research base library facilities for researchers such as books and journals (online & print) EBSCO and J Gate. Institute Library has around printed book volumes - 7817, e-book volumes-15722, printed journal-36, international journals -2, memberships of DELNET, and National Digital Library help our faculty a lot to pursue research in their academic fields.

- **Research Knowledge:** By publishing research papers, faculty members contribute to the advancement of knowledge within their respective fields. This dissemination of knowledge through publication enhances our intellectual capital and establishes it as a center of excellence in research and academia.

Summary - Academic Research Publications

Sr. No.	Research Publication	No. of Publication
1	Research papers	93
2	Books Publication	12
3	Books Chapter Publication	6
4	Patents Filed / Awarded	8
5	Articles Publication	10
6	Case Studies Publication	11
7	Ph.D. / Fellowship Awarded	2

RESEARCH PAPERS

RESEARCH PAPERS

LIST OF RESEARCH PAPERS PUBLISHED										
Sr. No.	Name of the Author	Co-Author -1 (if any)	Co-author -2 (If any)	Research Title	Name of the Journal	Volume & Issue	ISSN / E ISSN / ISBN	Month of Publication	Year of Publication	Journal Types
1	Prof. Lambodar Saha	Prof. Swati Yeole	Prof. Jitender Kumar Sharma	Competency Mapping Level of Employees of Weikfield Foods Pvt. Ltd. Pune during Post Covid-19	Pacific Business Review (International)	Vol:16 Issue 7	ISSN: 0974-438X.	Jan	2024	WoS
2	Prof. Lambodar Saha	Ms. Tanushree Chaudhry	Mr. Parmeshwar Kawale	Analysis of the Future of HR with Artificial Intelligence in the IT Sector	Rabindra Bharati Patrika: Rabindra Bharati University	Vol: XXVII Issue 3	ISSN: 0937-0037	Mar	2024	UGC Care
3	Prof. Govind Teju Rathod		----	A Study of Influencer Marketing in Online Marketing of Fast-Moving Consumer Goods in India	Rabindra Bharati University Journal of Economics	Vol.: XXVII, No:10	0975-802X	Dec	2023	UGC Care -I
4	Prof. Anshuman Magar	Prof. Govind Teju Rathod	----	Financial Behaviour of Indian Consumers During Festivals: A Study of Spending and Investment Choices	Rabindra Bharati University Journal of Economics	Vol.: XXVII, No:10	0975-802X	Dec	2023	UGC Care -I
5	Prof. Govind Teju Rathod	---	----	Unveiling The Influence of Indian Mythology on Modern Management: A	Indian Journal of Psychology	Volume 06	0019-5553	Nov	2023	UGC Care -I

				Quantitative Study						
6	Prof. Govind Teju Rathod	---	----	A Study of Patanjali's Marketing Strategy: A Case Study	Rabindra Bharati University Journal of Economics	Vol.: XXVII, No:1,	0975-802X	Nov	2023	UGC Care -I
7	Prof. Mayadevi Jadhav	Prof. Lambodar Saha	Prof. Anshuman Magar, Prof. Govind Teju Rathod	An Initiative of Corporates Towards Green Brands for Environmental Sustainability	World journal of management and economics	Volume 16 Issue 09	E-ISSN: 1998-1392	Nov	2023	ABDC
8	Prof. Vineeta Agrawal	Ms. Manisha Agrawal	----	Evaluating Financial Literacy Among Working Women in Pune: A Gender-Sensitive Approach	Springer link	Vol 14 Issue 2	E-ISBN 978-981-99-2909-2	Aug	2023	Scopus
9	Prof. Vineeta Agrawal	Prof. Anshuman Magar	Praveen Prabhakar	Unveiling the Economic Crisis in Sri Lanka: Understanding Impacts and Ramifications	Empirical Economics Letters	Vol.22 Issue 2	ISSN 1681-8997	Aug	2023	ABDC
10	Prof. Anshuman Magar	Ms. TVSS Swathi	---	Assessing The Impact of Technological Advances on Business Management Techniques	Intern. Journal of Profess. Bus. Review.	Vol.8 No.7	ISSN – 2525 – 3654	Aug	2023	Scopus
11	Ms. Farheen	Prof. Swati Yeole	---	Role of HR from Blackboar	Rabindra Bharati Patrika:	Vol. XXVI, No.7	ISSN No:	Jul	2023	UGC Care

182

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12	Prof. Lambod ar Saha	Prof. Vineeta Agrawa l	Kavita Pareek	Financial Literacy and Pattern of Savings, Investment Behaviour of Rural Women: An Empirical Assessmen t	Journal of Data Acquisitio n and Processing	Vol. 38 (2)	ISSN – 1004-9037	May	2023	Scopus
13	Ms. Kavita Pareek	Prof. Rupali Kudare	---	To Study the Trend of The Export and Import of Various Commodit ies of Food Processing Units Using Trend Analysis for Pre and Post-Pandemic – Covid 19	Madhya Pradesh Journal of Social Sciences	Vol. 28, No: 1(ii),	ISSN: 0973-855X	May	2023	UGC Care -I
14	Prof. Govind Teju Rathod	Individ ual	Individ ual	Digital Marketing for Service-Based Enterprise s	South India Journal of Social Sciences	Vol. XXI, No.18	0972 – 8945	Jan – Jun	2023	UGC Care -I
15	Prof. Lambod ar Saha	Prof. Vineeta Agrawa l	Kavita Pareek	Financial Literacy and Pattern of Savings, Investment Behaviour of Rural Women: An Empirical Assessmen t	Journal of Data Acquisitio n and Processing	Vol. 38 (2)	1004-9037	Apr	2023	Scopus
16	Prof. Ganesh	Individ ual	Individ ual	Design Thinking: A Creative	Prabandha n: Indian Journal of	Vol. 16, No. 02	ISSN 0975-2854	Feb	2023	Scopus

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	Waghm are			Approach to Develop an Employee Experienc e Scale	Managem ent					
1 7	Prof. Ganesh Waghm are	Individ ual	Individ ual	A Study to Analyze Satisfactio n and Brand Loyalty Among Branded Shirt Customers in Pune City	Lexipedia – An Annual Journal	Vol -1	ISSN: 2321- 6964	Sep	2022	Peer review
1 8	Ms. Swati Chaudh ary	Prof. Lambo dar Saha	Individ ual	Studying The Impact of Competen cy Mapping Interventio ns on Enhancing Role Efficacy with Specific Reference to Pune	Lexipedia – An Annual Journal	Vol -1	ISSN: 2321- 6964	Sep	2022	Peer review
1 9	Prof. Mayade vi Jadhav	Individ ual	Individ ual	A Study on "How Customer Relationsh ip Manageme nt (CRM) Helps Retail Business Flourish"	Lexipedia – An Annual Journal	Vol -1	ISSN: 2321- 6964	Sep	2022	Peer review
2 0	Prof. Piali Haldar	Individ ual	Individ ual	A Study on the Assessmen t of Technolog y Disruption on Workforce Challenges , Banking Productivit	Lexipedia – An Annual Journal	Vol -1	ISSN: 2321- 6964	Sep	2022	Peer review

184

				y and Efficiency							
2 1	Mr. Harsh Lazarus	Prof. Swati Yeole	Prof. Lambo dar Saha	Decoding the Effects of Performan ce Appraisal on Job Satisfactio n	Lexipedia – An Annual Journal	Vol -1	ISSN: 2321-6964	Sep	2022	Peer review
2 2	Prof. Vineeta Agrawal	Ms. Swati Chaudh ary	Ms. Kavita Pareek	India's Micro Small & Medium Enterprise s (MSME) Sector: Problems and Prospects	Lexipedia – An Annual Journal	Vol -1	ISSN: 2321-6964	Sep	2022	Peer review
2 3	Prof. Anshum an Magar	Prof. Vineeta Agrawa l	Ms. Rachn a Pulga m	A Study on The Future of The Fintech Industry and Its Impact On The Banking Sector	Lexipedia – An Annual Journal	Vol -1	ISSN: 2321-6964	Sep	2022	Peer review
2 4	Ms. Rachana Pulgam	Prof. Vineeta Agrawa l	Prof. Anshu man Magar	The Analysis of the Role of Behaviour al Biases in Investment Decision	Lexipedia – An Annual Journal	Vol -1	ISSN: 2321-6964	Sep	2022	Peer review
2 5	Prof. Anshum an Magar	Prof. Vineeta Agrawa l	Ms. Rachn a Pulga m	A Study on the impact of the COVID-19 Pandemic on FDI inflow in the	Lexipedia – An Annual Journal	Vol -1	ISSN: 2321-6964	Sep	2022	Peer review
2 6	Prof. Swati Manoj Yeole	Individ ual	Individ ual	Impact of Social Media Advertisin g on Consumer	Lexipedia – An Annual Journal	Vol -1	ISSN: 2321-6964	Sep	2022	Peer review

185

				Buying Intentions							
27	Prof. Lambodar Saha	Individual	Individual	To Study the Competency Mapping Level of Employees of Weikfield Foods Pvt. Ltd. Pune during Post Covid-19	Lexipedia – An Annual Journal	Vol -1	ISSN: 2321-6964	Sep	2022	Peer review
28	Prof. Mayadevi Jadhav	Individual	Individual	A Study on the Impact of Digital Marketing on Consumer Behaviour	Lexipedia – An Annual Journal	Vol -1	ISSN: 2321-6964	Sep	2022	Peer review
29	Prof. Ganesh Waghmare	Individual	Individual	Image Of Ayurvedic Product Brands and Buying Behaviour: A Perceptual Mapping for Pune City	Journal of Positive School Psychology	Vol. 6, No. 11	ISSN 2717-7564	Aug	2022	Scopus
30	Prof. Ganesh Waghmare	Individual	Individual	Growth of over-the-top (OTT) Video Services in India	Manager-The British Journal of Administrative Management	Volume 58, Issue 147	ISSN – 1746 1278	Feb	2022	ABDC
31	Prof. Ganesh Waghmare	Individual	Individual	Are Private Banks in India Seeking Welfare of The Stakeholders Through CSR Program? An	Empirical Economics Letters	Vol. 21 (1)	ISSN 1681 8997	Jun	2022	ABDC

186

				Empirical Study						
3 2	Ms. Rachana Pulgam	Individual	Individual	A Study on Provisions of Crypto Assets in Financial Budget 2022-23	International Journal of Advance and Innovative Research.	Volume 9, Issue 2 (XII) April – June 2022	ISSN: 2394 – 7780	Jun	2022	Peer review
3 3	Ms. Rachana Pulgam	Nidhi Medhekar	Akansha Vaidya	Role Of Fintech in the Development of the Indian Economy	DYPU Conference Proceedings: Fostering Resilient Business Ecosystems and Economic Growth: Towards the Next Normal	Conference Proceedings	978-81-950596-1-4	Jul	2022	Peer review
3 4	Ms. Rachana Pulgam	Individual	Individual	A Study of Opportunities and Challenges for Indian Start-Ups	Journal of Maharaja Sayaji University of Baroda	Vol. 56 No. 1(V) (Science & Technology) Vadodara 2022	ISSN: 0025-0422	Jan	2022	UGC Care
3 5	Prof. Lambodar Saha	Individual	Individual	A Study on the Behavioural and Attitudinal Changes During COVID-19 among the People of Maharashtra	Journal of Education	XXX & 3(II)	0972-7175	Dec	2022	UGC Care
3 6	Prof. Lambodar Saha	Individual	Individual	An Analysis of Employee Job Satisfaction of Commercial Banks in the	Journal of Education	XXX & 3(II)	0972-7176	Mar	2022	UGC Care

187

				Pune Region During Covid-19 Pandemic						
37	Prof. Mayadevi Jadhav	Individual	Individual	Consumer Buying Behaviour Towards FMCG Products with Special Reference to Latur District	AJANTA Publications UGC Listed Peer Review Journal	XI & 3	ISSN 2277-5730	Jul-Aug	2022	UGC Listed Peer Review
38	Prof. Mayadevi Jadhav	Prof. Niraj C. Chaudhari	Mr. Rushikesh D. Pagare	Brand Awareness and Buying Behaviour of Adolescence Students for Body Care Products – Study Conducted for District Ahmednagar	Shodhasamhita: Journal of Fundamental & Comparative Research	Vol. No. IX, Issue- I (XVIII)	ISSN 2277-7067	Jan – Jun	2022	UGC care
39	Prof. Govind Teju Rathod	Individual	Individual	Financial Services Marketing a Review	Shodhasamhita: Journal of Fundamental & Comparative Research	Vol. VIII, Issue- II	ISSN: 2277-7067	Jul – Dec	2022	UGC care
40	Prof. Vineeta Agrawal	Prof. Lambodar Saha	-	A Study on the Behavioural and Attitudinal Changes During COVID-19 among the People of Maharashtra	Journal of Education (Rabindra Bharti)	Vol. XXX, 3(II)	ISSN – 0972-7175	Feb	2022	UGC Care
41	Prof. Vineeta Agrawal	Prof. Lambo	-	An Analysis of	Journal of Education	Vol. XXX, 3(II)	ISSN –	Feb	2022	UGC Care

188

		dar Saha		Employee Job Satisfaction of Commercial Banks in Pune Region during Covid-19 Pandemic	(Rabindra Bharti)		0972-7175			
4 2	Prof. Swati Manoj Yeole	Individual	Individual	Social Media Craze Among Children & Behavioural Change	Journal of Education (Rabindra Bharti)	Vol.: XXV, No. :3(IV)	ISSN: 0972-7175	May	2022	UGC Care
4 3	Prof. Swati Manoj Yeole	Prof. Lambodar Saha		A study on User Perspective on OTT platform in India	Journal of Positive School Psychology	Vol. 6, No. 3,	7351-7364	May	2022	Scopus
4 4	Prof. Lambodar Saha	Prof. Swati Manoj Yeole		A Conceptual Study on Women Leadership and Its Influence on Work Culture During Second Wave of Covid-19 In Corporate Sector	Manager – The British Journal of Administrative Management (TBJAM)	58 & 150	1746-1278	May	2022	ABDC
4 5	Prof. Swati Manoj Yeole	Individual	Individual	When Gen Z Buys Headphones, Colour Matters: A Study of Colour Psychology of Gen Z	Korea Review of International Studies	Volume 15 Issue 40	ISSN – 1226-4741	May	2022	ABDC
4 6	Prof. Mayadevi Jadhav	Individual	Individual	Brand Awareness and Buying Behaviour of Adolescen	Shodhasamhita	Vol. No. IX, Issue- I (XVIII)	ISSN 2277-7067	Jan–Jun	2022	UGC Care

189

				ce Students for Body Care Products – Study Conducted for District Ahmednagar.							
4 7	Prof. Raju Varghese	Prof. Leena Dam		Kasar' Community: Migration from Community Business	International Journal of Entrepreneurships and small business	Vol. 47 no. 2/3	1741-8054	May	2022	Scopus
4 8	Prof. Govind Teju Rathod	Individual	Individual	Review of Attempts to Model Marketing Audit	Shodhasamhita	Vol. No. VIII, Issue-II	ISSN 2277-7067	Jul – Dec	2022	UGC Care
4 9	Mr. Sandeep Sarkale	Individual	Individual	The Analysis of Factor Influencing E-Buying Behaviour of Consumer Towards Online Pharmacies with Special Reference to Pune City in Maharashtra, India	Journal of Pharmaceutical Negative Results	Vol-13, Special Isuue-9		Dec	2022	Scopus
5 0	Dr. Kashmira Lonkar	-	-	Endorsing Posh In Post-Pandemic Era In Higher Educational Institutes	Rabindra Bharati University Journal of Education	Vol. : XXV, No. : 4(II), 2022	0972-7175	April	2022	UGC CARE
5 1	Dr. Bhavika Nathani	-	-	Crisis-Induced Digital Transform	Journal of Global Information and	Vol.: XIV, No.: 1, 2022	0976-492	Dec	2022	Peer review

190

				ation: Does Leadership Matters to Lead Service Employees Effectively during the COVID-19 Pandemic?	Business Strategy					
5 2	Dr. Kashmir a Lonkar	-	-	Labour Welfare And Recognitio n Of Menstrual Rights	Palarch's Journal of Archaeolo gy of Egypt	Vol.: XVIII, 2021	1567-214X	Oct	2021	Scopus
5 3	Prof. Govind Teju Rathod	Individ ual	Individ ual	"A comparati ve study of the Organizati onal Structure and Climate of Governme nt and Privately managed Primary Schools with reference to Solapur district" A pilot Study	Vidyabhar ati Internatio nal Interdiscip linary Research Journal	12(1) 293-302	ISSN 2319-4979	Mar	2021	UGC Care
5 4	Prof. Swati Manoj Yeole	Individ ual	Individ ual	A Case-Article on A Crying Neonate in The Organizati on: A Case On Insecurity & Psychologi cal Imbalance	Modern Thamizh Research (A Quarterly Internatio nal Multilater al Thamizh Journal)	Special Issue	ISSN: 2321-984X)	Oct	2021	UGC Care
5 5	Prof. Ganesh	Individ ual	Individ ual	A Study on Understan ding	Turkish Online Journal of	Volum e 12, Issue 6	e-ISSN	Jun	2021	Scopus

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				Future of Artificial Intelligence In The Various Functions Of Marketing	Qualitative Inquiry		1309-6591			
5 6	Prof. Ganesh Waghm are	Individual	Individual	Growth Analysis of Education al Technolog y Market in India	Turkish Online Journal of Qualitativ e Inquiry	Volum e 12, Issue 6	e-ISSN 1309-6591	Jun	2021	Scopus
5 7	Prof. Vineeta Agrawal	Individual	Individual	Online Classes & COVID-19: Experienc es of Remote Learning from the Perspectiv e of Students and Educators	Kanpur Philosoph ers	Volum e-8, Issue-1, June 2021	ISSN No.-2348-8301	Jun	2021	UGC Care
5 8	Prof. Lambod ar Saha	Individual	Individual	To Study of Employee Morale Level During Covid-19 Pandemic Situation at RSB Transmissi ons (I) Ltd. Pune	The Journal Oriental Research Madras	SCII & 5	0022-3301	Sep	2021	UGC Care
5 9	Prof. Raju Varghes e	Individual	Individual	Evolution of Business Communit ies and Its Impact on Business Decisions. Studies In Indian Place	Kala Sarovar jo urnal	Vol- 24 No. 4 - 2021	0975 – 4520	Sep	2021	UGC Care
6 0	Prof. Lambod ar Saha	Individual	Individual	A Study On E-Leadership	The Internatio nal	VOL. 10, No. 7, July	2320-4702	July	2021	UGC Care

				Trends In the 21st Century in the Corporate Sector	Research Journal of Social Sciences and Humanities					
6 1	Mr. Sandeep Sarkale	Individual	Individual	The Role of Social Media In Promoting Democratic Values In India	Vidyabharati International Interdisciplinary Research Journal	Vol.12 (2)	ISSN: 2319-4979	Jun	2021	Web of Science
6 2	Mr. Sandeep Sarkale	Individual	Individual	Critical Analysis of Policy Gaps in the Indian Healthcare Delivery	Journal of Education: Rabindra Bharati University	Vol.: XXIII, No. :7	0972-7175	Jun	2021	UGC Care
6 3	Mr. Sandeep Sarkale	Individual	Individual	To Study the Preferential Changes in Individuals' Financial Expenditure & Investment Pattern During Covid 19 Pandemic	The Journal of Oriental Research, Madras	Vol. XCII, No. 2	0022-3301	May	2021	UGC Care
6 4	Prof. Ganesh Waghmare	Individual	Individual	A Case Study on Tactics for Customer Retention At Hyundai Motor India Ltd.	International Journal of Management	Volume 12, Issue 04	ISSN-0976-6502	Apr	2021	Scopus
6 5	Prof. Raju Varghese	Prof. Leena Dam	--	Bohora Business Community: Traditional and Progressive Business Practices	Kanpur Philosophers	Vol. VIII, Issue-I,	2348-8301	Apr	2021	UGC Care

66	Rajni Gyanchandani (Bhavika Nathani)	Dr. Deepak Jaroliya	-	Leadership Styles: Foster or Obstruct Team Performance of IT Sector	Shodh Sanchar Bulletin	Vol.: X, 2020	2229-3620	Jul-Sept	2020	UGC Care
67	Prof. Lambodar Saha	Prof. Hrishikesh D Patil	Mr. Minto Shelley	A study of Transformational Leadership and Organisational Effectiveess in the Corporate Sector, in the Pune Region	Studies in Indian Place Name	40 & 95	2394-3114	Feb	2020	UGC Care
68	Prof. Raju Varghese	Harshad B. Salvi	Prof. Rajesh Pahurkar	Industry relevance in Management Education through Value Additions	International Journal of Advanced Science and Technology	Vol. 29, No.4	ISSN: 2005-4238 IJAST	Nov	2020	Scopus
69	Prof. Jitender Kumar Sharma	Geeta Vishwakarma	-	Security Risks in E-commerce: A Meta-analysis of Customers' Perception	International Journal of Advanced Science and Technology	Vol. 29, No.4	ISSN: 2005-4238 IJAST	Nov	2020	Scopus
70	Prof. Govind Teju Rathod	Individual	Individual	A Comparative Study of The Organizational Structure and Climate of Government and Privately Managed Primary Schools with Reference to Solapur District	Vidyabharati International Interdisciplinary Research Journal	12(1) 293-302	ISSN 2319-4979	Dec	2020	

194

71	Prof. Ganesh Waghmare	Individual	Individual	Preferential customer analysis with respect to the use of digital marketing channels amongst different income groups and customer satisfaction	Test Engineering & Management	Volume 83	ISSN: 0193-4120	Mar-Apr	2020	Scopus
72	Prof. Ganesh Waghmare	Individual	Individual	Remarketing through social messaging apps-Promotional Tool or Sales Strategy	Test Engineering & Management	Volume 83	ISSN: 0193-4120	Mar-Apr	2020	Scopus
73	Prof. Ganesh Waghmare	Individual	Individual	Corporate Internships : An effective model to develop workplace skills for Employability	Test Engineering & Management	Volume 83	ISSN: 0193-4120	Mar-Apr	2020	Scopus
74	Prof. Ganesh Waghmare	Individual	Individual	Implications of Employees Analytics in HRM In Modern Era of Management	Journal Of Critical Reviews	VOL 7, ISSUE 11	ISSN-2394-5125	Jul	2020	Scopus
75	Mr. Sandeep Sarkale	Individual	Individual	Implications of the COVID-19 Pandemic on Educational Institutions in India	Wesleyan Journal of Research	Vol.13 No47 (December 2020)	0975-1386	Dec	2020	UGC Care
76	Mr. Sandeep Sarkale	Individual	Individual	Impact of Covid-19 Pandemic	Juni Khyat	Vol-10 Issue-5 No. 7	ISSN: 2278-4632	May	2020	UGC Care

195

				on the Indian Economy						
7 7	Prof. Jitender Kumar Sharma	Individ ual	Individ ual	CHINA: Restless Hegemoni c Posturing: Reasons, Cause & Effects	LEXIPED IA An Annual Journal	Vol – VI, 1	ISSN: 2321-6964	Sep	2020	Peer review
7 8	Prof. Anuja Johri	Individ ual	Individ ual	An Impact of Westerniza tion on Indian Culture: An Explorator y Study	Think India Journal	Vol-22, Special Issue-20	ISSN: 0971-1260	Dec	2019	UGC Care
7 9	Prof. Vineeta Agrawal	Ms. Veena Sharma	Individ ual	Technolog y and Innovation s in Forex Transactio ns and Internation al Remittanc e	Think India Journal	Vol 22 No 20 (2019)	ISSN: 0971-1260	Dec	2019	UGC Care
8 0	Prof. Vineeta Agrawal	Individ ual	Individ ual	NABARD SHG Bank-Linkage Model: Progress, Challenges & Recomme ndations	Internatio nal Journal for Research in Engineeri ng Applicatio n & Managem ent	Vol.5, Issue 3, June 2019	ISSN 2454 – 9150	Jun	2019	Peer review
8 1	Prof. Vineeta Agrawal	Individ ual	Individ ual	Embracing Digital Technolog y in Banking: A Study on Trends & Challenges	Lexipedia Journal	Annual Journal	ISSN Numb er - 2321-6964	Dec	2019	Peer review
8 2	Ms. Madhuri Bedekar	Individ ual	Individ ual	Neuroplast icity – Rewiring the brain through training and	Think India Journal	Vol-22, Special Issue-20	ISSN: 0971-1260	Feb	2019	Peer review

196

				development						
8 3	Mr. Amar Narkhed e	Individ ual	Individ ual	Neuromar keting: An Emerging Marketing Tool	Think India Journal	Vol-22, Special Issue-20	ISSN: 0971-1260		2019	Peer review
8 4	Ms. Veena Sharma	Individ ual	Individ ual	Technolog y and Innovation s in Forex Transactio ns and Internation al Remittanc e	Think India Journal	Vol 22 No 20	ISSN 0971-1260		2019	UGC Care
8 5	Prof. Swati Yeole	Individ ual	Individ ual	A Study on Social Media Recruitme nt	Journal – ASM Business Review		ISSN No.: 0974–9136		2019	Peer review
8 6	Ms. Sandra Cruz	Individ ual	Individ ual	A Study on Consumer Buying Behaviour Towards Ready to Eat Food Industry	Lexipedia – A journal with research insight	Annual Journal	ISSN: 2321 – 6964		2019	Peer review
8 7	Ms. Sandra Cruz	Individ ual	Individ ual	Comparati ve Analysis of Public Sector and Private Sector Bank	Lexipedia - A journal with research insight	Annual Journal	ISSN: 2321 - 6964		2019	Peer review
8 8	Prof. Anuja Johri	Individ ual	Individ ual	An Empirical Study on Strategy Implement ation of SME in VUCA: A Case of Health Care & Wellness Start-Up	Indira Managem ent Review (IMR)	Volum e XIII, Issue I, Pg No 34-44.	ISSN (Onlin e): 2582-1261,		2019	Peer review
8 9	Prof. Anshum an Magar	Prof. N.C. Dhande	-	A Study of FDI in the Indian	Internatio nal Journal of Advance	Volum e 7, Issue 4,	ISSN: 2321-7782	Apr	2019	UGC Listed Journal

197

				Electronics Industry	Research in Computer Science and Management Studies -			(Online)		
90	Prof. Anshuman Magar	Prof. N.C. Dhande	-	Make in India: How much is the Lion's share in FDI inflow?	International Journal of Advance Research in Computer Science and Management Studies -	Volume 7, Issue 4, Impact Factor: 7.327,	ISSN: 2321-7782 (Online) ISSN: 2347-1778 (Print)	April	2019	UGC Listed Journal
91	Prof. Lambodar Saha	Individual	Individual	A study on Potential Enhancement & Reward Scheme (PERS) of Tata Motors, Pune.	International Journal of Advance and Innovative Research	6 & 1	ISSN-2394-7780	Feb	2019	UGC Approved
92	Prof. Lambodar Saha	Mr. Minto Shelley	Mr. Sanket Shelley	Strategic Material Purchasing Practices of Kirloskar Brother Limited, Pune	Yashomanthan	IX & 1	2347-8039 (Print)	July	2019	A Peer Review Multidisciplinary Research Journal
93	Mr. Raju Varghese	Individual	Individual	Aligning Management Education to Industry 4.0	International Research Conference Proceeding	Vol. 1	ISBN-978-93-89529-36-4	Oct	2019	Proceeding Book

				LIST OF BOOKS PUBLISHED					
Sr. No.	Name of The Author	Name of The Co-Author	Type of Book (Reference / Textbook)	Title Of Book	Publication Details				
					Publication Year	ISBN	DOI No.	Name of Publisher	Edition
1	Prof. Anshuman Magar	Prof. Purushottam Petare	Reference Book	Financial Markets and Services	2023	978-93-954569-9-9	10.25215/939545699X	Redshine Publication	First Edition
2	Prof. Anshuman Magar	Prof. Sharif Mohd.	Reference Book	International Financial Management	2023	978-93-95936-89-7	---	AGP Publication	First Edition
3	Ms. Kavita Pareek	Prof. Shyam K	Reference Book	Financial Management	2023	978-81-19070-11-4	10.25215/8119070119	Redshine Publication	First Edition
4	Prof. Piali Haldar	Prof. Singh, Dr A Kumari	Reference Book	Digital Disruption and Environment, Social & Governance	2023	978-93-92363-32-3	-	Bazooka Publication	First Edition
5	Ms. Kavita Pareek	Prof. Varsha Goyal, Prof. Harsha Thorve	Textbook	Business Valuation	2023	978-81-967244-9-8	---	Nirali Prakashan	First Edition
6	Prof. Amarendra Chitale	---	---	NLP: Life-Transforming Neuro-Magical Stories	2023	978-9354065569	---	Agile Neuro	Second Edition
7	Prof. Anshuman Magar	Prof. Sunil Adhav	Reference Book	Financial Management	2022	978-93-95456-13-5	10.25215/9395456132	Redshine Publication	First Edition
8	Prof. Lambodar Saha	Ms. Varsha Bhabad	Reference Book	Strategic Human Resource Management	2020	978-93-87093-93-5	-	Thakur Publications	3rd edition

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9	Ms. Kavita Pareek	Ms. Varsha Goyal, Prof. Payal Samdariya	Textbook	International Finance	2020	978-81-9478673-3	-	Tech Knowledge Publications,	First Edition
10	Prof. Ganesh Waghmare	Prof. Ramesh Sardar	Reference Book	Startup Ecosystem in India: Text and Cases	2020	978-93-5433-574-7	-	Himalaya Publishing House	First Edition
11	Prof. Lambodar Saha	Prof. Anand Dadas	Reference Book	Organizational Behaviour	2019	978-93-88809-79-5	-	Thakur Publications	3rd edition
12	Prof. Swati Yeole	Prof. Bhushan Pednekar	Reference Book	Organizational Behaviour	2018	978-93-87665-13-2	-	Success Publications	First Edition

200

Sr. No.	Name of The Author	Name of The Co-Author	Type of Book (Reference / Textbook)	Title Of Book	Publication Details				
					Publication Year	ISBN	DOI No.		Name of Publisher
1	Dr. Kashmira Lonkar	-	UGC Sponsored	The Crossover between Corporate Social Responsibility and access to Justice	2023	8-93-83777-02-0	-		Abeda Inamdar Senior College, Azam Campus, Pune
2	Prof. Ganesh Waghmare	Individual	Textbook Chapter	Handbook of Research on Data-Driven Mathematical Modelling in Smart Cities	2023	978-93-5433-574-7	---		IGI Global Publisher
3	Prof. Ganesh Waghmare	Prof. Anshuman Magar, Mr. Nishant Tyagi	Scopus Indexed Book Chapter	IGI Global - Handbook of Research on Thrust Technologies' Effect on Image Processing.	2023	---	10.4018/978-1-6684-8618-4.ch028		IGI Global Publisher
4	Parmeshwar Kawale	Kashmira Lonkar	Textbook Chapter	Role of Teachers and Educational Institutions in Social Transformation	2022	978-81-923835-4-5	-		-
5	Prof. Vineeta Agrawal	Individual	Textbook Chapter	Post Covid Emerging sectors in Indian Economy	2022	978-93-91248-02-4	https://doi.org/10.5281/zenodo.6793037		MKSES Books

| 6 | Prof. Vineeta Agrawal | Individual | Textbook Chapter | Digital Education in India: A SWOT Analysis in The Context of Covid-19" | 2021 | 978-3-96492-254-0 | - | | Weser Books |

PATENTS FILED / AWARDED:

PATENTS FILED / AWARDED									
Sr. No.	Ref. No.	Application No.	Name of Applicant /s (Institute / Individual)	Name of Inventor	Name of Co-Inventor	Patent Filed Date	Patent Published Date / Granted Date	Title of Patent	Patent Status Awarded / Filed
1	-	202321004283	Prof. Ganesh Waghmare	Prof. Ganesh Waghmare	Prof. Dilip Kumar Sharma	21-01-2023	03-02-2023	Impact of total quality management practices on customer retention and satisfaction	Filed
2	-	202241057165 A	Mr. Sandeep L. Sarkale	Mr. Sandeep L. Sarkale	Prof. Milind Audumbar Kulkarni	06-10-2023	14-10-2023	Design Framework for Conducting an Assessment of Inventory Management in an Organization. (Field: Management)	Filed
3	-	202221047558	Prof. Anshuman Magar	Prof. Anshuman Magar	Prof. Sanjay Prasad	22-08-2022	09-09-2023	Workflow of Auditing in the Banking Sector & Methods Thereof	Filed

202

4	-	20232103 5566 A	Prof. (Dr.) Sachin Kulkarni	Prof. (Dr.) Sayale e Gankar	Prof. V. Lalitha	22/05/2 023	11/08/2 023	Digital Technolo gy And Artificial Intelligen ce Model For Hr Function In Large Organisati on	Award ed
5	03-00	35942000 1	Lexicon Manage ment Institute of Leaders hip and Excellen ce	Mr. Nasir Shaikh	Prof. Raju Varghe se V.	25-02-2022		Foldable Bag	Regist ered and filed
6	-	20224105 5511	Prof. Swati Manoj Yeole	Prof. Swati Manoj Yeole	Prof. Asita Ghewa ri	28-09-2022		A Framewor k Design for An Investigat ion into The Optimizat ion of Core HR Administr ative Activities Through Outsourci ng	Filed
7	TEMP/ E-1/36803/202 2- DEL	20222103 2841	Prof. Anshum an Magar	Prof. Anshu man Magar	Prof. Anura g Agarw al	08-06-2022	24-06-2022	Impact On Investmen t Pattern with Special Reference to Small and Medium Capitaliza tion Companie s	Filed
8	E-12/6161/202 2/CHE	20224104 7511	Prof. Anshum an Magar	Prof. Anshu man Magar	Prof. Madhu ri Ganes h Chaure	21-08-2022	26-08-2022	The Study on Training and Developm ent	Filed

203

							Program for Enhancing the Performance of The Employee in an Organization	

LIST OF ARTICLES PUBLISHED:

		LIST OF ARTICLES PUBLISHED			
Sr. No.	Name of the Author	Co-Author (if any)	Title of Article	Year of publication	Name of the Journal / Magazine
1	Mr. Harsh Lazarus	Prof. Jitender Kumar Sharma, Prof. Piali Haldar, Swati Chaudhary	When wings failed, LIFE WENT UP IN SMOKE	2023	Pune Times Mirror
2	Mr. Harsh Lazarus	Swati Chaudhary, Prof. Piali Haldar, Prof. Jitender Kumar Sharma	Obsessed Love & A Failed Assassination	2023	Pune Times Mirror
3	Prof. Jitender Kumar Sharma	Prof. Piali Haldar, Mr. Nishant Tyagi	Unlocking the Power of Optical Fibre Transformation in the Last 50 years	2023	Pune Times Mirror
4	Prof. Jitender Kumar Sharma	Prof. Vineeta Agarwal	TAKEN ON RECORD! Remembering UK's Madam Speaker	2023	Pune Times Mirror
5	Ms. Kavita Pareek	---	1796: The First Smallpox Vaccination Is Administered	2023	Pune Times Mirror
6	Prof. Lambodar Saha	---	And the OSCAR goes to…	2023	Pune Times Mirror
7	Prof. Raju Varghese	---	Many MSMEs Shuts in FY 23	2023	The Business Gurdian
8	Ms. Tarana Agrawal	---	Talent vs Attitude	2022	Pune Management Association Newsletter
9	Ms. Tarana Agrawal	---	The Power of Celebrity in Endorsing Brands	2022	Pune Management Association Newsletter
10	Prof. Vineeta Agarwal	---	New Oil of the Digital Era	2022	Pune Management Association Newsletter

LIST OF CASE STUDIES PUBLISHED:

			LIST OF CASE STUDIES PUBLISHED		
Sr. No.	Name of the Author	Title of Case Study	Date of publication (YY)	Name of the Journal / Conference with ISSN	Details of Conference/ Journal including Theme, Venue, Organiser, Publisher (as applicable)
1	Prof. Govind T Rathod	A Study of Patanjali's Marketing Strategy: A Case Study on Countering Well-established Brands	2023	Rabindra Bharati University Journal of Economics	Rabindra Bharati University
2	Prof. Raju Varghese	The Case of Serial Entrepreneur - Prasad Phase - I	2022	IIM Ranchi Journal of Management Studies - IRJMS -11-2022-0101-R2	IIM Ranchi Journal of Management Studies
3	Ms. Tarana Agrawal	Case Study on Kota Talent Academy: Fighting the Waves of Uncertainty During Covid 19	2022	Modern Thamizh Research (A Quarterly International Multilateral Thamizh Journal)	-
4	Ms. Tarana Agrawal	From Zero to Hero, Sri Siddhivinayak Agro Food Ltd.: A case study on a woman entrepreneur	2022	"Celebrate Womanhood with Avyanna" At MIT-WPU School of Management, Pune	-
5	Prof. Ganesh Waghmare	A case study on tactics for customer retention at Hyundai Motor India Ltd.	2021	IAEME Journal	International Journal of Management (IJM)
6	Prof. Swati Yeole	Sadhu ka Sapna Indian Market Apna	2021	Drushti Case Study Research Centre and INSSAN (Western India Chapter)	2nd Prize in Case Study Competition organized by Drushti Case Study Research Centre and INSSAN (Western India Chapter)
7	Prof. Vineeta Agrawal	Punjab & Maharashtra Co-Operative Bank (PMC): Depositor's Nightmare	2021	Name of the Book – "Anveshak – Demystifying Contemporary Business Scenarios". ISBN No - 978-93-92288-54-8	International Conference on "Future vision of India at 100 in 2047
8	Prof. Swati Yeole	Acquisition Of White Hat Jr.- Brand That Deceased or Yet in Dilemma?	2021	Conference Presentation	National Conference Presentation,
9	Prof. Swati Yeole	A Case Article on A Crying Neonate in the Organization: A Case on Insecurity & Psychological Imbalance	2021	Modern Thamizh Research (A Quarterly International Multilateral Thamizh Journal) 12th & 13th October 2021 - Special	Modern Thamizh Research (A Quarterly International Multilateral Thamizh Journal) 12th & 13th October 2021 -

206

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				Issue (ISSN: 2321-984X)	Special Issue (ISSN: 2321-984X)
10	Prof. Swati Yeole	Eat Me If You Can -A Case Study on Zomato	2019	Certificate & Winner as II Runner-up	Case Study Presented and Awarded At "Evolve VIII 2019 Competition"
11	Prof. Raju Varghese	Shoppers Orbit – A Case Study	2019	Jansons School of Business (JSB) Coimbatore	Case Study Presented

Ph.D. / Fellowship Titles Awarded:

List of Ph.D. / Fellowship titles awarded during the assessment period				
Sr. No.	Name of Faculty	Topics	University	Year of Award
1.	Prof. Raju Varghese	A Community-Based Study of Sickness in Family Run SMEs.	Prof. D.Y. Patil Vidyapeeth, Pune	31/05/2022
2.	Prof. Kashmira Lonkar	Ethico-Legal Issues of Sexual Rights of Women with Special Reference to Intimate Partner Violence- A Critical Study	Savitribai Phule Pune University	25/01/2022

6.10. Sponsored Research (20)

Sponsored research refers to research projects funded by external organizations or companies that are conducted by faculty members, researchers, or students within the institute. These projects are typically aimed at addressing specific research questions or challenges identified by the sponsoring organizations, and they often involve collaboration between the institute's academic community and industry partners.

Sponsored Research plays a crucial role in advancing knowledge, driving innovation, and addressing societal challenges. The institute provides guidance and support to researchers in securing funding for their projects. This includes laboratories, equipment, libraries, and other facilities that researchers require to conduct their studies. The institute supports researchers in publishing their work presenting at conferences and sharing their knowledge for their development.

6.11. Consultancy/Testing/Training (25)

Institute provides expert advice and guidance to individuals & organizations. It ranges from strategic planning and business development to specialized areas such as finance, marketing, or human resources. The Institute plays a valuable role as consultants to various industries by leveraging their expertise, resources, and research capabilities.

Research and Development: The Institute has dedicated research departments and facilities. We conduct research on behalf of industries to address specific challenges or explore new opportunities. This research provides valuable insights and helps industries make informed decisions.

Training and skill development: The Lexicon Center of MSME offers customized training programs to address the specific needs of industries. The institute develops and delivers

207

industry-specific training modules to enhance the skills and knowledge of employees, ultimately improving their performance and productivity.

Problem-Solving and Consultancy Services: Industries frequently face complex challenges that require specialized knowledge and expertise. Institute offer consultancy services to help industries address these challenges. The institute provides expert advice, develops innovative solutions, and offers guidance on best practices.

Market Analysis and Business Planning: The Lexicon Centre of MSME conducts market research, analyses industry trends, and provides insights into consumer behaviour. This information assists industries in making strategic business decisions, developing market entry strategies, and identifying growth opportunities.

Collaboration and Partnership: The Institute has collaborative partnerships with industries, creating a mutually beneficial relationship. Through joint projects and initiatives, we share knowledge, resources, and expertise, fostering innovation and driving economic growth.

List of Consultancies

Sr. No.	Consultancy	Title	Consultancy coordinator	Amount (Rs.)	Duration	Year
1	Doolitte Energies Pvt. Ltd.	Diagnostic Study	Mr. Anand Bhushan	18,090.00	1 Day	2024-25
2	Malgudi Business	Consultancy & Transformation	Mr. Anand Bhushan	221250.00	12 Months	2023-24
3	Abrigor Megacorp	Training & Mentoring	Mr. Anand Bhushan	59,000.00	12 Months	2023-24
4	Industrial Metal Powders India Pvt. Ltd.	Diagnostic Study	Mr. Anand Bhushan	30,000.00	1 Day	2023-24
5	Soham Quality & Management Services	Business Consulting	Mr. Anand Bhushan	10,030.00	1 Day	2023-24
6	Kakade Laser	Diagnostic Study	Mr. Anand Bhushan	10030.00	1 Day	2023-24
7	Manisha Composite	Diagnostic Study	Mr. Anand Bhushan	30,000.00	1 Day	2023-24
8	Dhanapriya Auto Udyog, Pune	Small Business Consulting	Mr. Anand Bhushan	3,54000.00	12 Months	2023-24
9	Nila Polycast	Diagnostic Study	Prof. Raju Varghese	28500.00	3 Day	2023-24
10	Vikas Industry	Diagnostic Study and Reengineering of The Organization	Prof. Jitender Kumar Sharma	3,89,400.00	12 Month	2023-24
11	Mahek Industries, Pune	Transformational Management Project with A Vision of	Prof. Raju Varghese, Prof. Swati Yeole	9,438.82	1 Day	2023-24

		Employing 1000 People By 2030				
12	Dhanapriya Auto Udyog, Pune	Small Business Consulting	Prof. Raju Varghese, Mr. Chandrakant Singh	3,54,000.00	12 Months	2022-23
13	Dhana Priya Auto Udyog, Pune	Small Business Consulting	Prof. Raju Varghese	3,54,000.00	12 Months	2022-23
14	Malgudi Cranes	Diagnostic Study	Prof. Raju Varghese	24,189.00	1 Day	2022-23
15	Mahek Industries, Pune	Transformational Management Project with A Vision of Employing 1000 People By 2030	Prof. Raju Varghese, Prof. Swati Yeole	1,88,800.00	12 Months	2022-23
16	Rakesh Transformer Pvt. Ltd, Pune	Small Business Consulting	Prof. Kashmira Lonkar	1,63,500.00	12 Months	2022-23
17	Mahek Industries, Pune	Transformational management project with a vision of employing 1000 people by 2030	Prof. Raju Varghese, Prof. Swati Yeole	1,88,800.00	12 Months	2021-22
18	VSqure Beverages, Pune	A Critical Analysis of Business with Respect to People, Process, Marketing, and Finance	Prof. Swati Yeole, Prof. Vineeta Agarwal, Prof. Lambodar Saha, Ms. Tarana Agrawal	1,18,000.00	12 Months	2021-22
19	Coffee Max Beverages, Pune	A Critical Analysis of Business with Respect to People, Process, Marketing, and Finance	Prof. Swati Yeole, Prof. Vineeta Agarwal, Prof. Lambodar Saha, Ms. Tarana Agrawal	1,18,000.00	12 Months	2021-22
			Total	26,69,027.82		

Training / Resource Persons in Academic & Industry

Sr. No.	Name of Speaker	Topics	Name of Organizer with Venue	Date of Lecture / Training conducted	Role / Position (Speaker / Chairperson)
1	Prof. Anshuman Magar	Challenges & Perspectives of UGC Sanctioned Model Colleges	Model Degree College, BAMU University, Aurangabad	29.03.2023	Resource Person
2	Prof. Vineeta Agarwal	Finance for non-finance	Navsahyadri Group of Institutes, Pune	12.01.2023	Speaker

3	Ms. Farheen Belgaumwala	Happiness for Personal Wellbeing	Symbiosis International School	17.08.2023	Resource Person
4	Swati Chaudhary	Skills required to overcome Layoffs	Matrix School of Management Studies	16.09.2023	Resource Person
5	Prof. Vineeta Agarwal	Sustainable Finance for Circular Economy in Pre & Post Pandemic Era	S.B. Patil Institute, Pune	14.05.2022	Session Chair
6	Prof. Vineeta Agarwal	Tourism and Leisure Management	James Cook University, Singapore	29.04.2022	Speaker
7	Mr. Nishant Tyagi	Re-Envisioning a Policy Change Initiative: New Education Policy 2020	Rukminidevi College Delhi	21.02.2022	Speaker
8	Dr. Kashmira Lonkar	Endorsing POSH in post pandemic era & need for Gender Neutrality?	Ajeenkya DY Patil University	09.03.2022	Speaker
9	Dr. Kashmira Lonkar	Smt. Subhadra Bhosale National Online Moot Competition	SNBP Law College, Pune	22.04.2022	Judge
10	Dr. Kashmira Lonkar	ALC Pune National Online Moot Competition	Army Law College, Pune	08.01.2022	Judge
11	Dr. Kashmira Lonkar	7th Prof. N.R. Madhava Menon SAARC Law Mooting Competition	LLOYD Law College	26-28.11.2021	Judge
12	Dr. Kashmira Lonkar	Online National Law Fest, 2021 E-SPARKLE 2.0	KLE College of Law, Navi Mumbai	13-15.12.2021	Judge
13	Dr. Kashmira Lonkar	"Breakthrough to Excellence" in Education, Environment, Entrepreneurship, E-Commerce, Economics, Entertainment & Technology	Ajeenkya DY Patil University	06-08.10.2021	Resource Person
14	Dr. Kashmira Lonkar	Enhancing Efficiency & Culture of Learning in Higher Education	Guru Angad Dev Teaching Learning Center, SGTB Khalsa College, University of Delhi	15-30.06.2021	Resource Person
15	Ms. Farheen Belgaumwala	Nuances of Online Teaching	Lexicon Management Institute of Leadership & Excellence	18.07.2020	Resource Person
16	Dr. Swati Yeole	Mantra for Success-Believe in Yourself	Lexicon Management Institute of Leadership & Excellence	26.09.2020	Resource Person
17	Dr. Kashmira Lonkar	6th Prof. N.R. Madhava Menon SAARC Law	LLOYD Law College	06-08.11.2020	Judge

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		Mooting Competition			
18	Dr. Kashmira Lonkar	Students Induction Programme	Department of Law, SPPU	07-10.08.2019	Resource Person

6.12. Faculty as a consultant of the industries (10)

Faculty members serve as consultants to industries. Also, Faculty members are engaged in consulting activities as they help bridge the gap between academia and industry, facilitate knowledge transfer, and provide real-world applications for academic research.

Key points to consider regarding faculty members serving as industry consultants:

Expertise and Specialization: Faculty members often possess deep knowledge and expertise in their respective fields. This expertise can be valuable to industries seeking guidance and advice in areas related to the faculty member's research and teaching. Consultants can offer insights, recommendations, and solutions based on their academic knowledge and practical experience.

Industry Collaboration: Consulting helps our faculty members to collaborate with industries and gain first-hand experience of real-world challenges and opportunities. This collaboration enhances the relevance of their research, exposes them to emerging industry trends, and informs their teaching methods. Industry partnerships also lead to joint research projects, internships, and employment opportunities for students.

Problem Solving and Innovation: Faculty consultants assist industries in problem-solving and innovation initiatives. Faculty as a consultant with various industries provide fresh perspectives, identify inefficiencies, and propose innovative strategies to enhance productivity, efficiency, and competitiveness.

Professional Development: Serving as a consultant enables our faculty members to broaden their professional network, establish relationships with industry leaders, and stay updated with industry best practices. This exposure enriches their teaching by incorporating real-world examples and case studies into the classroom, creating a more relevant and engaging learning environment for students.

Faculty Consultancy

Sr. No.	Consultancy	Title	Consultancy Coordinator	Amount (Rs.)	Duration	Year
1	Force Motors	Skill Development	Amarendra Chitale	48000.00	4 days	2023
2	Jaya Hind Industries	Skill Development	Amarendra Chitale	24000.00	2 days	2023
3	Jaya Hind Industries	Skill Development	Amarendra Chitale	24000.00	2 days	2023
4	Jaya Hind Industries	Skill Development	Amarendra Chitale	24000.00	2 days	2023
5	Forbes Marshall	Emotional Intelligence	Amarendra Chitale	15000.00	1 day	2023

211

6	Forbes Marshall	Developmental Performance Enhancement	Amarendra Chitale	10000.00	1 day	2023
7	Forbes Marshall	Developmental Performance Enhancement	Amarendra Chitale	10000.00	1 day	2023
8	Forbes Marshall	Developmental Performance Enhancement	Amarendra Chitale	10000.00	1 day	2023
9	Keller Ground Engineering India Private Limited	Assam Training on Winning at Workplace and Stepping Up to Leadership	Amarendra Chitale	40000.00	2 days	2023
10	Clementine Security Software Pvt. Ltd.	Emotional Intelligence Training	Amarendra Chitale	32000.00	2 days	2023
11	Clementine Security Software Pvt. Ltd.	Emotional Intelligence Training	Amarendra Chitale	30000.00	2 days	2023
12	Kumon India Education (P) Ltd.	Time Management Training	Amarendra Chitale	6000.00	2 hours	2023
13	Kumon India Education (P) Ltd.	Influencing & Persuading	Amarendra Chitale	6000.00	2 hours	2023
14	Kumon India Education (P) Ltd.	High Impact Presentations	Amarendra Chitale	12000.00	4 hours	2023
15	Keller Ground Engineering India Private Limited	Ludhiana Training on Winning at Workplace and Stepping up to Leadership	Amarendra Chitale	20000.00	1 day	2023
16	Keller Ground Engineering India Private Limited	Mundra Training on Winning at Workplace and Stepping up to Leadership	Amarendra Chitale	25375.00	1 day	2023
17	Technogise Pvt. Ltd.	Outbound Team Building Training at Bhor	Amarendra Chitale	25000.00	4 hours	2023
18	Keller Ground Engineering India Private Limited	Proactive Communication	Amarendra Chitale	20000.00	3 hours	2023
19	Sahyadri Vidya Prasarak Sanstha's Sahyadri Vidya Mandir and Sahyadri Junior College	Team Building Activities & Emotional Intelligence	Amarendra Chitale	48000.00	3 days	2023
			Total	**4,29,375.00**		

212

6.13. Preparation of Teaching Cases (10)

The preparation of teaching cases plays a vital role in business and management. Faculty members develop cases that are detailed descriptions of real that are used as educational tools to stimulate critical thinking, decision-making, and problem-solving skills among students.

Key roles in preparing teaching cases:

Enhancing practical application: Teaching cases developed by our faculty help our students deal with real-world scenarios that allow them to apply theoretical concepts learned in the classroom to practical situations. By analysing and discussing these cases, students develop a deeper understanding of how to apply theoretical knowledge to real-life contexts.

Encouraging critical thinking: Teaching cases often present students with ambiguous or incomplete information, requiring them to think critically and fill in gaps through research and analysis. This promotes the critical thinking skills of our students to learn to question assumptions, consider different perspectives, and make logical arguments.

Promoting teamwork and collaboration: Many teaching cases are designed in that way by our faculty members which get discussed in groups, fostering teamwork and collaboration among students. Through group discussions, our students learn to listen to diverse opinions, negotiate and defend their viewpoints, and work together to arrive at well-reasoned conclusions.

Bridging theory and practice: Teaching cases developed and taught by our faculty members bridge the gap between theoretical knowledge and real-world application. They provide students with a context in which they can see how theoretical concepts play out in practical situations, helping them understand the relevance and applicability of what they have learned.

Developing communication skills: Analysing and discussing teaching cases in the classrooms involves presenting arguments, defending viewpoints, and engaging in debates. This helps our students develop effective communication skills, both orally and in writing, as they articulate their thoughts, listen to others, and construct coherent arguments.

The preparation of teaching cases serves as a powerful pedagogical tool to engage our students, promote active learning, and develop critical skills that are essential for their future professional careers.

List of Teaching Cases

Sr. No.	Name of the Author	Title of Case Study	Date of publication (Year)	Name of the Journal / Conference with ISSN	Details of Conference/ Journal including Theme, Venue, Organiser, Publisher (as applicable)
1	Prof. Govind T Rathod	A Study of Patanjali's Marketing Strategy: A Case Study on Countering Well-Established Brands	2023	Rabindra Bharati University Journal of Economics	--

213

2	Prof. Raju Varghese	The Case of Serial Entrepreneur - Prasad Phase - I	2023	IIM Ranchi Journal of Management Studies - IRJMS -11-2022-0101-R2	IIM Ranchi Journal of Management Studies
3	Ms. Tarana Agrawal	Case Study on Kota Talent Academy: Fighting the Waves of Uncertainty During Covid 19	2022	Modern Thamizh Research (A Quarterly International Multilateral Thamizh Journal)	-
4	Prof. Ganesh Waghmare	A Case Study on Tactics for Customer Retention at Hyundai Motor India Ltd.	2021	IAEME Journal	International Journal of Management (IJM)
5	Prof. Swati Yeole	Sadhu ka Sapna Indian Market Apna	2021	Drushti Case Study Research Centre and INSSAN (Western India Chapter)	2nd Prize in Case Study Competition Organized by Drushti Case Study Research Centre and INSSAN (Western India Chapter)
6	Prof. Vineeta Agrawal	Punjab & Maharashtra Co-Operative Bank (PMC): Depositor's Nightmare	2021	Name of the Book – "Anveshak – Demystifying Contemporary Business Scenarios". ISBN No - 978-93-92288-54-8	International Conference on "Future Vision of India at 100 in 2047
7	Prof. Swati Yeole	Acquisition of White Hat Jr.- Brand that deceased or yet in dilemma?	2021	Conference Presentation	National Conference Presentation,
8	Prof. Swati Yeole	A Case Article on A Crying Neonate in the Organization: A Case on Insecurity & Psychological Imbalance	2021	Modern Thamizh Research (A Quarterly International Multilateral Thamizh Journal) 12th & 13th October 2021 - Special Issue (ISSN: 2321-984X)	Modern Thamizh Research (A Quarterly International Multilateral Thamizh Journal) 12th & 13th October 2021 - Special Issue (ISSN: 2321-984X)
9	Prof. Swati Yeole	Eat Me If You Can -A Case Study on Zomato	2019	Certificate & Winner as II Runner-up	Case Study Presented and Awarded At "Evolve VIII 2019 Competition"
10	Prof. Raju Varghese	Shoppers Orbit – A Case Study	2019	Jansons School of Business (JSB) Coimbatore	Case Study Presented

CRITERION 7	Industry and International Connect	100

7.1. Industry Connect (60)

The symbiotic relationship between academia and industry significantly enhances the integration of real-world experiences and practices into educational institutions, thereby nurturing the comprehensive growth of both faculty and students. There are numerous avenues available for institutes to forge connections with industries. For instance, Lexicon MILE has effectively established links with the industry through established protocols.

The dynamic interaction between academia and industry actively contributes to bridging the gap between theoretical knowledge and practical application. This collaboration not only

enriches the learning environment but also empowers students with the skills and insights necessary for success in their respective fields. Additionally, such partnerships offer faculty members opportunities for professional development and exposure to current industry trends and practices. By fostering these synergistic relationships, educational institutions can ensure

215

their relevance and effectiveness in preparing students for the ever-evolving demands of the workforce.

7.1.1. Initiatives related to industry interaction including industry internship / summer training / study tours / guest lectures (15)

The institute is continuously taking efforts throughout the year to enhance the industry institute interaction. The initiatives taken by institute related to industry institute interaction are as:

Details	Batch 2021-23	Batch 2020-22	Batch 2019-21
Total students	95	103	160
Industrial Visits organised	3	- *	2
Students participated in Industrial Visits	90	-	150
Guest Lectures organised	31	116	119
Students attended Guest Lectures	80	94	147

* Denotes COVID period

a. **Internships:** The Internship may or may not have a Functional Focus, i.e. the student may take up an internship in his/her intended area of specialization or in any other functional area of management. Ideally the Internship should exhibit a cross-functional orientation. Internship can be carried out in a Corporate Entity / NGO / SME / Government Undertaking / Cooperative Sector. Internship may be a research project – based on primary / secondary data or may be an operational assignment involving working by the student on a given task/assignment/project/ etc. in an organization / industry. It is expected that the Internship shall sensitize the students to the demands of the workplace.

b. **Industry Visits**: The industry visits play a crucial role in bridging the gap between theory and practice. As part of its commitment to providing students with a holistic learning experience, Lexicon MILE organizes industry visits to renowned companies. These visits offer students the opportunity to witness real-world operations, gain industry insights, and develop a deeper understanding of business practices thereby enriching their learning experience.

The industry visit generally begins with an orientation session where students are provided with an overview of the company's background, its industry presence, and its core competencies. The students then embark on a guided tour of the company's facilities, where they witness firsthand the operational aspects of the business.

216

Table 7.1.1. - List of Industry Visits Undertaken

Sr. No.	Name of the Company	Industry	Place of visit
1	Piaggio Vehicles Pvt Ltd	Automobiles	Pune Factory
2	Amul	Dairy	Chakan, Pune
3	Pushpak Steel Industries Pvt. Ltd.	Manufacturing	Pune
4	Armacell India Pvt. Ltd.	Manufacturing	Pune
5.	Praj Industries Limited	Engineering	Pune
6.	Whirlpool	Manufacturing	Pune
7.	FIAT India Automobiles Ltd.	Manufacturing	Pune

c. **Capacity Building through Industry Interactions (CBII)**: Capacity Building through Industry Interactions is a systematic program designed by Lexicon MILE to expose the students to the latest concepts in various subjects, current trends in the industry and innovative practices followed by the established managers.

Main Features:

• Spread over two years.

• Covers general management issues along with specialization skills.

• Inculcate the right value system in the students.

• Helps in personality development of the future managers.

• Develops an interface between industry and academics.

• Focused towards management trends and practices.

• Prepares the students for managing in the *Flat World*.

• Helps student to become *The Right Contender* for the corporate world.

• Placement focused.

The program includes workshop, seminars, and certification courses. The seminars and workshops are developmental and co-curricular. Developmental seminars represent the extension of academics covering latest developments and recent trends within the subject. While co-curricular events are intended towards the practical inputs which are not covered in the syllabus but are required for sustainable development and growth of the students.

In the first two trimesters, common programs are done for all the students. It covers aspects like familiarization with each specialization, personality development and characteristics of a budding manager. It makes sure that the young bright students are ready to become an energetic, matured future manager.

Major CBII Programs conducted for first two trimesters

First year is the foundation of a successful management career. Therefore, the programs under CBII are also designed keeping in mind both personality development and career avenues. Every week at least one eminent personality from the industry is invited for an interactive session with our students where they share their knowledge and experience. CBII also includes sessions on table etiquettes, presentation skills, how to participate in GDs and how to face interviews etc.

YUGMA - Lexicon MILE, Pune and Ozone Yugma signed a MoU to provide applied skills to its students. The course contents are as follows:

1. **EQ Test** - Literacy, competencies, value and beliefs and outcomes. This was done online with soft copy reports and hybrid briefing.

2. **Discovery Interviews** - These will be one on one interview which is aimed at studying the intrinsic characteristics of a student- vis-a-vis his communication skills, body language, clarity of thought and vision, creativity, passion assertiveness etc. This will be about 25 min per students.

3. **Pre Summers** - 2 Hours of workshop the importance of Internship, how to leverage for interviews what companies and recruiters look for, how to balance job and Institute requirement.

4. **Business Modelling Sessions** - 1 session of three hours per division. This will cover Business acumen and business model canvas here.

5. **Individuals PI** - PI about 20 min per students. This would be more of an HR Round and the inputs here would be used for placement grading.

6. **Leadership Lecture Series** - Under this lecture series, global leaders from different industries interacted with our management students.

Table 7.1.1. Indicative List of Industry Interactions

Sr. No.	Name of the Guest	Designation	Company	Topic
1	Mr. Atul Chordia	Chairman and MD	Panchshil Realty	Making a mark in real estate
2	Mr. Santosh Sharma	Director, Head of Compliance	TIAA	Risk and Compliance
3	Mr. John Yagati	Vice President & Business Head - India	IGT Solutions	Corporate Journey
4	Mr. Mukesh Agarwal	Lead Data Scientist	Wolters Kluwer	Careers in Data Analytics
5	IAS Vikram Kumar	Pune Municipal Commissioner	Government of Maharashtra	Urban Infrastructure Planning and Development.

218

6	Mr. Manish Patil	Founder	Inno-E-Versity (Jugaadfunda Innovations LLP)	Sustainable Innovation and Entrepreneurship
7	Mr. Amol Bajaj	Head - Apprenticeship Division for Optional Trades	Ministry of Skill Development Council	Bridging the Skill Gap
8	Ms. Kalki Subramanian	Founder	Sahodari Foundation	Diversity, Equity, Inclusion (DEI)
9	Ms. Vibha Bathla	Lead – Talent Acquisition	Wolters Kluwer	Human Resources and how to make a career in it
10	Mr. Sanjeev Kumar	Associate Director of Fund Admin & Private Equity	TIAA	Private Equity & Careers in Finance at TIAA
11	Mr. Aditya Rahul	Organization Talent Advisor	Allstate	My Journey in Human Resources
12	Mr. Rahul Guha	Managing Director & CEO	Thyrocare	Opportunities in Healthcare sector
13	Mr. Sakaar Anand	India Head and Head HR	BMC Software	Innovation & Technology
14	Ambassador Rtn. Anil Trigunayat	Chairman	Confederation of Education Excellence	Journey as a Diplomat
15	Mr. Rajeev Sinha	Associate Director, Fund Marketing Services	Acuity Knowledge Partners	Life in the Finance Industry
16	Mr. Indraneel Chitale	Chitale Bandhu Mithaiwale	Proprietor/ Owner	Entrepreneurship & Family Business
17	Ms. Anu Sethi	FEV India Pvt. Ltd.	Chief Human Resource Officer	Women in Leadership
18	Mr. Jitendra Chouksey	FITTR	Founder	Health and Fitness
19	Mr. Pralhad Kakkar	Advertisement Guru	Ad Director	Journey in Advertising & Films
20	Mr. Ravi Slathia	HDFC Bank	Vice President	Banking and You
21	Mr. Adnan Pocketwala	Ormax Consultants	Head – Insights and Innovation	Exciting world of brands, branding, and consumer behaviour

219

Lexicon
Management Institute
of Leadership & Excellence

NBA
NATIONAL BOARD
OF ACCREDITATION

22	Ms. Priyanka Shrivastava	IM-Possible	Founder	Etiquettes
23	IPS Quaiser Khalid	Indian Government	Commissioner of Police, Railways, Mumbai	Finding the leader in you
24	Mr. Sanjeev Kingar	NextGen Automation	Founder	Retail Management

7.1.2. Participation of Industry professionals in curriculum development, projects, assessments as examiners, in summer projects (15)

The participation of industry professionals in curriculum development is a valuable and essential aspect of creating effective educational programs that align with the needs of the workforce and industry trends. Industry professionals bring real-world insights, upto-date knowledge, and practical experience to the curriculum development process, ensuring that students are well-prepared for the demands of their future careers.

Table 7.1.2. - Participation of Industry Professionals

Sr. No.	Activity	Nature of Participation
1	Induction Program	Industry Overview and Motivation Talk
2	Innovation Conclave	Judges
3	Leadership Talks	Panel Discussion
4	Guest Lectures	Interactive Sessions
5	Workshops	Guest Sessions
6	Evaluation for Summer Internship Projects	Examiners for Viva-Voce
7	Evaluation for Dissertation Projects	Examiners for Viva-Voce
8	Placement Activities	Hiring
9	Summer Internship Project	Guide
10	Convocation Ceremony	Invited Dignitaries

a. **Industry Experts**

- **Examiners** – The feedback received from the Industry Professionals as examiners for external assessments.

- **Recruiters** – Recruiters offer feedback on the performance and preparedness of the students they hire from the institution. They can highlight areas where the students excel and areas where improvement is needed. This feedback can inform curriculum adjustments to better prepare students for the workforce. The recruiters also suggest specific topics, technologies, or trends that should be covered in the curriculum to ensure

220

students are up-to-date with the latest industry developments, this helps in keeping the curriculum relevant and cutting-edge.

- **Guest Speakers** – Guest Speakers make significant contributions to curriculum development by providing real-world insights, practical knowledge, and industry relevant perspectives. The speakers help identify these skills and ensure they are integrated into the curriculum. The Learning Facilitators and Faculty then align the courses with the specific skills and competencies needed in the job market.

b. Alumni

Alumni can play a valuable role in the curriculum development process by providing their insights and expertise. The representation of Alumni on the Board of Studies, as Examiners and Guest Speakers ensures their contribution for the Curriculum Development.

The interaction with the stakeholders from the industry ensures;

- The curriculum is aligned with the needs of employers in the field The curriculum is relevant to the real world as per the latest technologies and practices.

- Identify skills that are in high demand.

- Assess the quality of the curriculum.

- Feedback on the content, the learning outcomes, and the teaching methods.

- Bring new ideas and perspectives to the curriculum development process.

- Help faculty to think outside the box and to develop innovative and cutting-edge programs.

7.1.3. Initiatives related to industry including executive education, industry sponsored labs, and industry sponsorship of student activities (15)

- Lexicon has incorporated Corporate Research and Learning Internship (CRLI) as one of the credit courses in the syllabus of PGDM program. The CRLI is a mandatory internship which every student must undergo after completion of their first year.

- The students are placed in different business organizations through the Placement Cell of the institute, as per the specializations chosen by them.

- After completion of Trimester - 2, the students join the various business organizations where they are placed and work there as interns. While doing the CRLI projects students work on different tasks & jobs assigned by their Industry mentors.

- This is a good opportunity for students to get corporate exposure wherein they try to apply various management concepts learnt in the classroom and sharpen their managerial skills.

- They get an opportunity to learn a lot of insights & knowledge while on the job.

221

- They also get to interact with different executives of organizations and learn how to communicate with various stakeholders of the businesses.

- They learn many practical aspects of the businesses, and which can imbibe in their corporate work life.

- The CRLI have COs that are mapped to POs and are an important component of the overall PO attainment calculation.

- Every student is allocated a full-time faculty member as an internal guide and an industry mentor from his / her summer internship organization.

Table 7.1.3. – List of students on Industry Sponsored Projects (Batch 2021-23)

Sr. No.	Name	PRN Number	Internship Company	Stipend (per month)
1	Abhay Singh	20210213060003	Tenhard	10,000.00
		20210213060003	Quantam Hunts	10,000.00
		20210213060003	Homeosphere	10,000.00
2	Abhisek Dey	20210213060004	Coffee Max	10,000.00
		20210213060004	HT Media	10,000.00
3	Ajeesh Rejy	20210213060008	FAST inc	10,000.00
4	Amaranadha Reddy	20210213060012	Ithirive	15,000.00
		20210213060012	Magnic	15,000.00
5	Aniruddha Deb	20210213060016	Tenhard	10,000.00
		20210213060016	Aditya Birla	10,000.00
6	Chhailsingh Vagatsingh Rajput	20210213060026	SG Analytics	25,000.00
7	Kh Dheeraj Kumar Singha	20210213060029	SG Analytics	25,000.00
8	Kanika Rajvanshi	20210213060037	SG Analytics	25,000.00
9	Kartik Rathore	20210213060040	Tenhard	10,000.00
10	Kaushik Donga	20210213060043	Clearspacw	20,000.00
		20210213060043	Property Junction	20,000.00
11	Kritika Garg	20210213060048	Aditya Birla	10,000.00
12	Kumar Gaurav	20210213060051	Tenhard	7,000.00
13	Prasad Junghare	20210213060070	Tata Tele	7,000.00

222

14	Roshan Varghese Alex	20210213060086	SG Analytics	25,000.00
15	Shailesh Jadhav	20210213060100	Tata Tele	7,000.00
16	Shreya Shrangi	20210213060106	Turtlemint	10,000.00
17	Shuvodip Mukherjee	20210213060109	Xcellian	10,000.00
18	Sidhant Raj	20210213060112	Sriram Life Insurance	20,000.00
19	Soumadip Metia	20210213060113	Khimji Ramdas	12,000.00
20	Soumodeep Paul	20210213060114	Tenhard	10,000.00
21	Sweta Singh	20210213060120	FAST inc	10,000.00
22	Tejankit Patil	20210213060122	Xcellian	10,000.00
23	Tejas Chandanshive	20210213060123	Tata Tele	7,000.00
24	Harsh Vaghasiya	20210213060127	LMSME	8,000.00
25	Vidhi Rajawat	20210213060132	Komfrey	5,000.00
26	Yogesh Rajak	20210213060135	Komfrey	5,000.00
27	Anubhav Tiwari	20210213060137	Tata Tele	7,000.00
28	Kishan Singh Baghel	20210213060138	Tata Tele	7,000.00
29	Sraboni Mondal	20210213060145	Clini India	8,000.00
30	Varun Borate	20210213060149	Ithirive	15,000.00
31	Tanmay Lonare	20210213060152	The Leading Solutions	20,000.00
32	Gautam Bharti	20210213060156	Tenhard	10,000.00
		20210213060156	Insplore	10,000.00
		20210213060156	Aditya Birla	10,000.00
33	Parth Arvindbhai Vekariya	20210213060172	Komfrey	5,000.00
		20210213060172	Knowises	10,000.00
34	Priyanka Gupta	20210213060187	Komfrey	5,000.00
	Priyanka Gupta	20210213060187	Tenhard	5,000.00
35	Anshul Rangari	20210213060196	Insplore	10,000.00
	Anshul Rangari	20210213060196	IHA Consulting	10,000.00
36	Karan Jaiswar	20210213060199	Tenhard	22,000.00
		20210213060199	Eclerx	22,000.00
37	Tanushree Mukherjee	20210213060200	Jobyfinn	5,000.00

223

38	Tejal Chavanke	20210213060207	Turtlemint	10,000.00
		20210213060207	Aditya Birla	10,000.00
39	Ankita T. Gharge	20210213060208	Peopleinfinai	22,000.00
		20210213060208	Eclerx	22,000.00
40	Himanshi Chug	20210213060209	SG Analytics	25,000.00
41	Sushant Pawar	20210213060213	Inspore	5,000.00
		20210213060213	Property Junction	5,000.00
42	Sakshi Sureshchandra Pawar	20210213060229	Tenhard	8,000.00
		20210213060229	The Leading Solutions	8,000.00
		20210213060229	Clini India	8,000.00
43	Ashutosh Murarka	20210213060234	Mozo	15,000.00
		20210213060234	Choice International	15,000.00
44	Jay Lamba	20210213060236	Ithirive	15,000.00
		20210213060236	Property Junction	15,000.00
45	Rajnish Borkar	20210213060237	SG Analytics	25,000.00

7.1.4. Involvement of industry professional as members of various academic bodies / board (15)

The Academic Council meets each year and relies on the strong participation of members to ensure the effective conduct of business. Syllabus Revision Team (SRT) report to the Academic Council, which oversees their work through summary reports, monitoring their minutes, and through items referred by the SRT for consideration. Some areas of authority are delegated to the Academic Council by the Governing Body, and the Academic Council's Member Secretary provides a regular brief to the Governing Body on items of academic significance raised at the Academic Council.

Industry Representatives – Board of Governors
• **Mr. Charan Nagraj** Global Head – Business Intelligence, Machine Learning & Digital Centre of Excellence, Apple (India)
• **Mr. Girish Iyer** Managing Director, The CITCO Group of Companies
• **Mr. Anupam Tyagi** Regional Operations Head, American Tower Corporation
• **Mr. Aditya Rahul** Organization Talent Advisor Allstate Insurance
• **Mr. Suraj Narain** Founder & CEO SearchBourne Consulting Inc.
• **Mr. Ajit Thatte** Former Chief Executive Officer Enkay Technologies (India) Pvt. Ltd.
• **Pravin Rattan** Former Director Amcor Rigid Plastics

List of Industry Representatives - Syllabus Review Team

Batch	Subject	Industry Representatives - Syllabus Review Team
2021-23	Marketing	• **Mr. Dilip Thosar, IIM-A, IIT-K** Cluster Head, TaxiforSure.com
	Finance	• **Mr. Girish Iyer** Managing Director, The CITCO Group of Companies
2020-22	Marketing	• **Mr. Nitesh Rajdeo** Founder, Spoonbell Brands l Building Homely Meals@69 • **Mr. Gautam Pherwani** Former Head - Marketing

225

		Sandvik Asia Ltd	
2019-21	Finance	• **Mr. K. R. Rajesh** General Manager - Foreign exchange and Investments Serum Institute of India • **Mr. Vineet R Joshi** CFO, Pari Robotics, Pune	
	Marketing	• **Mr. Gautam Pherwani** Former Head - Marketing Sandvik Asia Ltd	
	Finance	• **Mr. Ramchandran Balachandran** Former Project Manager Spica Group of Companies, Goa	

7.2.   International Connect   (40)

(International Students, Student Immersion Programs, Faculty Exchange Programs and Collaborative Research Projects. These would also include online initiatives to engage with international academic communities)

7.2.1   International Students   (05)

Our institution recognizes the importance of adhering to AICTE regulations to maintain educational standards and compliance. Currently, we do not admit NRI / Foreign students as we do not have the requisite approvals or quota demarked for admissions of NRI / Foreign students.   Our institution is dedicated to achieving full compliance with AICTE regulations and is actively working towards obtaining the required approvals for NRI student admissions. We believe that these efforts will enhance our institution's credibility and educational quality in the long term.

7.2.2.   Online initiatives to engage with international academic communities   (15)

In the digital age, online initiatives have become crucial for fostering international academic collaborations and engagement. Our institution has strategically implemented various online platforms and programs to connect with academic communities worldwide, enhancing our global presence and collaboration.

Date	Name of the Speaker	Details	Topic
08-07-2022	Dr Andrew Thompson	Academic Manager, HRM, Leadership and Social Policy, South Wales Business School, University of South Wales, UK	Intercultural Sensitivities
22-11-2022	Dame Menna Rawlings	Ambassador of United Kingdom to France	Geo-politics
22-03-2022	Lord Karan Bilimoria	Entrepreneur and President of the CBI (Cobra Beer)	Current challenges for business and the economy, both in

226

			the UK and internationally
10-04-2021	Mr. Stefano Pelle	Managing Director, Ferrero India Pvt Ltd	Basics Of Branding
14-07-2021	Mr. Stephan Krol	CFO, Mercedes Benz India	Business Adaptability, Flexibility & Sustainability during Pandemic Times
28-08-2021	Mr. Micheal Parsons	Senior Professor - Marketing, University of South Wales, UK	Research Methodology

7.2.3. Student Immersion Programs **(20)**

a. **Foreign Language Certification** - The study of German as a foreign language plays a crucial role in enhancing student immersion programs. German, being one of the most widely spoken languages in Europe and a key language in academia and industry, provides students with invaluable opportunities for cultural and academic growth. Learning German opens doors to numerous academic opportunities, including scholarships from the German Academic Exchange Service (DAAD) and research fellowships. Professionally, German language skills are highly valued by employers, particularly in engineering, technology, and business sectors where Germany is a global leader.

Batch	No. of Admitted Students	German Language	
		Basics in German Language	Applied German Language
2019-21	160	160	160
2020-22	103	103	103
2021-23	95	95	95

b. **PILF-The Pune International Literary Festival** - is an annual celebration of literature held in Pune, India. Launched in 2013, PILF has quickly grown into a prominent event on the literary calendar, attracting authors, poets, publishers, and literature enthusiasts from around the world. The festival features a diverse range of activities, including panel discussions, book launches, poetry readings, and workshops, covering genres from fiction and non-fiction to poetry and children's literature.

It aids in a student immersion program as follows- Exposure to Diverse Perspectives: Students can engage with authors, poets, and thinkers from various cultural and literary backgrounds, broadening their understanding and appreciation of global literature.

Interactive Learning: The festival's interactive sessions, including panel discussions, workshops, and Q&A segments, allow students to actively participate, ask questions, and gain insights directly from literary experts.

Cultural Enrichment: The festival often features events that delve into various cultural traditions and contemporary societal issues, enriching students' cultural knowledge and awareness.

227

Overall, integrating PILF into a student immersion program can significantly enhance students' educational experience by merging literary exposure with interactive and practical learning opportunities.

75 students of Lexicon MILE participated in PILF in the year 2017, 2018 and 2019 but due to COVID restriction our students could not participate in PILF for the years 2020, 2021 and 2022.

c. **Winter Internship Project** - Winter Internship Project at Lexicon MILE was undertaken for 10 days in association with the Ministry of Environment, Forest and Climate Change, Government of Maharashtra. The students undertook in depth research on various social issues, collected data, analyzed the data and framed a report. Students worked at grassroot level to sensitize themselves on various social as well as environmental issues. Majorly four topics of research were given by the forest department:

   i. Impact of Publicity and awareness on public for 50 crore sapling plantation schemes.
   ii. Public opinion about roadside plantation, its utility and management.
   iii. Study of rainfall pattern, water management, harvesting and crop cultivation.
   iv. Ecotourism potential in rural areas and employment generation

Winter Internship Project was conducted at the five sites of forest department - Jalna (District: Aurangabad), Chikaldhara (District: Amravati), Pal (District: Jalgaon), Shahpur (District: Thane) and Kundal (District: Sangli)

Name of the Place	Boys	Girls	Total
Jalna (District: Aurangabad)	10	20	30
Chikaldhara (District: Amravati)	20	10	30
Pal (District: Jalgaon)	20	10	30
Shahpur (District: Thane)	28	19	47
Kundal (District: Sangli)	10	20	30

228

Introduction

The building of Lexicon Management Institute of Leadership and Excellence (Lexicon MILE) is located on a 2.92 Acre. It offers comprehensive infrastructure with amenities like sports facilities, parking, and internal spaces including classrooms, faculty areas, administration offices, and a well-equipped library and auditorium.

8.1.   Classrooms and Learning Facilities   (25)

8.1.A)   Adequate, well-equipped classrooms to meet the curriculum.   (10)

8.1.A.1) Adequate Classrooms   (5)

Lexicon Mile is an AICTE- approved management institute offering specialized courses in Marketing, Finance, HRM, and Research Business Analytics (RBA).

Institute provides a conductive learning environment with essential facilities to ensure effective education delivery. This includes a sufficient number of classrooms specifically designed for conducting lectures.

Table – Classroom Details

Sr. No.	Room No.	Floor	Area Type	Area Sqm
1	2B	Second	Classroom	66.01
2	2C	Second	Classroom	66.01
3	3B	Third	Classroom	66.18
4	3C	Third	Classroom	66.18
5	3D	Third	Classroom	67.46
6	3G	Third	Classroom	66.33

These classrooms are spacious and appropriately furnished, with all the necessary furniture, Ac, Fans, naturally well light with IT equipment. The inclusion of IT resources allows for interactive simulations and online assessments, which engage students and deepen their understanding of the educational material and its practical application

8.1.A.2)   Well-Equipped classrooms to meet the curriculum   (5)

At Lexicon MILE, there is recognition of the importance of a well-equipped classroom for effective learning. All classrooms are designed to promote involvement, cooperation, creativity, and critical thinking. Here's how:

a. **Comfortable Furniture:** Institute provide chairs and desks that support proper posture, reducing discomfort and distractions. Each student has sufficient desk space to work efficiently and organize their belongings.

b. **Adequate Lighting and Ventilation**: All classrooms have natural light and effective

ventilation, promoting a comfortable learning environment. Good lighting enhances concentration and engagement in learning activities.

c. **Smart Boards**: Smart boards offer interactive learning experiences, incorporating multimedia components to engage students visually and enhance understanding.

d. **Audio-Visual Equipment:** use projectors, digital presentation tools, and speakers to display and communicate audio and video content clearly during lessons and presentations.

e. **Adequate Storage:** Designated spaces like cabinets and shelves ensure easy access to materials for both teachers and students, facilitating smooth classroom activities.

f. **Art and Craft Supplies:** Institute provide various art materials like glue, scissors, and beads to encourage creativity and artistic expression among students.

g. **Environmental Quality:** Classrooms are clean and well-maintained. Improved air quality and reduced noise levels for better concentration.

h. **Student Comfort and Well-being:** Control temperature and provide comfortable seating. Create a supportive and inclusive environment for all students.

8.1.B) Availability of E-Learning Facilities, Utilization; Initiatives Ensure Students' Learning   (15).

The institute offers advanced e-learning facilities in classrooms, including smart boards, internet connectivity, LAN, Wi-Fi access points, overhead projectors with remotes, and cameras for lecture capture. These tools enhance the learning experience by integrating various electronic media and IT tools into education. All Classrooms have ACs and Fans for a regulated and temperature-controlled learning environment.

8.1.B.1) E-learning Facilities   (5)

1. **Management Simulations through CESIM):** Students engage in management simulations using CESIM, a subject-specific platform. These simulations provide practical, hands-on experience in applying theoretical knowledge to real-world scenarios,

enhancing students' understanding of management concepts.

2. **Online Certification Short Courses:** The institute offers online certification short courses through platforms like Udemy, NISM, and Coursera as part of the CRLI program.

3. **LinkedIn Learning Courses:** Students and faculty were access to Linked Learning Courses, which integrate online resources and multimedia content into the curriculum. These courses offer a comprehensive learning experience by combining traditional classroom instruction with online learning materials.

8.1.B.2) Utilization (5)

As a part of the CRLI program, students have participated in a multidisciplinary simulation game through CESIM. This immersive experience encouraged collaboration across different disciplines, fostering a holistic approach to problem-solving and decision-making.

Through Online Certification Short Courses students have explored additional learning opportunities to supplement their academic curriculum and develop valuable skills relevant to their field of study. As a part of the CRLI program, students have participated in a multidisciplinary simulation game through CESIM. This immersive experience encouraged collaboration across different disciplines, fostering a holistic approach to problem-solving and decision-making.

https://drive.google.com/drive/u/0/folders/1jr54NnFGbEMitFLeuLXWEtyRTQEmfbfW

https://www.udemy.com/course/essentials-of-project-management/

https://www.udemy.com/course/the-business-innovation-and-entrepreneurship-masterclass/

https://www.udemy.com/course/powerbi-complete-introduction/
https://drive.google.com/drive/folders/1Hky1H9DIHFgtTH42ImB1BvHM_KNEhnBP

In addition, each subject's syllabus incorporates recommendations for pertinent YouTube channels and online resources, empowering students to engage in self-directed learning. This initiative encourages students to explore supplementary materials beyond the classroom, fostering a deeper comprehension of course concepts and nurturing their academic growth.

8.1.B.3) Initiatives to Ensure Student Learning (5)

Developing Research and Innovative Acumen among Students

The institute has established an Innovation Lab dedicated to fostering innovation and research among its students. Inaugurated on July 6, 2019, by Padma Bhushan Dr. Vijay Bhatkar, the lab aims to nurture entrepreneurial skills and provide specialized training in intellectual property rights

Celebrating accomplishments and innovation

TUESDAY 16 JULY 2019 .... PUNE IS TALKIN

Pankaj Sharma and Deepak Mhaisekar, Divisional CP

Dr Vijay Bhatkar and SD Sharma

Dr Neeraj Sharma and Sunil Phulari, Additional CP

Dr SS Mantha and Swastik Sirsikar

Nasir Shaikh and Dr Monisha Sharma

The Lexicon Group of Institutes hosted its International Innovation Conclave at The Lexicon Campus in Wagholi recently. This unique event was a gathering of great minds and greater accomplishments.

Innovation is a key element in the vision of The Lexicon Group and each institute's pedagogy is designed with innovation as the final outcome of knowledge and understanding. All the students, from class I to post-graduation, are exposed to varying levels of innovation in education. The institute focuses on innovations and discoveries and prepares students to look beyond textbooks. The students are encouraged to use their creativity and curiosity to imagine, design, and execute, which, in turn, leads to innovation.

It equips students with the knowledge and skills necessary to effectively protect and commercialize their innovations. The lab's primary objective is to assist students in creating trademarks, patents, and copyrights through management training, emphasizing the institute's belief in the significance of innovation for achieving success.

Recently, the institute achieved a significant milestone by registering a patent for its groundbreaking product, the "FOLDABLE BAG: LAP-FAB." Designed for individuals seeking a more convenient lifestyle, this portable laptop bag offers unparalleled convenience and functionality.

232

Library Activity includes

During library sessions, faculty members conduct various activities, such as reviewing newspaper and magazine articles, participating in group discussions, and holding quiz competitions. To cultivate reading habits among students, Lexicon MILE organizes intra and inter-collegiate book review competitions.

https://sites.google.com/d/1u_sdt4PEYAn0SHGUDZbzIC_u1BfvIInm/p/1-14zOwpzCpt6Q42NadYdeH9POg-xSy68/edit

8.2. Library   (20)

8.2.A) Availability of relevant learning resources including e-resources & Digital Library (15)

The institute's library is computerized and equipped with a comprehensive range of resources, available in both print and online formats. It houses a vast collection of printed books, volumes, journals, magazines, newspapers, and e-journals to cater to the diverse academic needs of students and faculty. The implementation of AutoLib library management software streamlines library operations, ensuring efficient organization and accessibility of materials. Additionally, the availability of 10 multimedia PCs facilitates easy access to online resources for both students and faculty members, enhancing the learning and research experience within the institution."

The details of resources available in the library in various functional areas of management are as follows:

Table - Availability of Learning Resources

Years	Total Number of books	Periodicals				e-Resources	
		National Journals	International Journals	Magazines	Newspapers	e-books	e-Journals (Full Text)
19-20	7097	25	1	7	5	9115	0
20-21	7305	34	3	8	4	3098	150
21-22	7460	30	3	8	3	10739	200
22-23	7813	36	5	9	5	15722	240
23-24	7817	41	5	9	5	15722	240

8.2.A.1) Year wise Purchasing of Books   (5)

Table – Year Wise Purchase of Books

Year	Titles added	Volumes added	Amount Spend in Rs.
AY 2019-2020	50	208	120913/-
AY 2020-2021 (Covid year)	8	8	4119/-
AY 2021-2022	33	155	135054/-
AY 2022-2023	44	353	261702/-

2) Year-wise Subscription of Periodicals (Journals/Magazines/Newspapers) **(5)**

The library has subscribed to printed journals and magazines from national and international publications.

Table - Year-wise Subscription of Periodicals (Journals/Magazines/Newspapers)

Year	Journals	Magazines	Amount Spent on Periodicals
2019-20	25	7	59518/-
2020-21	36	5	83177/-
2021-22	35	8	82555/-
2022-23	35	9	88426/-
2023-24	38	9	104139/-

8.2.A.2) E-Resources and Digital Library **(5)**

Institute has subscribed online resources for the past five years. EBSCOHOST E-book Business Core was subscribed in 2019 which provided access to around 9115 e-books for students and faculty.

The library is now a member of NDLI and DELNET (Developing Library Network). Through this portal Library provides all digital resources, such as e-books, e-journals (abstract and full text), e-newspapers, e- magazines, e-articles, manuscripts, and theses/dissertations to students and faculties.

8.2.B.) Accessibility to Students and Teachers **(5)**

Library is open-access and available to students from 9 am to 6 pm on all working days. In addition, the institute has an evening reading room for students, which is open from 6:00 pm to 8:00 pm on all working days and until 10 pm during the examination period.

Accessibility to the library is fundamental for both students and teachers, ensuring equitable access to resources and opportunities for academic growth. This accessibility includes physical, digital, and information parts. The Library promotes the culture of students managing the Library Resources after office

8.2.B.1) Physical Accessibility -The library is an open access and conveniently located and designed to accommodate individuals with diverse needs. Library offers unrestricted access to its resources and services to students and faculties.

8.2.B.2) Digital Accessibility- Lexicon MILE is a member of DELNET. It is a digital library network, It offers online catalogs, databases, and electronic resources that can be easily accessed from anywhere. Students and faculty can study their study and research remotely, without needing to be physically present at the library by clicking link https://delnet.in/index.html

Additionally, out of syllabus e-books, case studies, and research articles are shared with faculty

234

and students based on their study requirements or educational needs.

WEBOPAC

The library software was updated with the latest version of the WEBOPAC system in 2016. WEBOPAC is beneficial to all faculty and students. Students and faculty can get library access anywhere within the campus premises by clicking following link:

http://10.10.4.40/AutoLibWebOPAC/

They can learn about the books available in the library. They know all the different titles and volumes that are available in the library. Students and faculty know about the national and international journals and magazines that are subscribed by library. After clicking on the Member tab and entering their user ID and password, students can find their book transaction history. They can renew their books themselves. Students and faculty are notified of new books that have arrived in library

8.2.B.3) Informational Accessibility- Students are assisted in finding the perfect books for their required content, helped to locate exact resource materials for their study and assignments. They are suggested precise journals for their research topics, and recommended specific magazines for gaining advanced business knowledge

8.3 IT Infrastructure and Learning Management System   (30)

8.3.A) Availability of Composite Hardware, Software, Network Resources And Services Required For The Existence, Operations And Management of An Institution's It Environment   (15)

Lexicon MILE ensures the robust availability of composite hardware, software, network resources, and services that are essential for its IT environment.

8.3.A.1) Composite Hardware   (5)

Composite hardware and physical equipment are present and functioning well to support the operations and management of an institution's IT environment. This includes the following:

a. **Server-** Employing a reliable Dell server 2023, the institute efficiently manages its IT workload, ensuring seamless operations and mitigating downtime risks.

b. **Storage system -** Network Attached Storage (NAS) device is in place to ensure secure data storage and facilitate backup and recovery processes.

c. **Networking equipment**- switches, and related devices, undergoes meticulous configuration to ensure smooth communication within the IT ecosystem, thereby guaranteeing optimal performance.

d. **Workstations:** Each workstation is equipped with essential hardware resources (CPU, RAM, storage, etc.) to support daily tasks and operational efficiency.

e. **Power Supply:** Leveraging uninterruptible power supply (UPS) systems, the institute mitigates disruptions caused by power outages, ensuring uninterrupted functionality.

8.3.A.2) Software: (5)

a. **Operating System:** Supported operating systems include Windows 10 and Windows 8.1, providing a stable foundation for various tasks

b. **Application Software:** Utilizing essential applications, such as IDS software, MS Office 2019, O365, and Adobe Creative Cloud, fosters productivity and creativity and word worth (language lab) software

c. **Security software:** Robust security measures include Quick Heal antivirus and comprehensive cyber security solutions, safeguarding against evolving threats.

d. **Management software**: The institute employs management software or ERP system which can improve administrative efficiency and academic integrity.

Table – Use of Management Software

Sr. No.	Software	Website	Department
1	NPF – No Paper Form	www.lexicon.in	Admissions
2	Superset	https://Joinsuperset.com/	Placements
3	VAAVE	https://alumni.lexiconmile.com/	Student session),
4	Autolib	https://192.168.2.120/autoLibWebQPAC/	Library
5	Plagiarism Checker X	http://plagiarismcheckerx.com	Academics
6	Tally 9.0		Accounts
7	Wheebox	https://wheebox.com/certification-login.htm	Examination
8	Tapsoft-ERP	https://lexicon.tapsoft.in/public/index.php	HR employee data, and Payroll,
9	Digi Campus (formerly Coll-Poll)	https://lexicon.digiicampus.com/home	Academics Department

1. **No Paper Form**

   a. **Purpose:** NPF likely serves as a digital platform for managing admissions processes without the need for physical paperwork.

   b. **Functionality:** It could handle online applications, document uploads, applicant tracking, and admissions-related communications.

   c. Utilizing NPF as lead management software and CRM tool streamlines lead generation for admissions. It facilitates seamless communication between the admissions cell and candidates, offering insights for future admission projections.

2. **Superset**
   a. **Purpose:** Superset is likely a platform dedicated to managing placement activities, such as job postings, student resumes, employer interactions, and scheduling interviews.

   b. **Functionality:** It likely streamlines the entire placement process, from job listings to final hiring decisions, improving efficiency and connectivity between students and potential employers.

236

c. Superset serves as the platform for internships and placements, enhancing the placement process's efficiency. It centralizes student information related to placements, applications for internships and full-time roles, and resumes. Additionally, it facilitates direct communication of placement opportunities from companies to students and provides comprehensive reports for performance assessment.

3. **VAAVE - Alumni Portal:**

   a. **Purpose:** VAAVE appears to be specialized software for conducting examinations, possibly including online exams and assessment management.

   b. **Functionality:** It may provide features for creating exam schedules, generating question papers, conducting exams online or offline, and analyzing exam results.

   c. VAAVE facilitates alumni enrollment upon course completion, fostering alumni interaction and communication. It serves as a platform for alumni association activities and communication since the institute's inception.

4. **AutoLib - Library Management System**

   a. **Purpose:** Autolib is likely a library management system, facilitating the organization and tracking of library resources.

   b. **Functionality:** It may include features for cataloging books, managing borrowing and returns, tracking fines, and generating reports on library usage.

   c. The institute's library operations are fully computerized and automated using AutoLib Library Management Software serves as user friendly Cataloging and Classification, search and advanced search, circulation management, acquisitions, accessioning, serial s management etc.

5. **Plagiarism Checker X:**

   a. **Purpose:** This software is likely used to detect plagiarism in academic work, ensuring academic integrity.

   b. **Functionality:** It likely allows users to upload documents for analysis and generates reports highlighting any instances of plagiarism or improper citation.

   c. A licensed plagiarism checker is utilized to ensure academic integrity by verifying the originality of theses, project reports, research work, and CLRI project reports.

6. **Tally 9.0:**

   a. **Purpose:** Tally 9.0 is accounting software used for managing financial transactions and reporting.

   b. **Functionality:** It likely includes features for recording transactions, managing accounts payable and receivable, generating financial statements, and facilitating tax compliance.

   c. Tally 9.0 software is employed by the accounts department for efficient management of payments and receipts.

7. **Wheebox**

   a. **Purpose**: Wheebox appears to be a platform for alumni engagement and management.

   b. **Functionality:** It may include features for alumni directory, event management, job postings for alumni, and communication channels to keep alumni connected with the institute.

   c. Wheebox is web-based software used for online and hybrid examinations featuring remote proctoring. It ensures exam integrity through features like AI-driven detection, face detection, and mandatory camera usage.

8. **Tap soft:**

   a. **Purpose:** Tap soft-ERP is likely an ERP system tailored for human resources management.

   b. **Functionality:** It may encompass modules for employee data management, payroll processing, attendance tracking, performance evaluation, and recruitment.

   c. Tap soft, available on the Play Store for Android users, serves as a user-friendly HRM software. It manages employee details, attendance, leave, payroll, salary management, salary sheet generation, and pay slip generation.

9. **Digi Campus (formerly Coll-Poll):**

   a. **Purpose:** Digi campus/ Coll-Poll, seems to be a comprehensive platform for managing various academic activities.

   b. **Functionality:** It likely covers aspects such as course management, class scheduling, student attendance tracking, grades management, and academic reporting.

   c. It is a comprehensive software solution tailored for academic institutions to streamline various administrative and academic processes. Here is some common functionality typically found in Coll Poll (Digi campus) for academic purposes.

8.3.A.3) Network Resources and Operations and Management Services   (5)

Internet Connectivity

The institute enjoys a high-speed internet connection of 200MBPS, made possible through the deployment of switches, routers, and Wi-Fi access points. This robust infrastructure ensures seamless communication, collaboration, and access to online resources, thereby enhancing productivity and connectivity for all users.

Firewalls and Security Measures:

The implementation of cyber and Sophos web-based firewalls enhances network security, effectively safeguarding against unauthorized access and cyber threats. These robust measures ensure the integrity and confidentiality of the data protection and privacy.

Lexicon MILE Institute Operations and Management IT Services:

IT Support Services: The IT Department at Lexicon MILE provides quick and effective assistance to resolve user issues and challenges, ensuring smooth operations and user satisfaction.

Maintenance Services: The IT Department at Lexicon MILE regularly updates both hardware and software to maintain optimal performance and security, keeping everything running smoothly and protected from online threats.

Backup and Recovery Services: Our IT department has robust backup and recovery plans in place to safeguard important data in case of emergencies, minimizing the risk of data loss or lengthy downtime.

Monitoring Services: We utilize advanced tools to monitor the performance and health of our IT infrastructure, enabling us to proactively identify and address issues before they escalate.

8.3.B) Availability of Learning Management System (LMS) for Core Functionalities like sharing of Learning Resources, Assessment and external learning linkages, 24/7 learner support, Discussion Forums and learner engagement (15)

8.3.B.1) Availability of Learning Management System (LMS) for Core Functionalities like sharing of Learning Resources (5)

Lexicon MILE use Microsoft Teams, Google Workspace, and Microsoft Office 365 to help students, faculty, and staff communicate, collaborate, and be productive.

1. Microsoft Teams:

Classroom Communication: Teachers create Teams for each course where students discuss, share resources, and work on projects together.

Virtual Classes: We conduct online classes using Teams Meetings for interactive lectures, discussions, and presentations with video and screen sharing.

Assignment Management: Assignments and coursework are organized in Teams, making it easy for teachers to distribute tasks, give feedback, and grade submissions.

Collaborative Projects: Teams Channels are used for group projects, giving teams a central space to communicate, coordinate, and track progress.

2. Google Workspace:

Email and Communication: We rely on Gmail for emails and chat, and Google Meet for video conferencing, ensuring efficient communication.

Document Collaboration: Google Docs, Sheets, and Slides enable real-time collaboration on academic projects, letting students and faculty work together from anywhere.

File Storage and Sharing: Google Drive securely stores educational resources, ensuring easy access to course materials and assignments from any device.

Virtual Meetings: Google Meet is go-to platform for virtual meetings and discussions, offering useful features like screen sharing and integration with Google Calendar.

3. Microsoft Office 365:

Integration with Microsoft 365: Teams seamlessly connects with other Microsoft 365 apps like One Drive and Office Online, making it easy to access documents and presentations.

Microsoft Office 365 enhances collaboration and productivity with tools like Word, Excel, and PowerPoint. Users can collaborate on documents, spreadsheets, and presentations in real-time, ensuring seamless teamwork and document management across the institution.

By utilizing the collaborative capabilities of Microsoft Teams, Google Workspace and Microsoft Office 365, Lexicon MILE Institute cultivates an inclusive and engaging learning environment, empowering students to excel academically and professionally.

8.3.B.2) Assessment and External Learning Linkage: At Lexicon MILE, we use different ways to check what students have learned, like quizzes, assignments, and exams. Students can do these assessments using tools like MS Teams, Google Workspace, and Microsoft Office 365. This gives them lots of options to show what they know and can do.

Integration with External Resources: Our learning platform connects with outside resources such as libraries and online databases. It's made even better with features from MS Teams, Google Workspace, and Microsoft Office 365. This means students can easily find extra stuff to learn from, making their education more interesting and enjoyable.

8.3.B.3) 24/7 learner support (3)

a. **Accessible Assistance:** Students have access to learner support services 24/7, ensuring help is available whenever it's needed, facilitated through software like Google Workspace and Microsoft Office 365.

b. **Multiple Support Options:** Students can reach out for help through a variety of channels including email, chat, helpline, as well as in-person support if needed, ensuring that they have multiple avenues to seek assistance based on their preferences and needs, supplemented by tools like MS Team for virtual meetings and messaging app for real-time communication.

8.3.B.4) Discussion Forums and learner engagement (3)

a. **Interactive Platforms:** Our discussion forums, which are like online meeting places, use digital tools such as MS Teams, Google Workspace, and Microsoft Office 365. Here, students can chat, ask questions, and share thoughts with each other.

b. Encouraging Participation: We use MS Teams, Google Workspace, and Microsoft Office 365 to encourage all students to join these forums. This makes them feel like active participants in their learning journey.

c. **Peer Learning:** In these forums, students not only learn from their instructors but also from each other. They use MS Teams, Google Workspace, and Microsoft

240

Office 365 to work together and create a collaborative learning environment.

d. **Instructor Involvement**: Our teachers also use MS Teams, Google Workspace, and Microsoft Office 365 to join the discussions. They give advice and share extra information to help students understand better. This makes learning more interesting and helps students learn better.

e. **Respectful Environment:** At Lexicon MILE, we create a respectful and inclusive atmosphere in our forums. We use MS Teams, Google Workspace, and Microsoft Office 365 to ensure that everyone feels valued and comfortable sharing their ideas.

f. **Feedback and Support:** Students get feedback and support from both their peers and instructors. They use the collaborative features of MS Teams, Google Workspace, and Microsoft Office 365, which makes their learning experience better and helps them improve continuously.

9.1. ALUMNI ASSOCIATION   (10)

Lexicon MILE Alumni Association is called "**Lexicon Alumni Association of Believers**." This association operates under a set of rules outlined in its bye-laws and is overseen by an Executive Committee comprising a President, Vice President, Secretary, and Treasurer. The Chairman of the Board of Governors serves as the Patron, and the Director acts as an Adviser. The association has both life and associate members, with PGDM program graduates being designated as life members, and faculty as Associate Members. With 13 graduating batches, the Lexicon MILE alumni association boasts a significant membership and remains actively engaged.

Currently, the alumni association consists of approximately 1014 members who actively contribute to the Institute in various ways, including:

Sr. No	Status of Formation	Yes / No	Date
1	Alumni Association Duly Formed	Yes	9th February 2019
2	Alumni Association Duly Registered	Yes	16th November 2021

Lexicon MILE Alumni Committee				
Sr. No.	Member Designation	Name	Organization	Designation	Batch
1	President	Aditya Kakde	Bajaj Markets	Lead Talent Acquisition	2010-12
2	Vice President	Kartik Parsekar	Yazaki	Deputy Manager	2016-18
3	Treasurer	Swecha Tiwari	Teachers Insurance and Annuity Association	Sr. Analyst	2018-20
4	Secretary	Yash Nagvenkar	Optimal Media Solution	Business Development Manager	2018-20
5	Member	Aryan Yadav	Darwin Box	Sales Development Representative	2020-22
6	Member	Khwaish Taneja	Godrej Properties	Sr. Executive L&D	2021-23
7	Member	Harsh Lazarus	Universal AI University	Manager L&D	2018-20
8	Member-Registrar	Parmeshwar Kawale	Lexicon MILE	Registrar	Institute Representative

9.2. INVOLVEMENT OF ALUMNI (25)

Alumni involvement at Lexicon Management Institute of Leadership and Excellence is crucial for the overall development and success of the institution. Alumni, being former students who have successfully completed their education and ventured into the professional world, bring valuable insights, experiences, and networks that can greatly benefit current students, faculty, and the college.
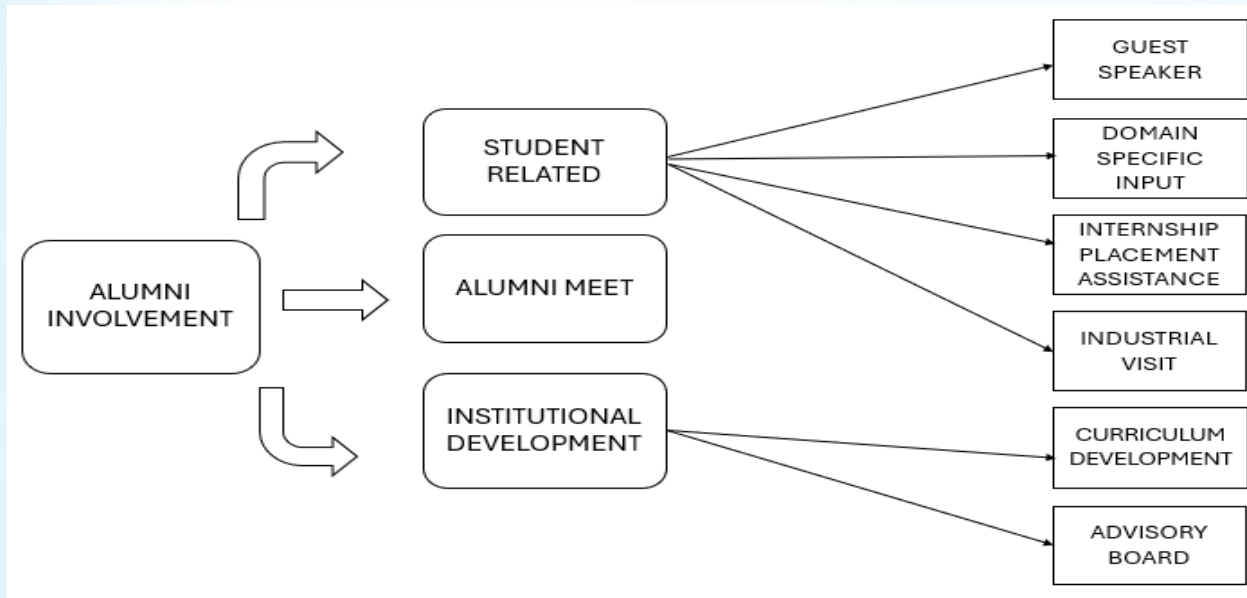
A. Alumni Meet:

Lexicon Management Institute of Leadership and Excellence celebrates an Annual Alumni event every year between the months of September and October. The event provides an opportunity for our Alumni to relive their old memories at the Institute by re-connecting with fellow batchmates and professors.

243

B. Student Related

1. Guest Speaker:

Many alumni by virtue of their senior positions in the organizations bring considerable value to the students when they are invited as Guest Speakers. They also participate as speakers in various Leadership talks besides the Inauguration and Orientation phases of the PGDM program. The orientation / Induction programme for the 2023-25 academic year was for three weeks.

244

Alumni As Guest Speakers - Rashi Pathade Batch 2020-22

Alumni As Guest Speakers - Karan Kakde Batch 2010-12

2. Domain specific Inputs:

At Lexicon Management Institute of Leadership and Management Alumni are also involved in conducting sessions which are specific to each specialization in PGDM. Alumni with expertise if Finance, Marketing, HR are invited to conduct these sessions, these help students understand various roles and careers paths within their specializations.

3. Industrial Visits:

245

Drawing from their industry experience, alumni play a vital role in facilitating student visits to their respective organizations and others, providing practical insights into operational procedures. This exposure extends to various types of factories and establishments, offering students a comprehensive understanding of diverse business operations and processes.

4. Internship and Placement Assistance:

The alumni of Lexicon Management Institute of Leadership and Excellence render their significant support to the placement of the Institute's students. The Institute can enlarge its lists of recruiters through the support extended by the alumni. Many of the regular recruiters are companies like Evalueserve Lodha, Kolte Patil, TIAA, Ocwen Financial Solutions, Eclerx, Knight Frank, Times of India where the alumni are positioned at the senior management levels. The advice and the counsel received from the alumni in the preparation of students for placement are invaluable.

Alumni as Recruiters - Siddhant Raj - Batch 21-23 Reliance retail

Alumni as Recruiters - Arpan Kakde – Batch 10-12 IDFC First Bank

C. Institute Related

1. Curriculum Development:

Alumni involvement in curriculum design is a strategic initiative that can significantly enhance the relevance and effectiveness of educational programs. Alumni bring current industry insights and trends to the table, ensuring that the curriculum remains up-to-date and aligned with the latest developments in the professional world. Their firsthand knowledge of industry demands helps in crafting courses that are directly applicable to the evolving needs of the job market.
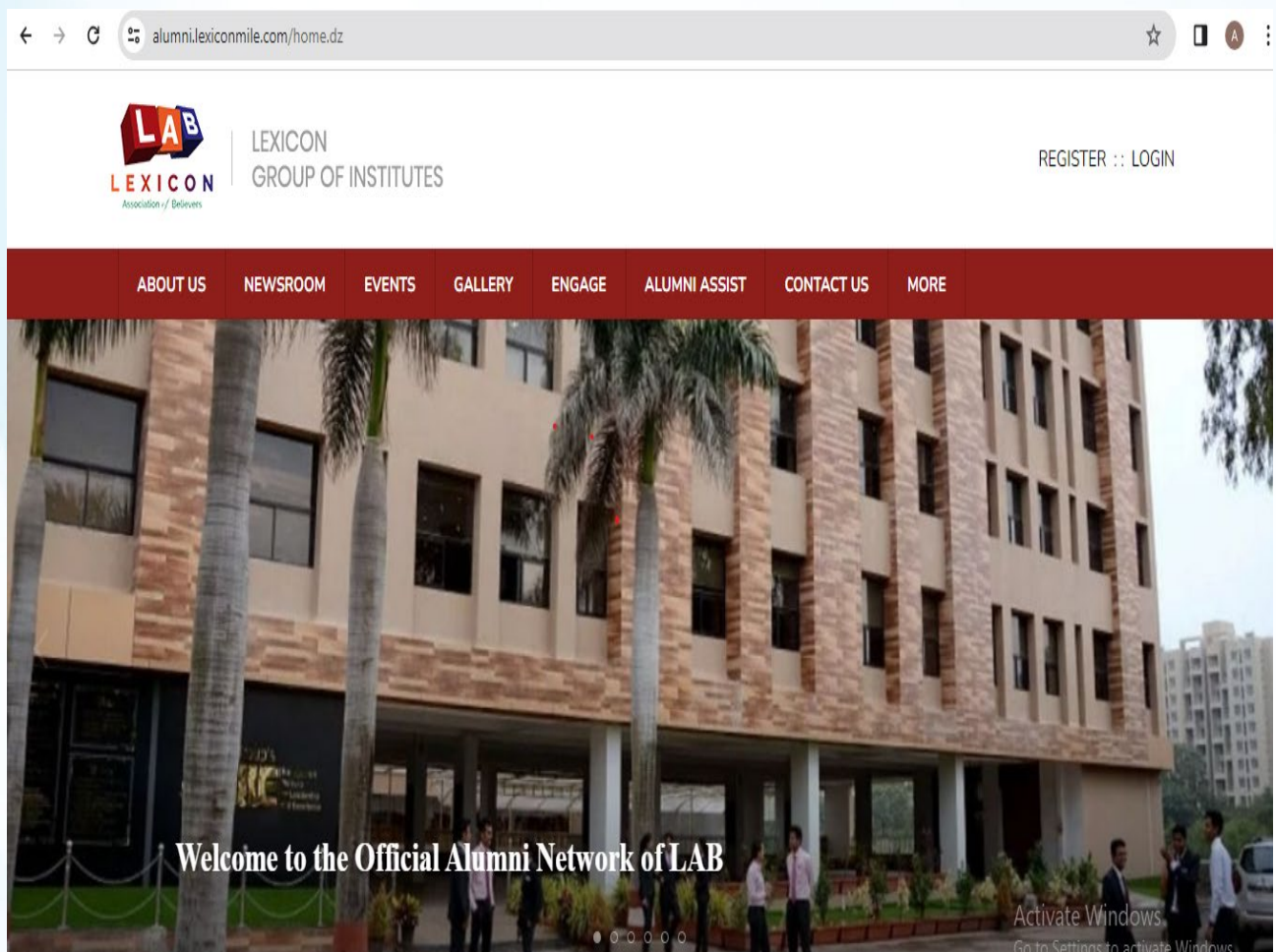
2. Advisory Role:

The Alumni at Lexicon MILE provide guidance on establishing a standard of quality education that aligns with industry expectations. They also suggest key elements to be incorporated into the governance ideology for effective management. The purpose of involvement of Alumni in this initiative is aimed at fostering the holistic development of students and help them be day zero professionals.

9.3 Methodology to Connect with Alumni and its Implementation **(15)**

The exclusive Alumni Portal provides a continuous interface for interactions amongst the Alumni Members. Every year the alumni meet is organized during September / October.

1. Alumni Get togethers.
2. Facebook - https://www.facebook.com/LexiconMILE
3. Instagram - https://www.instagram.com/lexicon_mile_/
4. LinkedIn - https://www.linkedin.com/school/lexicon-mile/
5. Youtube - https://www.youtube.com/@lexiconmile
6. Alumni Portal - https://alumni.lexiconmile.com/
7. WhatsApp – Alumni Group
8. Alumni Association

Alumni Portal

248

CRITERION 10	Continuous Improvement	50

10.1.   Actions taken based on the results of evaluation of each of the POs and PSOs (20)

The POs are as follows: -

PO1   Apply knowledge of fundamental business management principles in marketing, finance, human resources, and business analytics.

PO2   Evaluate business strategies, market research, and develop data-driven recommendations to achieve organizational goals.

PO3   Demonstrate effective communication, interpersonal, and leadership skills in a multicultural environment.

PO4   Adapt with new skills, technologies, embracing innovation, and demonstrating ethical conduct in professional practices.

PO5   Understand impact of business practices on stakeholders with sustainable businesses.

A. Evaluation of POs

On an overall analysis of the subjects, following POs have scored on the scale of 1 (Slight/Low). The PO analysis for these subjects and the remedial actions can be summarised as follows: -

Table No. 1 – Analysis of subjects where PO score is 1

Sr. No.	TRI	Course Code	Subject	POs scoring 1 (Slight/Low)	Remedial Actions Suggested
1	I	101	Managerial Economics	PO3	1. Collaborative Learning initiated with Economic News 2. Leverage Guest Speakers & Experts 3. Create interdisciplinary platforms 4. Incorporated Real-World Scenarios in teaching
2	II	205	Consumer Behaviour	PO3	1. Indigenous Case Studies included
	II	212	International Finance	PO5	1. Create Cross Functional teams 2. Field Visits 3. Guest Lectures and Case Studies
	II	214	Training & Development	PO3	1. Created Cross Functional teams 2. Guest Lectures and Case Studies were 3. Interactions with L & D Experts (Dr. Yogesh Pahuja, Astral Pipes)
	II	216	Employee Relations and Labor Laws	PO3	1. Leverage Guest Speakers & Experts 2. Incorporated Real-World Scenarios in teaching
	II	217	Performance Management Systems	PO3	1. Leverage Guest Speakers & Experts 2. Incorporated Real-World Scenarios in teaching

249

	II	219	Introduction to Data Structures and Data Visualization	PO3	1. Understand simple data structures and algorithms. 2. Exercises on Non-linear data structures 3. Practical on fundamental coding
	II	221	Project Management	PO3	1. Leverage Guest Speakers & Experts 2. Incorporated Real-World Scenarios in teaching 3. Build projects
	II	222	Python	PO3	1. Develop, run, and manipulate python programs 2. Apply concepts of object-oriented programming using python 3. Practical on python syntax and semantics
3	IV	402	Business Ethics	PO3	1. Leverage Guest Speakers & Experts 2. Incorporated Real-World Scenarios in teaching
	IV	405	Rural Marketing	PO5	1. Introduced Case Studies, Simulations and role plays, visits to Rural Haats. 2. Guest Sessions from Experts (Mr. Pradeep Lokhande)
	IV	406	International Marketing	PO1, 2, & 3	1. Introduced Case Studies, Simulations and role plays 2. Industry Projects 3. Guest Sessions from Experts 4. Invite guests/ experts for sessions 5. Incorporate Global Perspectives 6. Research & Data Analysis 7. Interactive Learning
	IV	404	Corporate Finance	PO2 & PO4	1. Introduced Current Affairs Analysis and group projects and group case studies. 2. Interaction with Shri Suhas Worlikar (BSE Institute) 3. Research Projects 4. Workshops on Compliances 5. Guest Sessions from Experts and case studies
	IV	416-A	Fundamental Application of Business Analytics Marketing.	PO3 & 5	1. Introduced Current Affairs Analysis and group projects and group case studies. 2. Research Projects 3. Workshops on Compliances 4. Guest Sessions from Experts and case studies
	IV	417	Social Media Analytics	PO2	1. Current Affairs & Business Analysis 2. Group Projects 3. Critical Evaluation of Data 4. Focussed workshops on Data Integrity 5. Cross Disciplinary Learnings 6. Inclusion of mini projects and case studies, and advanced tools and technologies.

Table No. 2-Summary of number of subjects scoring 1 (Least/Low) across various POs

Sr. Nos.	Course With Code	PO Scoring Low (i.e. 1)	Number of Subjects
1	Managerial Economics (101) International Marketing (406)	PO1	2
2	International Marketing (406) Corporate Finance (407) Social Media Analytics (417)	PO2	3
3	Consumer Behaviour (205) Training & Development (214) Employee Relations & Labor Laws (216) Performance Management Systems (217) Introduction to Data Structures & Data Visualisation (219) Project Management (221) Python (222) International Marketing (406) Fundamental Applications of Business Analytics (M) (416A)	PO3	9
4	Corporate Finance (407)	PO4	1
5	International Finance (212) Rural Marketing (405) Fundamental Applications of Business Analytics (M) (416A) Social Media Analytics (417)	PO5	4

PO3 needs to be rectified through remedial actions suggested as 9 subjects are scoring on 1 for PO 3. PO2 & PO 5 comes in second with 3 subjects scoring 1. Corrective actions as suggested have been implemented to improve the PO attainment levels.

The CRLIs in Tri-III, V & VI are scoring on a scale of 2 across all POs and all trimesters. There is a scope for improvement for CRLI monitoring and implementation as well.

The Program Specific Objectives specified in Chapter 3 were as follows-

PSO1	Problem-solving skills to analyse complex business situations, formulate strategic recommendations, within a dynamic global business environment.
PSO2	Implementing strategic marketing plans aimed at brand awareness, acquiring customers, and revenue growth within a competitive global marketplace.
PSO3	Applying financial tools to analyse statements, provide investment recommendations, mitigate risks, and develop strategies for organizations
PSO4	Design effective human resource strategies aligned with organizational goals for talent acquisition, performance review, employee relations, and training.
PSO5	Demonstrating proficiency in analytics to address intricate business problems for strategic decision-making.

The Analysis of PSOs is as follows

Table 3 - Progression of PSOs over the last three academic years

Batchwise Comparison of PSOAL					
Batch Details	PSO1	PSO2	PSO3	PSO4	PSO5
2019-21	2.42	2.42	2.35	2.18	*
2020-22	2.63	2.49	2.63	2.53	2.56
2021-23	2.73	2.63	2.67	2.79	2.67

(Reference – Chapter 3)

* RBA introduced in 2020

All PSOs are showing progression over the preceding years. PSO5 was related to Research and Business Analytics and the course was introduced in the year 2020-22.

Table No. 4- PSOs scoring 2 and below across all subjects and trimesters

Tri	Course Code	Course Title	PSO1	PSO2	PSO3	PSO4	PSO5
I	103	Managerial Accounting	2	-	2	-	-
I	109	Legal Aspects of Business	2	-	-	2	-
I	110	Managerial Communication*	3	-	-	2	-
II	202	Marketing Research	2	2	-	-	-
II	205	Consumer Behaviour	2	2	-	-	-
II	208	Taxation	2	-	2	-	-
II	210	Financial Services*	3	2	-	-	-
II	216	Employee Relations and Labour Laws	2	-	-	2	-
II	221	Project Management	2	-	-	-	2
IV	402	Business Ethics	2	2	2	2	2
IV	404	Retail Marketing	2	2	-	-	-
IV	405	Rural Marketing	2	2	-	-	-

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IV	406	International Marketing	2	2	-	-	-
IV	407	Corporate Finance	2	-	2	-	-
IV	413	Competency Mapping	2	-	-	2	-
IV	414	Strategic Human Resource Management	2	-	-	2	-
IV	415	Advance Business Analytics	2	-	-	-	2
IV	417	Social Media Analytics	2	-	-	-	2

(Reference – Chapter 3)

 * indicates certain PSO parameters are at 3, but were still considered here as they were scoring 2 on certain PSOs.

Remedial Actions Suggested based on above Table-

I) **PSO 1-**

17 subjects across Trimesters – I, II and IV are scoring low on PSO 1. Since PSO 1 is about problem solving in relevant business situations, it will be necessary to have training tools and pedagogies that can improve the corelation between PSO 1 and both generic and functionalism specific course and program objectives. Some suggested changes are:

1. **Active Learning Strategies –**Use of problem-based learning and flipped classroom methodology for improving student engagement and conceptual understanding of the subjects.

2. **Real World Business Situations Analysis-** Use of case studies, simulations and group projects to understand the linkage between inter-disciplinary subjects and the primary goals of setting up a business.

3. **Interdisciplinary Approach -** Change over from a siloed approach to an inter-disciplinary approach to help understand subject applications in a real-world business condition.

4. **Experiential Learning through CRLI Projects-**Under CRLI Projects, writing of research papers or case studies or creation of patents is encouraged along with online certifications into multidisciplinary and specialisation specific subjects to encourage research and self-learning. Use of management simulation games to promote application of theoretical concepts into real life situations.

5. **Use of Technology in Learning-** Simulations, Flipped Classrooms, Online Sessions**,** Digi boards, Class recordings, etc. play a pivotal role in improving the quality of learning.

6. **Peer Learning-**Effective learning through group discussions, cooperative learning and activities, group projects for encouraging the students to work together to solve problems, discuss concepts, and share insights.

7. **Effective Feedback-** Feedback from stakeholders, teachers is an effective method of improving teaching quality and improvising on PSO 1 deliverables.

II) **PSO 2**

PSO 2 was related to the specialism of Marketing. 6 subjects are scoring low on this PSO. This means that the PSO related to the marketing specialism needs to be improved wherein tools of Marketing Research, SPSS, SAS, MS Excel, etc. need to be used for real time applications of the subject of Marketing. The real time connection connect will bolster the PSOs related to the Marketing

III) **PSO 3**

5 subjects have scored low on PSO 3. PSO 3 is designed for the Finance function. 3subjects have scored low. Improvement in PSO 3 requires implementation of the following-

1. Professional Certification Support

2.Knowledge on Financial Modelling

3. Research Projects

4. Simulations

5. Quantitative Skills Development.

IV) **PSO 4**

7 subjects have scored less in this parameter. This PSO focuses on the HR function

Remedial Actions include the following-

1. Capstone Projects

2. HR Technology sessions

3. Industry Insights through Guest lectures

4.Conflict Resolution Workshops

5.OD & Change Management Projects etc.

V) **PSO 5**

4 subjects have scored less on the PSO 5. Remedial Actions include the following

1. Industry Projects & Assignments

2. Workshops on Statistical Foundations and Quantitative Techniques.

3.Data Visualisation Exercises

4.Faculty Development Initiatives etc.

10.2   Academic Audit and actions taken during the period of Assessment   (10)

Table No.5 – Analysis of COs

Sr. Nos.	Trimester	Subjects with a CO attainment level of 2 or below	Remedial Actions Suggested
1	I	Managerial Accounting	Fundamental Sessions on Accounting for Non-Commerce Students
		Legal Aspects of Business	Interventions with experts in Corporate Law
2	II	Marketing Research	Familiarise with SPSS and MS Excel tools of research.
		Consumer Behaviour	Case Based Approach for Consumer Behaviour with Indian cases and contents.
		Taxation	Exposure to Tax Practicing Chartered Acoountants
		Employee Relations and Labour Laws	For ER and Labour Laws, practicing legal expert sessions preferred.
		Project Management	Practical Projects, Additional Reading material, mentorship can help improve CO Attainment.
3	III	Business Ethics	Introduction to the subject through Corporate Experts.
		Rural Marketing	Experiential learning though Field Assignments was undertaken
		International Marketing	Additional reading material/VDOs/ etc. were shared with the students.
		Corporate Finance	Live projects, Forming Study Groups, etc. were initiated
		Competency Mapping	Various initiatives like Active Learning, Interactive Exercises and Expert Sessions were conducted
		Strategic Human Resource Management	Interactions with HR Leaders through conferences, etc.
		Advanced Business Analytics	Application of Analytical Tools, working with real time industry data, Collaborative projects with industry, Training on basic and advanced Statistics, exposure to modelling etc.
		Social Media Analytics	Real time projects with all tools and techniques, sponsored research, case studies, how to collect and analyse data, etc.

(Reference- Chapter 3)

**10.2	Academic Audit and actions taken during the period of Assessment	(10)**

**10.2.1	Audit of Academic Gaps Analysed**

**I.	Curriculum Review –**

The annual curriculum review is a good academic exercise for the following reasons:

a.	Understand the lacunae in the existing syllabus.

b.	Update the relevance of the contents of the syllabus.

c.	Identify new subjects to be incorporated.

d.	Get an industry feedback and tweaks syllabus accordingly.

e.	Bench mark syllabus as against the syllabi of established institutions and other universities.

The Syllabus Review Team (SRT) has received feedback from the following companies:

a.	CITCO - Advised by Mr. Girish Iyer, Managing Director to revise the syllabus of Finance subjects based on the book, "After the Trade is Made" by David Weiss. The SRT was informed and the changes incorporated accordingly.

b.	TIAA - Advised specialised training for students on American Pension Policies prior to recruitment.

c.	IDFC - Specialized trainings tailor-made as per the requirements of IDFC.

d.	SearchBourne Consulting LLC - Mr. Suraj Narain was instrumental member of the Academic Council, who proposed the importance of the internship system.

**II.	Feedback from Alumni** –

Alumni are members of the Syllabus Review Team (SRT) team. Feedback from Alumni are critical in the framing and development of the syllabus. The alumni understand the industry trends and has witnessed the syllabus execution.

**III.	Corporate Connect Sessions**

The session with corporate leaders provide valuable insights on the content of the syllabus and their feedback gives opportunity to develop and update the syllabus as per the industry requirements which results in effective placements.

**IV.	Audit of Feedback from Interning Companies** – Showcased Feedback from interning companies were as follows: -

Showcased Feedback 1

Respected Sir/Madam,

I am writing this letter to appreciate the performance of your student **Tarun Bansal** during his internship tenure with Citta Beauty.

I have been watching him during his tasks allocated by the management closely & examining the task that he has completed.

I am glad to tell you that I am very impressed with his performance, dedication & positiveness towards his career growth with the ability to be proactive towards his multi-tasking skills.

He has also participated in sourcing and also in the business development process, which has gained him other working department experience as well.

During his internship tenure, we noticed his skills with a self-motivated attitude and a thirst to learn new things. What impressed me most of all was his dedication to his work and his willingness to achieve beyond what was asked of him.

I'm glad we had the opportunity to work with him and I wish him the very best for his upcoming career.

Best Regards,

Akanksha Sharma
CEO, Citta Beauty.

Showcased Feedback 2:

Dear Sir/ Madam,
Greetings of the day !!!
I hope this email finds you well. I am writing to express my sincere appreciation for the exceptional performance of **Trupti Gupta** during her internship with our organization. It gives me great pleasure to share my feedback on her valuable contributions and accomplishments during her time with us.
Trupti has consistently displayed an impressive ability to learn quickly and adapt to new tasks and responsibilities. Her enthusiasm and dedication to her work have been truly commendable. She has successfully demonstrated a strong work ethic and a proactive approach towards tackling challenges. It has been a pleasure to witness her growth and development throughout the internship period.
One of Trupti's notable strengths is her ability to multitask effectively across various departments. She has seamlessly navigated through different teams, collaborating and communicating with internal stakeholders to ensure smooth coordination and execution of projects. Her excellent interpersonal skills have facilitated effective cross-departmental communication, fostering a collaborative work environment.
Moreover, she has excelled in her communication skills, both internally and externally. She has consistently displayed professionalism and clarity in her interactions with colleagues, superiors, and clients. Her ability to articulate complex ideas and communicate them concisely has been invaluable to our organization. Her friendly demeanor and attention to detail have also contributed

257

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to building positive relationships with our clients, making her an asset to our team.

In addition to her remarkable interpersonal and communication skills, she has consistently delivered outstanding results in the possession department's office work. Her attention to detail, accuracy, and efficiency in completing tasks have been exemplary. She has proven to be dependable and organized, ensuring that all assigned responsibilities are completed to the highest standard.

Overall, Trupti has made a lasting impression on our team with her exceptional performance, quick learning abilities, multitasking skills, effective communication, and flawless execution of office work in the possession department. She has truly embodied the qualities of a dedicated and reliable team member, and we are grateful for her contributions. She has successfully completed her 3 months of internship in our organization today.

I would like to express my gratitude for providing us with such an intern. We believe that Trupti's future is bright, and we are confident that she will continue to excel in her academic and professional endeavors. We wish her continued success in all her future endeavors.

Thanks and Regards,

Avdhesh Gupta

Assistant Manager – CRM - Kolte Patil Life Republic

Showcased Feedback 3:

Internship Feedback from Varroc						
Name of the Student	Communication (100)	Punctuality (100)	Team & Networking (100)	Quality of Work (100)	Desire to Learn (100)	Total (500)
Juhi Kumari Thakur	90	80	90	80	90	430
Darshan Baghade	70	50	75	50	75	320
Priya Nahar	90	50	60	70	90	360
Khwaish Taneja	90	90	90	90	90	450

Showcased Feedback 4:

> *Dear Sir,*
>
> *I am sending this mail on the behalf of Kshitij Management Consultants in order to appreciate commendable performance of* **Ms.Vandana Shukla** *during her internship, I've been watching her work closely, she have done her work with all the dedication and also she have used her intelligence very gracefully, auditing is a very crucial work and she has done it commendably,*
>
> *I would like to appreciate her for her performance & wish her all the best for her successful future.*
>
> *Thanks & regards,*
>
> **Krishna Prasad**
> **Head Finance & HR**
> **Kshitij Management Consultants**
> *903, Platinum Square,*
> *Besides Hotel Hyatt Regency,*
> *Weikfield IT Park,*
> *Viman Nagar, Pune - 411014,*
> *Maharashtra, India.*

Critical feedback from the interning companies can be summarised as follows:

1. Link internships with earning and not with learning.

2. The students are not ready to invest time in building a career and want instant results.

3. Unwilling to research on the company, the job description, the competition etc.

4. Unprepared for job interviews.

5. Do not take efforts to reach out to alumni or connect to them on LinkedIn.

6. "The placement is the institute responsibility" attitude.

7. Late for internships interviews either online or offline.

Positive feedback from interning companies can be summarised as follows:

1. The students were responsible.

2. They have expressed a desire to learn and progress.

3. They were ready to sit extra hours when the situation demanded.

4. Goal Oriented.

5. They have demonstrated good inter-personal skills.

6. Were aware of targets and its importance both personally and professionally.

7. Well networked

V. Audit of Feedback from Recruiting Companies –

Some illustrative feedback from recruiting companies is as follows: -

Apart from the interning feedback received, some critical responses by the recruiting companies and the placement team were as follows: -

1. No research on companies wherein jobs are sought. Salary becomes the major driving force and not aptitude for that job.

2. Not reaching interview venues on time and not keeping the company informed.

3. Pulling out (no show) at job interviews despite committing to attend. This makes the institute and the placement team to be seen in bad light.

4. Lack of preparation for aptitude tests.

5. Lack of GD /PI Training.

6. Resigning from the company without keeping the Placement team informed.

7. Not fulfilling obligatory conditions like a one-month notice or the notice period.

8. Not willing to work for placements, expecting it as a normal outcome of paying the fees. The placements is the obligatory responsibility of the institute.

VI. Audit of Feedback from Teaching Fraternity

When feedback on students of the PGDM – Marketing and Finance was taken by both full time and visiting resources, the following factors came out.

Strengths

1. Commitment

2. Intent & Seriousness

3. Communication

4. Average and above average in academics

5. Responsible

6. Disciplined

7. Good to work in teams

8. Strong on extracurricular activities

Areas of Improvement

1. Lack of Knowledge

2. Lack of Awareness

3. Communication Skills

4. Low Technical Knowledge

5. Need of Punctuality

6. Poor Data Interpretation

7. Low Mathematical Aptitude

8. Personal weaknesses like stubbornness and lack of confidence

9. Less awareness of cultural diversity

10. Low quest for reading

11. Lack of techniques to convert information to knowledge

12. Entrepreneurship Acumen

13. Low on Social Sensitivity

VII. Audit of various Support Systems –

The Support Systems at Lexicon MILE can be divided into the following three categories –

1. **People Support** – People support is through faculties, both full time and visiting, mentors, business leaders, alumni, exposure to business and social leaders,

2. **Technical Support** – Attendance Software, Placement Software through Superset platform, Access to MS teams for online sessions, Online and physical access to books and periodicals from the library.

3. **Placement Support -** The placement support of Lexicon MILE is very robust through corporate sessions, alumni interactions, participation in HR events and fairs, etc.

4. **Aptitude Improvement Support –** Aptitude Training sessions for clearing entrance test of various corporate entities is through specialised sessions and trainings.

5. **Language Support**- Through language experts, language software, and specialised sessions for those weak in spoken and written English.

VIII. Audit of Feedback from Students –

1. Lessening the time per session to 1.15 minutes as against 1.45 minutes earlier.

2. A robust mechanism to gauge student feedback for a faster rectification mechanism in case of erring faculties.

3. Focus on various pedagogical tools apart from presentations like actual market/ company visits, expert sessions, corporate interfaces etc,

4. Emphasis on certifications to make the resume score in selections.

5. Newspaper Analysis

261

10.3. **Improvement in Placement, Higher Studies and Entrepreneurship (10)**

1. **Role of Internships in Placements**

A major distinctive feature of the Lexicon MILE PGDM evidenced from the high interest of student opting for this course and also based on the feedback from existing students is the 9- month internship.

The internship opportunity has the following advantages –

1. Work Experience for students.

2. A notable CV mention as the internship can be capitalised upon for gainful employment.

3. A decent percentage of interning students end up opting for final placements in the same companies where they interned.

4. Stipends offer financial freedom and responsibility.

5. Some Company feedback on internships have already been shared earlier in this chapter.

A major weakness of the internship program is the students shift focus from academics to work. This compromised the research quality of research assignments undertaken while interning.

2. **Continual Placements-**

Focus on placements from a defined period post the completion of academic deliverables. Placements are not restricted to a single day restricting access to companies but can take place on a rolling manner giving both students and companies the flexibility to attend interviews and conduct their selection process on a suitable date.

3. **Placement Analysis**

Details	2020-21	2021-22	2022-23
Total students	160	103	95
No. of students placed:	145	93	83
Median Salary for Placement	3,55,000	5,99,025	3,88,000
Highest Salary	6,53,643	9,00,000	15,00,000

(Reference: Chapter 5)

4. Higher Education

There has been an increasing trend in the students opting to go for higher education in and out of India. Following table highlights some of the students who have opted to pursue higher education abroad.

Name of the student	Batch	University/ Country Applied to	Course opted
Nikunj Gabani	2012-14	IU International University of Applied Sciences, Berlin, Germany	Accounts & Finance (MBA)
Neha Purohit	2013-15	Conestoga College, Ontario, Canada	Management and Leadership Development
Venkat Phanindra Takkella	2016-18	Trine University, Indiana, US	Business Analytics
Sathish Kurapati	2017-19	North Texas and Auburn Data University, Alabama, US	Information technology and advanced data analytics
Snehal Kogta	2019-21	University of Washington, Washington, US	Masters of Science in Accounting
Himanshu Bundel	2021-23	Hult international Business School/Simon Business School/North Eastern University/Pace University	MSc in Finance/ MSc in Finance Risk Management
Rajnish Borkar	2021-23	Trinity college, Republic of Ireland.	MSc Business Analytics

(*Based on Student Requests for Higher Education Verifications)

5. Entrepreneurs from Lexicon MILE

Several students from Lexicon MILE have initiated their entrepreneurial ventures. Following table gives a list of such students and their ventures.

Sr. Nos.	Name of Alumni	Batch	Name of Company
1.	Narendra Singh Rathore	2011-13	Zoopero Marketing (Pvt.) Ltd.
2	Himanshu Agarwal	2015-17	GreenDesk
3	Abhinav Temak	2019-21	Dinchak Dabba
4	Pradyum Rathi	2020-22	Dumplicious

| 5 | Shubham Gunjal | 2020-22 | Minions |
| 6 | Bhushan Baldota | 2022-22 | Mr. Picano |

10.4 Improvement in the quality of students admitted to the program

1. Changes in Admission Process –

To improve the quality of selected students Lexicon MILE will be opting for panelised interviews. The interview panel will comprise of at least two to three panellists including an industry member. The revised format of the panel interview grid is as follows: -

Revised Admission Criteria for Selection to the Lexicon MILE PGDM Program (Specimen Format)

I) Academic Scores

X th	XIIth/ Diploma	Graduation	Score Grid
			All Distinction-10/10 All First Class-08/10 Distinction or First Class in any 2-7/10 Distinction or First Class in any 1-6/10 Higher Second Class in any one - 5/10 Second Class in any one- 4/10

We can consider higher score in graduation as against low scores in XIIth and Xth at 5.5/10 as it is the latest academic performance

II) Weightage for Entrance Exams

Test Scores	XAT/CAT	State CET	MAT	Any other	Marks
Score					

Marks Conversion Grid

Name of Exam	90 and above	80and above	70 and above	60 and above	Below 60
XAT	10/10	9/10	8/10	7/10	5/10
CAT	10/10	9/10	8/10	7/10	5/10
State CET	10/10	9/10	8/10	7/10	5/10
MAT	10/10	9/10	8/10	7/10	5/10
Any Other	10/10	9/10	8/10	7/10	5/10

Assuming scores on a scale of 10.

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III) Personal Interview Scores

Sr. Nos.	Parameter	Score (10 per parameter) Total Score-80
1	Communication Skills	
2	Personal & Professional Achievements	
3	Problem Solving Approach	
4	Assessment of Current Affairs	
5	Industry Awareness	
6	Leadership	
7	Experience	
8	Response to Stress	

Interview Score Conversion Grid

PI SCORES	Score to be Assigned per Parameter
70-80	10
60-70	08
50-60	06
40-50	05
Below 40	To be not considered

IV) Work Experience Scores

Years of Work Experience	Work Experience (WE) Scores
3 years and higher	10
2- 3 years	08
1-2 years	06

V) Case Study Assessment Scores

Assessment Criteria	Scores
Critical Analysis	10
Root Cause	10
Depth of Solution	10
Total	30

265

Admission Evaluation GRID (AED)

Name of Student	Academic Score	Entrance Exam Score	PI Score	WE Score	Case Study Analysis Score

2. Academic Changes -

The Academic Changes can be summarised as follows: -

1. Industry Aligned Curriculum (Presently been practiced)
2. Specialised Tracks/ Allowing a minimal basket of credits. Credit Flexibility.
3. Certification Programs (Presently been practiced)- Can be reviewed for the nature of certifications.
4. Aptitude and Attitude Assessments
5. Psychometric Assessments
6. Industry Mentorship (Presently been practiced) – Can be modified.
7. Continuous Feedback
8. Outcome based assessment (Proposed)
9. Technology Integrations – Simulations are already a part of the academic training.

3. Focus on Research

The CRLI internships have gone a long way to increase the research aptitude of students. A nine-month internship ensures the following, academically –

1. Exposure to real world and real time business issues and problems.
2. Applications of research methodology instruments.
3. Increased acumen to writing research papers.
4. Exposure to software like SPSS, SAS and MS Excel.
5. Preparation of a Industry Acceptable Report
6. Understanding any business situation in depth critically and analyse issues in business operations with data and research.

4. Domain Specific Trainings

Emphasis is on specialism specific or domain specific trainings.

a. OBT trainings with NISM are conducted to enhance finance specific trainings.
b. Gryphon Academy

266

c. Practising manager sessions are conducted for each unit of every subject as a part of syllabus to provide practical overview of theoretical concepts learnt during lectures and understanding recent developments in the domain.

5. Diversity of Students (Gender, Age, State etc.)

A. Gender Diversity

The Chart 1 shows the gender diversity across the batches.

Table: Gender Diversity

Gender	2019-21	2020-22	2021-23	2022-24	2023-25
Female	48.13	33.98	18.95	32.78	28.74
Male	51.88	66.02	81.05	67.22	71.26

The batch 2019-21 had an almost equal gender ratio. However, from the batches 2020-22 to date it is skewed in favour of males. The covid batches of 2020 and 2021 have had an adverse impact for the female gender admissions. The following initiatives were undertaken for improving the gender ratio:

- Arrangement of separate hostel/PG facilities for residence of girl students. (eg. Muktai PG Hostel)

- Organized health, wellness and safety programs specifically addressing needs of girl students. (eg. Dr. Rashmi Bhamare session on women health on Women's Day, POSH session by Dr. Kashmira Lonkar, session by P&G on women hygiene)

- Invited women industry leaders to speak in Induction programs and summits.

- Leveraged women alumni network to share their experiences and success stories on social media.

- Faculties promote gender sensitization during sessions to create a safe environment for girl students in campus.

B. State wise diversity

The chart 2 shows the state wise diversity across batches for admitted students.

Chart 2: State-Wise Diversity

2019-21	%	2020-22	%	2021-23	%
Odisha	14.38	Maharashtra	28.16	Maharashtra	31.58
Madhya Pradesh	12.50	Jharkhand	13.59	Jharkhand	11.58
Jharkhand	10.63	Bihar	7.77	Chhattisgarh	9.47
Maharashtra	10.00	Odisha	7.77	Gujarat	9.47
Uttar Pradesh	8.13	Madhya Pradesh	6.80	West Bengal	7.37
West Bengal	7.50	Rajasthan	6.80	Odisha	6.32

267

Chhattisgarh	6.25		West Bengal	5.83		Rajasthan	5.26
Gujarat	6.25		Chhattisgarh	4.85		Bihar	4.21
Rajasthan	5.63		Uttar Pradesh	4.85		Assam	3.16
Bihar	5.00		Punjab	3.88		Madhya Pradesh	3.16
Assam	3.75		Gujarat	2.91		Uttar Pradesh	3.16
Punjab	3.75		Uttarakhand	1.94		Andhra Pradesh	2.11
Goa	2.50		Goa	0.97		J & K	1.05
Delhi	1.25		Haryana	0.97		Telangana	1.05
Andhra Pradesh	0.63		Kerala	0.97		Uttarakhand	1.05
Haryana	0.63		Manipur	0.97			
Jammu	0.63		Tripura	0.97			
Karnataka	0.63						
Total Students	**160**		**Total Students**	**103**		**Total Students**	**95**
No. of States	**18**		**No. of States**	**17**		**No. of States**	**15**

The batch 2019-21 had maximum representation from Odisha and Madhya Pradesh. The batch 2020-22 had the same from Maharashtra and Jharkhand, batch 2021-23 from Maharashtra and Jharkhand, batch 2022-24 from Maharashtra and Chhattisgarh and batch 2023-25 from Madhya Pradesh and Maharashtra.

10.4. Improvement in the quality of students admitted to the program (10)

Analysis of Basic Degrees -

The basic degrees with which the students enrol for the PGDM program has already been discussed in Chapter 4. A summary of the same is as follows –

| Academic Year/ Graduation Break ups	2019	2020	2021	2022
B. Com	40.63	41.13	41.13	34.03
BBA and similar specializations	32.50	34.04	34.03	30.30
B.Sc.	6.88	2.13	12.57	11.78
B.Tech.	6.25	6.38	7.33	6.73
B.E.	5.00	2.13	0.52	3.37
BA	3.75	5.67	5.24	2.02
B. Pharm.	0.63	2.13	2.62	2.69
BCA	3.13	4.26	3.66	0.67
PG	0.63	1.42	0.00	0.00
Other (B.Des, LLB, BDS, etc)	0.63	0.71	0.00	0.34

Analysis of Experience Diversity:

Analyzing and fostering diversity in terms of experienced candidates in the program enriches the educational experience, enhances employability, and contributes to the overall development of students, preparing them to excel in a dynamic and complex business environment. Following table gives a summary of experienced candidates admitted in Lexicon MILE.

Table - Experience Diversity

AY	2019-21	2020-22	2021-23	2022-24
Experience	8	3	20	46
Freshers	152	100	75	134

Graph - Experience Diversity
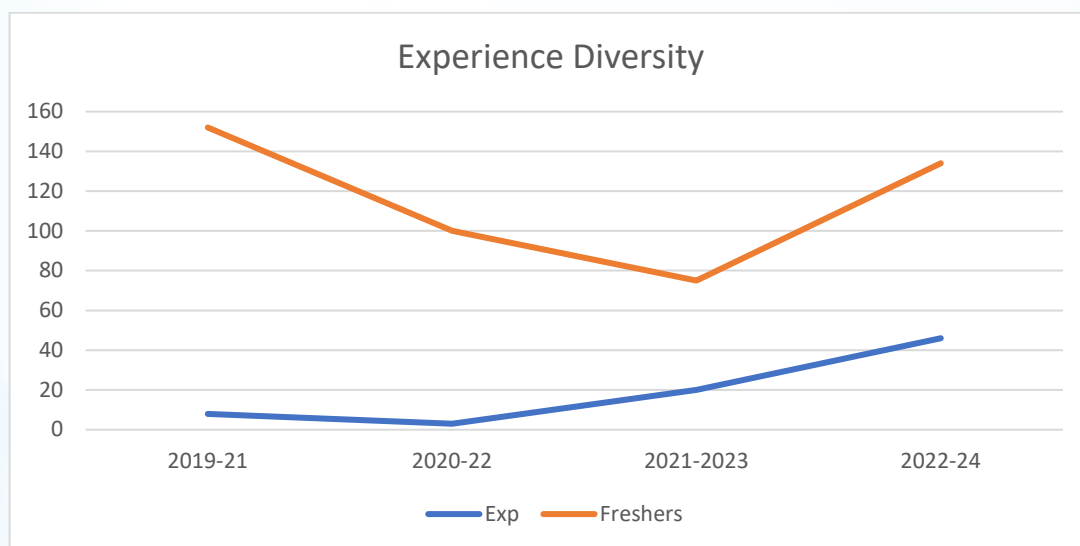
Analysis of CGPA:

Over recent years, the PGDM program has witnessed a notable improvement in the graduation CGPA of its admitted students. This upward trend highlights the program's growing appeal to high-achieving candidates and reflects positively on the institution's academic reputation.

Table - Analysis of CGPA

AY	2019-21	2020-22	2021-23
Mean CGPA	6.59	6.46	7.56

269

The thorough analysis conducted across various areas of continuous improvement provides a comprehensive view of the program's strengths and areas needing improvement. Through careful assessment and planning, key areas for focus such as refining the curriculum, innovating pedagogy, and enhancing student enrichment efforts have been identified. Detailed plans have been devised and put into action to tackle specific challenges, ensuring progress. Additionally, our robust internship program and dynamic placement strategies demonstrate our commitment to fostering comprehensive professional development. By incorporating feedback from industry, alumni, and academic assessments, we maintain our dedication to excellence. As we evolve, our commitment to continuous improvement drives us toward greater success, and we are grateful to all stakeholders for their contributions. Together, we envision a future where our program establishes new standards of excellence in management education.

Declaration

I undertake that, the institution is well aware about the provisions in the NBA's accreditation manual concerned for this application, rules, regulations, notifications and NBA expert visit guidelines in force as on date and the institute shall fully abide by them.

It is submitted that information provided in this Self-Assessment Report is factually correct. I understand and agree that an appropriate disciplinary action against the Institute will be initiated bythe NBA in case any false statement/information is observed during pre-visit, visit, post visit and subsequent to grant of accreditation.

Date: 27/05/2024
Place: Pune

Dr. Manju Chopra
Director

271

Annexure – I

Code	Program Outcomes Statement
PO 1	*Apply* knowledge of fundamental business management principles in marketing, finance, human resources, and business analytics.
PO 2	*Evaluate* business strategies, market research, and develop data-driven recommendations to achieve organizational goals.
PO 3	*Demonstrate* effective communication, interpersonal, and leadership skills in a multicultural environment.
PO 4	*Adapt* with new skills, technologies, embracing innovation, and demonstrating ethical conduct in professional practices.
PO 5	*Understand* impact of business practices on stakeholders with sustainable businesses.