Lexicon
Management Institute
of Leadership & Excellence

NBA
NATIONAL BOARD OF ACCREDITATION

Ref: LMILE/2025-26/7926 **Date: 31.01.2026**

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 Updated 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.

Since the Institute is submitting an updated SAR, the current academic year (CAY) is taken as 2024-25.

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. Raju Varghese Vazhapilly
Director

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Updated Self-Assessment Report (SAR)
Post Graduate Diploma in Management
Submitted in Jan-2026

Submitted To:

NATIONAL BOARD OF ACCREDITATION

Submitted By:

Lexicon™
Management Institute
of Leadership & Excellence

Believe in Yourself

LEXICON MANAGEMENT INSTITUTE OF LEADERSHIP AND EXCELLENCE

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

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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

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PART A: Institutional Information

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 Government	☐
State Government	☐
Government Aided	☐
Self-financing	☑
Trust Society	☐
Section 8 Company	☐
Any Other (Please specify*)	☐

*Provide Details:

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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:

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 inintake, 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 for first time
			120	Increase (60)	2014	F. No. Western/1-2014150842/2014/EOA dated 11 Mar. 2014	
			180	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	Eligible but not applied
3	Post Graduate Diploma in Management (PGDM) Finance, Marketing and	2021	60	-	-	F. No. Western/1-9318007771/2021/EOA dated 10 Jul. 2021	Eligible but not applied
			180	Increase (120)	2024	F. No. Western/1-43663031161/202	

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	Human Resource Management. The Program name has been changed to Post Graduate Diploma in Management (PGDM) Business Management from AY 2025-26					4/EOA/Corrigendum-1 dated – 11 Sept. 2024	

* **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

Table No.: A9.1.

Sr. No.	Program Name	Current Year Sanctioned Intake	Current year admitted nos.
1	Post Graduate Diploma in Management (PGDM) - Marketing and Finance	180	170

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

i. **Name**: Dr. Raju Varghese Vazhapilly
Designation: Director & Professor (Marketing)
Mobile No: +91 9325019055
Email id: raju.varghese@mile.education

ii. NBA coordinator, if designated
Name: Dr. Prajakta Yawalkar
Designation: Professor (Finance)
Mobile No: +91 8830864736
Email id: prajakta.yawalkar@mile.education

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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**

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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 has recently inaugurated The Lexicon Centre for Community Engagement and Social Immersion and The Lexicon Centre for Design Thinking, Innovation and Entrepreneurship in the year 2025.

Lexicon Management Institute of Leadership and Excellence believes in the "One Student at 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.

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CRITERION 1	Vision, Mission and Program Educational Objectives	50

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 is enabled with*

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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

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	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).

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

Ensuring a comprehensive understanding of 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.

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Taking 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 Vision and Mission at Lexicon MILE

In defining 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

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- **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.

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

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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 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 Vision and Mission.
- **Board of Governors:** The final draft was presented to the Board of Governors to provide Apex Management recognition of 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 led meaningful lives and contribute positively to societal development. 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

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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

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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, Corporate Research and Learning Internship (CRLI) / Summer Internship Program (SIP), Career Learning Development Plan (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.
- **Communication Skill Development:** Effective articulation skills had been developed through intensive training in English and the use of language labs and multimedia resources. The diversity of learning exposures creates a fundamental platform or benchmark in students that stands them in good stead in their careers. They evolve with 360-degree personality overviews which makes them better contributors to the organization, society and nation.
- **Teamwork and Leadership Skills:** Students 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,

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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.

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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 Sukhdev and Kamal Sharma Educational Trust, a part of 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. The Lexicon MILE is recognized for three PGDM programs (with reference to the purview of this report):

1. PGDM (Marketing and Finance) with 180 intake.
2. PGDM (Research and Business Analytics) with 60 intake.
3. PGDM (Finance, Marketing and Human Resource Management) with 60 intake.

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 systematically maintained. The Board derives its objectives from the Vision and Mission of the Institute.

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S. No.	Category	2024-2026	2021-23 & 2023-24	2020-2022	2019-2021
1	Chairman, Board of Governors - nominated by the Board of Trustees	Dr. Bharat Bhushan Senior Professor, Dean (Academics), Chairman, Board of Governors and Academic Council, Lexicon MILE	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	Prof. M. D. Lawrence Vice Chancellor, Dr. P. A. Inamdar University, Pune	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	Prof. Durgambini Patel Dean, SVKM's NMIMS Kirit P. Mehta School of Law, Mumbai	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	Prof. Sanjay Kharat Principal, Progressive Education Society's Modern College of Arts, Science and Commerce, Pune	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

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S. No.	Category	2024-2026	2021-23 & 2023-24	2020-2022	2019-2021
5	Member, Board of Governors - Industrialist - Technologist / Academician of repute to be nominated by the Board of Trustees	Prof. Sanjay Mali Principal - PGDM, National Insurance Academy (NIA), Pune	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. Suvarna Sathe Acting Registrar, Tilak Maharastra Vidyapeeth, 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	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	Dr Prajakta Yawalkar Professor, Lexicon MILE, Wagholi, Pune	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	Shri Suraj Narain Founder Director SearchBourne Consultants Private Limited, Pune	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 Board of Trustees - To be a Professor in the Faculty or the senior most Faculty or Director of Lexicon MILE	Ms. Kavita Pareek Assistant Professor, Lexicon MILE, Wagholi, Pune	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

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S. No.	Category	2024-2026	2021-23 & 2023-24	2020-2022	2019-2021
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	Prof. (Dr.) Raju Varghese Professor, Lexicon MILE, Wagholi, Pune	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	Mr. Parameshwar Kawale, Registrar, Lexicon MILE, Wagholi, Pune	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)	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)	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	As and when nominated

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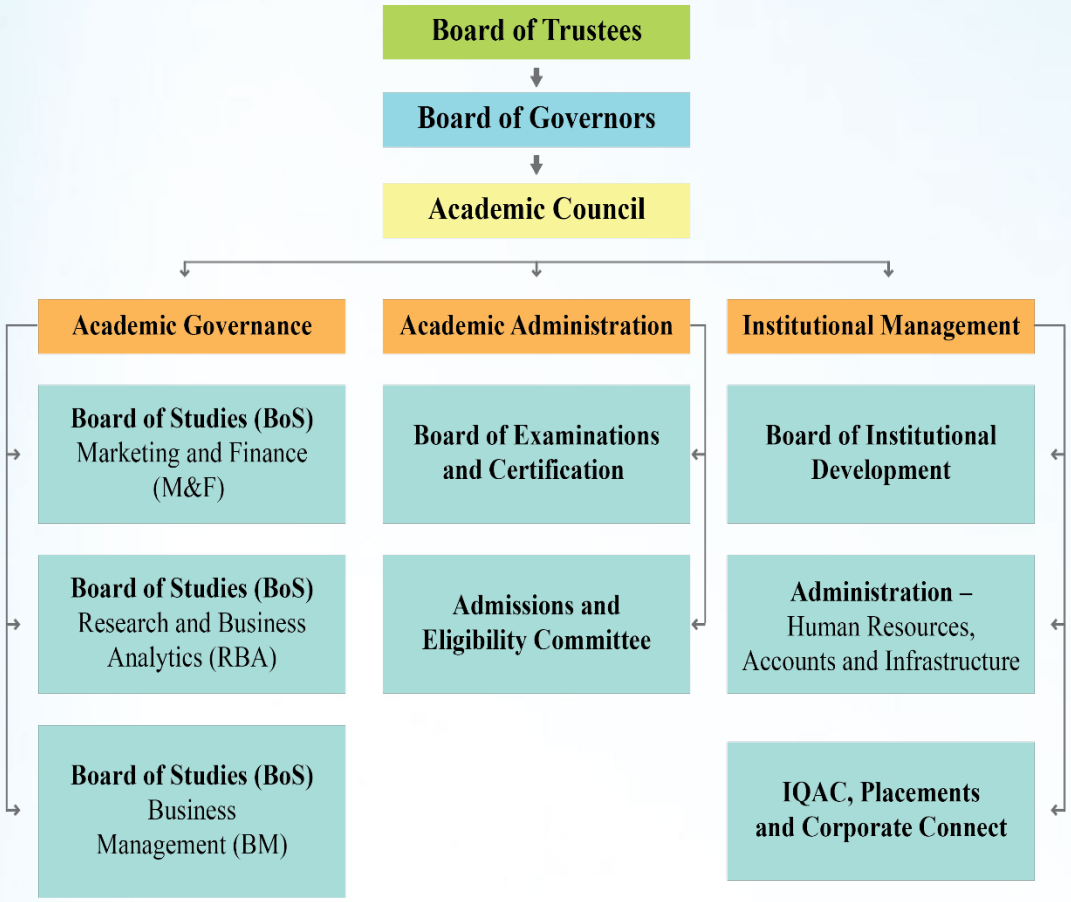

The Board of Governors necessarily meets at least twice in a year with additional meetings convened as and when required. A quorum of ⅔ members are required to be present for conduct of the meeting.

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.

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The composition and the members of the Board of Governors:

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.
- 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

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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 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.

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The composition of the members of the Academic Council:

S. No.	Category	2024-2026	2021-23 & 2023-24	2020-2022	2019-2020
1	Chairman, Academic Council - being the Chairman, Board of Governors, nominated by the Board of Trustees	Dr. Bharat Bhushan Senior Professor, Dean (Academics), Chairman, Board of Governors and Academic Council, Lexicon MILE	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	Prof. M. D. Lawrence Vice Chancellor, Dr. P. A. Inamdar University, Pune	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	Prof. Durgambini Patel Dean, SVKM's NMIMS Kirit P. Mehta School of Law, Mumbai	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	Prof. (Dr.) Raju Varghese Professor, Lexicon MILE, Wagholi, Pune	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
5	Faculty Member from Lexicon MILE to be	Ms Kavita Pareek, Assistant	Dr. Raju Varghese	Dr. Raju Varghese	Dr. Raju Varghese

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S. No.	Category	2024-2026	2021-23 & 2023-24	2020-2022	2019-2020
	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	Professor, Lexicon MILE, Wagholi, Pune	Vazhapilly Associate Professor, Lexicon MILE, Wagholi, Pune	Vazhapilly Associate Professor, Lexicon MILE, Wagholi, Pune	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, 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.	Mr. Neeraj Kumar, Assistant Professor, Lexicon MILE, Wagholi, Pune (M&F)	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	Mr. Rahul Wagh, Accounts Officer, Lexicon MILE
9	Management Representative of an	Shri Suraj Narain Founder Director	Shri Suraj Narain	Shri Bahri B. R. Malhotra	Shri Bahri B. R. Malhotra

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S. No.	Category	2024-2026	2021-23 & 2023-24	2020-2022	2019-2020
	Industry, Management Section within a Company or Organization	SearchBourne Consultants Private Limited, Pune	Founder Director SearchBourne Consultants Private Limited, Pune	Founder Director Weikfield Group of Companies, Pune Shri Suraj Narain	Founder Director Weikfield Group of Companies, Pune
10	Management Representative of an Industry, Management Section within a Company or Organization	Mr. Ajay Srivastav Head, Strategic Alliance, The Lexicon Group of Institutes	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	2024-2026	2021-2023 & 2023-2024	2020-2022	2019-2021
1	Chairperson, Board of Studies, PGDM, Marketing and Finance - being the Director of the PGDM Program	Dr. Raju Varghese Vazhapilly	Dr. Jitender Kumar Sharma	Dr. Jitender Kumar Sharma	Dr. Susen Varghese
2	Subject Head / Faculty of the PGDM Program	Dr Kashmira Lonkar	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	Mr. Ajit Thatte
4	Industry Experts (2)	Mr. Girish Iyer Mr. Gautam	Mr. Dilip Thosar	Mr. Gautam	Mr. Gautam

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S. No.	Category	2024-2026	2021-2023 & 2023-2024	2020-2022	2019-2021
		Pherwani	Mr. Girish Iyer	Pherwani Mr. R. Balachandran	Pherwani Mr. R. Balachandran
5	Academic Experts (2)	Dr. Anand Deshmukh Dr. Vijay Kulkarni	Prof. Rajesh Deshpande Prof. R. Kalidas	Dr. Anand Deshmukh Dr. Vijay Kulkarni	Dr. Anand Deshmukh Dr. Vijay Kulkarni
6	Alumni in Industry	Ms. Swechha Tiwari	Mr. Kirti Singh	Mr. Kirti Singh	Mr. Kirti Singh
7	Convenor Faculty - for specific Subjects	Prof. Kavita Pareek (Finance) Mr. Nikunj Kumar Gaikwad (Marketing)	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	2024-2026	2021-2023 & 2023-2024	2020-2022	2021-2019
1	Convenor / Faculty for that Subject	Dr. Raju Varghese Vazhapilly	Dr. Raju Varghese Vazhapilly	Dr. Raju Varghese Vazhapilly	Dr. Raju Varghese Vazhapilly
2	Subject Head / Faculty	Prof. Kavita Pareek (Finance) Mr. Suchivrat Deshmukh (Finance)	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. Ajit Thatte Mr. Karan Kakde	Mr. Dilip Thosar Mr. Girish Iyer	Mr. Gautam Pherwani Mr. R. Balachandran	Mr. Gautam Pherwani Mr. R. Balachandran

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S. No.	Category	2024-2026	2021-2023 & 2023-2024	2020-2022	2021-2019
4	Academic Experts (2)	Dr Kashmira Lonkar Dr. Anand Deshmukh	Prof. Rajesh Deshpande Prof. R. Kalidas	Dr. Anand Deshmukh Dr. Vijay Kulkarni	Dr. Anand Deshmukh 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 Committee
4. Grievance Redressal Committee for Faculty/Staff (GRC)
5. Student Grievance Redressal Committee (SGRC)
6. Internal Quality Assurance Cell (IQAC)

The Academic Administration Committees established at Lexicon MILE include -

1. Admission Committee
2. Library Committee

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3. Student Council
4. Student Counseling Committee
5. Sports Committee
6. Cultural Committee
7. Placement Cell
8. Entrepreneurship Cell
9. Alumni Committee
10. Industry Institution Cell

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.

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- 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	Chairman	9325019055	raju.varghese@mile.education
2	Dr. Prajakta Yawalkar	Member (Faculty)	8830864736	prajakta.yawalkar@mile.education
3	Prof. Deepak Gupta	Member (Faculty)	8006626000	deepak.gupta@mile.education
4	Mr. Nikit Jadav	Member (Administration)	7020117768	nikit.jadhav@mile.education
5	Mr. Amol Lokhande	Member (Representative of Local Media)	9923626297	amol@lexiconedu.in
6	Mr. Sewak Nayyar	Member (Representative of NGO)	8308093028	sewaknayyar@gmail.com
7	Prof. Kavita Pareek	Member (Faculty)	9560160676	kavita.pareek@mile.education
8	Mr. Harshal Kamble	Member (Faculty)	8087140783	harshal.kamble@lexiconedu.in
9	Ms. Gayatri Pradhan	Member (Representative of Parents)	6372032812	gayatripradhan0202@gmail.com
10	Mr. Rohit Keshawat	Member (Representative of Students)	9588620508	rohit.pgdm25045@mile.education

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11	Ms. Anusha Kanna	Member (Representative of Students)	7666847518	anusha.pgdm25014@mile.education

Squad				
1	Ms. Kishori Chaudhari	Squad	9665036166	kishori.choudhari@mile.education
2	Ms. Anju Raheja	Squad	9795204415	anju.raheja@mile.education
3	Mr. Dnyaneshwar Bombe	Squad	8975083364	administration@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.

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.

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- **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 Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989, No. 33 of 1989, dated 11.09.1989, the **SC / ST Committee** is reconstituted w.e.f. 15th October 2025 for the Academic Year 2024-2025 and 2025-2026 as under:

Sr. No.	Name of the Member	Category	Mobile No.	Email Address
1	Mr. Rahul Wagh	Member	9604131316	accounts@lexiconedu.in
2	Mr. Nikit Jadhav	Member	7020117768	nikit.jadhav@mile.education
3	Ms. Pratibha Mandage	Member	9860902550	pratibha.mandage@mile.education
4	Mr. Rohit Keshawat	Member (Representative of Students)	9588620508	rohit.pgdm25045@mile.education
5	Ms. Anusha Kanna	Member (Representative of Students)	7666847518	anusha.pgdm25014@mile.education

Internal Committee

Lexicon MILE has constituted the Internal Committee (IC) to address activities with the broad purpose of creating a fair workplace with gender equality. The IC 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 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

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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 Committee (IC) have been detailed as follows:

- **Providing a neutral, confidential, and supportive environment**: The IC 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 IC 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 IC 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 IC 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 IC 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.
- **Promoting awareness through educational initiatives**: The IC 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 Member	Category	Mobile No.	Email Address
1	Dr Prajakta Yawalkar	Presiding Officer/Chairman	8830364736	prajakta.yawalkar@mile.education
2	Ms. Kavita Pareek	Member (Faculty)	9560160676	kavita.pareek@mile.education

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3	Ms Sohila Tiwari	Member (HR)	8839361471	sohila.tiwari@mile.education
4	Mr. Rahul Wagh	Member (Administration)	9604113136	accounts@lexiconedu.in
5	Mr. Dnyaneshwar Bhombe	Member (Administration)	8975083364	administration@mile.education
6	Mr. Sewak Nayyar	Member (Representative of NGO)	8308093028	sewaknayyar@gmail.com
7	Mr. Rohit Keshawat	Member (Representative of Students)	9588620508	rohit.pgdm25045@mile.education
8	Ms. Anusha Kanna	Member (Representative of Students)	7666847518	anusha.pgdm25014@mile.education
9	Ms. Rishika Gupta	Member (Representative of Students)	8529266301	rishika.pgdm25082@mile.education

Grievance Redressal Committee for Faculty/Staff (GRC)

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.

Grievance Redressal Committee for Faculty/Staff (GRC) Functions

- **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.

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- **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 for Faculty/Staff (GRC)

As per All India Council for Technical Education guidelines mentioned in APH 24-27 in lined with the guideline of **GRC for faculty/staff** is reconstituted w.e.f. 8th January 2026 for the Academic Year 2025-2026 as under:

Sr. No.	Name of the Member	Category	Mobile No.	Email Address
1	Dr. Raju Varghese	Chairman	9325019055	grievanceredressalcell@mile.education
2	Dr. Prajakta Yawalkar	Member (Nominated by HOI)	8830864736	
3	Mr. Harshal Kamble	Member (Nominated by HOI)	8087140783	
4	Ms. Kavita Pareek	Member (Nominated by HOI)	9560160676	
5	Ms. Pratibha Mandage	Member (Nominated by HOI)	9860902550	

Frequency of Meetings: Two meetings, preferably in different trimesters.
Quorum: Minimum ⅔ members to be present.

Students Grievance Redressal 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

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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 Redressal 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 guidelines mentioned in APH 24-27 for establishment of **Student Grievance Redressal Committee.**
The Student Grievance Redressal Committee is reconstituted w.e.f. 8th January 2026 for the Academic Year 2025-2026 as under:

Sr. No.	Name of the Member	Category	Mobile No.	Email Address
1	Dr. Raju Varghese	Chairman	9325019055	studentgrievanceredressalcommittee@mile.education
2	Dr. Prajakta Yawalkar	Member (Nominated by HOI)	8830864736	
3	Mr. Harshal Kamble	Member (Nominated by HOI)	8087140783	
4	Ms. Anju Raheja	Member (Nominated by HOI)	9795204415	
5	Ms. Pratibha Mandage	Member (Nominated by HOI)	9860902550	
6	Mr. Rohit	Special Invitee	9588620508	

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	Keshawat	(Nominated by HOI)		
7	Ms. Anusha Kanna	Special Invitee (Nominated by HOI)	7666847518	

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.
- 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.

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- 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)

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Sr. No	Name	Designation	Department
1	Dr. Raju Varghese	Director & Chairman	Director & Professor, Lexicon MILE
2	Dr. Prajakta Yawalkar	Professor & NBA Coordinator	Dean – Academics (PGDM), Lexicon MILE
3	Ms. Pratibha Mandage	Vice Chairman & Member (Library)	Head – Librarian, Lexicon MILE
IQAC Internal Members (Teaching)			
4	Ms. Kavita Pareek	Member (Faculty)-PGDM	Assistant Professor, Lexicon MILE
5	Mr. Deepak Gupta	Member (Faculty)-PGDM	Assistant Professor, Lexicon MILE
6	Mr. Neeraj Singh Rathore	Member (Faculty)-PGDM	Assistant Professor, Lexicon MILE
7	Mr. Harshal Kambale	Member (Faculty) - HMCT	Assistant Professor, Lexicon MILE
IQAC Internal Members (Non-Teaching)			
8	Mr. Parmeshwar Kawale	Member (Data Custodian) & Examination & Student Section	Registrar, Lexicon MILE
9	Mr. Arul Francis	Member (Academic & Placement)	Head Placement - Lexicon MILE
10	Ms. Sohila Tiwari	Member (Human Resource)	HR Manager, Lexicon MILE
11	Mr. Nilesh Aru	Member (Infrastructure, Administration & Information Technology)	Campus Estate Manager, Lexicon MILE
12	Mr. Rahul Wagh	Member (Finance)	Sr. Finance Manager, Lexicon MILE
13	Ms. Anju Raheja	Member (Academic)	Academic Co-ordinator, Lexicon MILE
14	Mr. Samarth Jain	Member (Admission)	Admission Manager, Lexicon MILE
IQAC External Members			
15	Mr. Amol Lokhande	Member (Trust)	Management Representative (Trust)
16	Ms. Shweta Tiwari	Member (Alumni)	Alumni
17	Mr. Karan Kakade	Member (Alumni)	Alumni
18	Ms. Ashmita Jain	Member (Student)	First Year Student Representative, Lexicon MILE
19	Mr. Chaitanya Parve	Member (Student)	Second Year Student Representative, Lexicon MILE
20	Mr. Girish Iyer	Member (Industry)	Industry Representative
21	Ms. Gayatri Pradhan	Member (Parents Current Student)	Parents Representative

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

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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 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.

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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 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 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

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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 recognize the importance of supporting 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

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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

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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 governs 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,

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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

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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 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.

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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 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 Empowerment (15)

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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 implemented 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 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 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

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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.
11. **Research Publications:** Publications in research journals are highly encouraged, and faculty recognition 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;

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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, ensures 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 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

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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, suggests 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:

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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 to 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 resources. This includes assessing the long-term benefits for the institution and its stakeholders.

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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 financial year. After approval from the Chief Managing Trustee's office, the budget is presented to the Board of Governors at Lexicon MILE PGDM for dissemination.
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

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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.

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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 department concerned 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.
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:

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- **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 Committee (IC) at Lexicon MILE PGDM

Introduction The Internal Committee (IC) at Lexicon MILE PGDM, constituted by the Director, aims to create a fair workplace with gender equality. The IC'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 Committee (IC)

1. **Promotion of Gender Equality:** The IC 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 IC 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 IC 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 IC 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 IC 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.

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10. **Catering to Special Needs:** The IC 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 IC members.
13. **Safe Working Environment:** The IC 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 IC are displayed prominently in the workplace.
2. **Support for Local Committee:** The IC provides necessary facilities for the Local Committee to handle complaints and conduct inquiries.
3. **Assistance in Attendance:** The IC 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 IC 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 IC 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.
9. **Penalty for Disclosure:** There are penalties for unauthorized disclosure of complaint and inquiry details.

The IC 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

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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,

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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

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

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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
13	Mr Nikit Jadhav	2019
14	Mr. Gurudas Sinalkar	2021
15	Ms. Kavita Pareek	2022

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
2023-24	25,29,59,042	-	8,33,113	25,37,92,155
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
TOTAL	68,97,80,870	-	27,05,673	69,24,86,543

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Table 2.2.1 b. Summary of Budgeted & Actual Expenditure (For the Standalone Management Institute) (in actual rupees)								
Items	**Budgeted 2023-24**	**Actual 2023-24**	**Budgeted 2022-23**	**Actual 2022-23**	**Budgeted 2021-22**	**Actual 2021-22**	**Budgeted 2020-21**	**Actual 2020-21**
Capital Expenditure								
Infrastructure Built-Up	2,00,00,000	1,83,97,223	1,70,00,000	1,53,05,456	75,00,000	70,42,063	40,00,000	37,18,454
Library	30,00,000	25,82,769	40,00,000	36,35,991	50,00,000	40,55,108	20,00,000	16,01,578
IT Infrastructures & others	10,00,000	9,30,162	10,00,000	9,37,066	15,00,000	12,10,822	25,00,000	20,25,208
Others	6,50,00,000	6,46,75,764	5,50,00,000	5,12,41,997	4,50,00,000	3,74,12,026	3,43,00,000	3,24,88,807
Operational Expenditure								
Salary (Teaching, Non-Teaching & other Staff)	7,00,00,000	6,84,39,679	7,50,00,000	6,66,81,110	5,50,00,000	4,35,40,400	4,50,00,000	4,04,37,594
Capacity Development	20,00,000	17,52,912	20,00,000	15,95,077	60,00,000	29,00,000	5,00,000	2,00,000
Others	8,90,00,000	8,73,63,294	4,60,00,000	4,26,50,979	3,00,00,000	2,86,17,572	2,17,00,000	1,93,65,887
Total	**25,00,00,000**	**24,41,41,803**	**20,00,00,000**	**18,20,47,676**	**15,00,00,000**	**12,47,77,991**	**11,00,00,000**	**9,98,37,528**

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

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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.

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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.

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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. Utilization 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 centres 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

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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.

2.2.1.3. Availability of the Audited Statements on the Institute's Website (15) - The copy of audited report is available on institute website

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CRITERION 3	Program Outcomes and Course Outcomes	100

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 statements of knowledge, skills, and behaviour that a student is expected to demonstrate upon program completion. The 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 the specialised knowledge, skills, and competencies that students are expected to acquire and demonstrate upon completion of the programme. The PSOs reflect the students' ability to achieve discipline-specific outcomes and are determined by the combination of courses offered by the Institute under each specialisation.

Table: 3.1. (b) Program Specific Outcomes

After successful completion of the program the graduates will be able to:

Code	Program Specific Outcomes Statement
PSO 1	Demonstrate 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.

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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) – Courses and PO Correlation

3.1. (c.1.) - Trimester- I, Batch 2022-24

POs	Courses (Level of Relevance: Slight 1)	Courses (Level of Relevance: Moderate 2)	Courses (Level of Relevance: Substantial 3)
PO 1	-	102, 110	101, 103, 104, 105, 106, 107, 108, 109, 11
PO 2	-	104, 106, 109, 110	101, 102, 103, 105, 107, 108, 111
PO 3	101, 103, 107, 109, 111	102, 105, 108	104, 106, 110
PO 4	-	101, 102, 103, 107, 108, 110, 111	104, 105, 106, 109
PO 5	102	103, 104, 105, 107, 110, 111	101, 106, 108, 109
PSO 1	-	101, 103, 106, 109, 110	102, 104, 105, 107, 108, 111
PSO 2	104, 106, 107, 109, 111	102, 108, 110	101, 103, 105
PSO 3	101, 103, 104, 105, 106, 108, 110, 111	107, 109	102
PSO 4	105, 107, 108, 109, 111	102, 110	101, 103, 104, 106
PSO 5	109, 110	101, 102, 103, 104, 105, 106, 108	107, 111

3.1. (c.2.) - Trimester- II, Batch 2022-24

POs	Courses (Level of Relevance: Slight 1)	Courses (Level of Relevance: Moderate 2)	Courses (Level of Relevance: Substantial 3)
PO 1	-	202, 205,206	201, 203, 204, 207, 208, 209
PO 2	-	209	201, 202, 203, 204, 205, 206, 207, 208

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PO 3	201, 207, 209	202, 203, 204, 205, 208	206
PO 4	-	201, 202, 204, 206, 207, 208, 209	203, 205
PO 5	-	201, 202, 204, 205, 206, 207, 208, 209	203
PSO 1	-	205, 207, 209	201, 202, 203, 204, 206, 208
PSO 2	201, 203, 207, 208, 209	-	202, 204, 205, 206
PSO 3	202, 204, 205, 206, 207, 208, 209	-	201, 203
PSO 4	201, 202, 204, 205, 206, 207, 208, 209	203	-
PSO 5	209	203, 205, 207, 208	201, 202, 204, 206

3.1. (c.3.) - Trimester- III, Batch 2022-24

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. (c.4.) - Trimester- IV, Batch 2022-24

POs	Courses (Level of Relevance: Slight 1)	Courses (Level of Relevance: Moderate 2)	Courses (Level of Relevance: Substantial 3)
PO 1	-	402	401, 403, 404, 405, 406, 407, 408
PO 2	-	402	401, 403, 404, 405, 406, 407, 408
PO 3	408	401, 402, 403, 404, 406, 407	405
PO 4	-	401, 403, 404, 406, 408	402, 405, 407

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POs	Courses (Level of Relevance: Slight 1)	Courses (Level of Relevance: Moderate 2)	Courses (Level of Relevance: Substantial 3)
PO 5	-	401, 403, 406, 407, 408	402, 404, 405
PSO 1	402	403, 405, 407	401, 404, 406, 408
PSO 2	402, 406, 407, 408	401	403, 404, 405
PSO 3	402, 403, 404, 405	401	406, 407, 408
PSO 4	401, 403, 404, 406, 407, 408	402	404
PSO 5	402	403, 404, 405, 406	401, 407, 408

3.1. (c.5.) - Trimester- V, Batch 2022-24

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. (c.6.) - Trimester- VI, Batch 2022-24

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)

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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: 3.1.1.1. - TRI-I - PG 101 - 2022-24

Course Code	Course Name	Course Outcomes	
PG 101	**Economics for Managers**	CO101.1	*Recall* fundamental economic concepts such as demand, supply, elasticity, production, cost, market structures, and basic macroeconomic indicators relevant to business decisions.
		CO101.2	*Explain* microeconomic and macroeconomic principles, including pricing, market structures, government policies, and economic cycles, in a managerial context.
		CO101.3	*Apply* economic tools and techniques to analyze real-world business data related to demand forecasting, production decisions, cost behavior, and pricing strategies.
		CO101.4	*Analyze* the impact of market structures, macroeconomic variables, and government interventions on firm performance and business decision-making.
		CO101.5	*Evaluate* economic policies, leadership decisions, and strategic business choices by considering ethical, global, and value-based perspectives in managerial economics.

Table: 3.1.1.2. – TRI-II - PG 201 - 2022-24

Course Code	Course Name	Course Outcomes	
PG 201	**Financial Management**	CO201.1	*Recall* fundamental concepts, terminology, and objectives of Financial Management and finance functions.

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		CO201.2	*Explain* financial statement analysis, working capital concepts, and cost of capital principles for managerial understanding.
		CO201.3	*Apply* time value of money, capital budgeting techniques, and ratio analysis to solve real business financial problems.
		CO201.4	*Analyze* financial performance, capital structure, and working capital decisions to support managerial decision-making.
		CO201.5	*Evaluate* financial strategies, investment proposals, and risk-return trade-offs to recommend value-maximizing decisions.

Table: 3.1.1.3. – TRI-III - PG 301 - 2022-24

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.

Table: 3.1.1.4. – TRI-IV - PG 401 - 2022-24

Course Code	Course Name	Course Outcomes	
PG 401	**Strategic Management**	CO 401.1	*Recall* key concepts, terminology, and perspectives in Strategic Management, including strategic process and levels of strategy.

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		CO 401.2	*Explain* principles of strategy formulation, implementation, and control, including vision, mission, and ethical considerations.
		CO 401.3	*Apply* strategic tools such as Porter's Five Forces, BCG Matrix, Value Chain, and McKinsey 7S to real business situations.
		CO 401.4	*Analyze* internal and external environments to assess competitive position and identify strategic issues.
		CO 401.5	*Evaluate* alternative strategic options and recommend suitable strategies for organizational growth and sustainability.

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3.1.2. CO-PO Matrices of Courses Selected in 3.1.1 (One Matrix to be Mentioned for Each Semester/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: 3.1.2.1. - TRI-I - PG 101 (Economics for Managers) - 2022-24

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
C101.1	2	1	1	2	1	2	2	2	1	1
C101.2	2	2	1	3	1	3	3	2	2	2
C101.3	3	3	2	2	2	3	2	3	1	3
C101.4	3	3	2	3	2	3	2	3	2	3
C101.5	2	2	3	3	3	3	2	3	2	2

Table: 3.1.2.2. - TRI-II - PG 201 (Financial Management) - 2022-24

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
C201.1	2	1	1	2	1	2	1	2	2	1
C201.2	2	2	1	3	1	2	1	3	2	2
C201.3	3	3	1	2	2	3	2	3	1	3
C201.4	3	3	2	3	2	3	2	3	1	3
C201.5	3	3	3	3	3	3	2	3	1	3

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Table: 3.1.2.3. - TRI-III - PG 301 - 2022-24

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

Table: 3.1.2.4. - TRI-IV - PG 401 - 2022-24

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
C401.1	2	1	1	2	1	2	1	1	1	1
C401.2	2	2	2	3	2	3	2	2	2	2
C401.3	3	3	2	2	2	3	3	2	2	3
C401.4	3	3	1	3	2	3	3	2	2	3
C401.5	3	3	3	3	3	3	3	3	2	3

Table: 3.1.2.5. - TRI-V - PG 501 - 2022-24

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

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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

Table: 3.1.2.6. - TRI-VI - PG 601 - 2022-24

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

The CO–PO–PSO mapping for the subsequent Academic Cycle AY 2022–24 is presented above.

For AY 2022–24, course-level CO–PO–PSO mapping is presented to reflect the overall contribution of each course to the Program Outcomes and Program Specific Outcomes. The CO–PO–PSO mapping for AY 2022–24 has been carried out in alignment with the approved curriculum framework and outcome philosophy adopted in the previous academic cycle. As there is no major structural revision in the Programme Outcomes (POs), Programme Specific Outcomes (PSOs), or Course Outcomes (COs), the mapping logic has been retained to ensure consistency and comparability of outcome attainment across academic years. Minor curriculum enhancements introduced during AY 2022–24 are incremental in nature and aimed at strengthening analytical, ethical, and governance-related competencies without altering the overall outcome structure. The correlation levels of 1 (Low), 2 (Medium), and 3 (High) indicate the extent of contribution of each CO towards the respective POs and PSOs and are determined based on course content coverage, learning objectives, and assessment strategies.

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There is no major change in the CO–PO–PSO mapping framework for AY 2022–24 compared to previous academic years, as the curriculum structure, learning outcomes, and assessment mechanisms remain consistent.

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. 3.1.3.1. Batch 2022-24

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	Economics for Managers	3	3	1	2	3	2	3	1	3	2
		102	Research Methodology	2	3	2	2	1	3	2	3	2	2
		103	Managerial Accounting	3	3	1	2	2	2	3	1	3	2
		104	Organization Behaviour	3	2	3	3	2	3	1	1	3	2
		105	Essentials of Marketing	3	3	2	3	2	3	3	1	1	2

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		106	Human Resource Management	3	2	3	3	3	2	1	1	3	2
		107	Quantitative Techniques in Management	3	3	1	2	2	3	1	2	1	3
		108	Production and Operations Management	3	3	2	2	3	3	2	1	1	2
		109	Legal Aspects of Business	3	2	1	3	3	2	1	2	1	1
		110	Managerial Communication	2	2	3	2	2	2	2	1	2	1
		111	Fundamentals of Business Analytics	3	3	1	2	2	3	1	1	1	3
2	**Generic Core**	201	Financial Management	3	3	1	2	2	3	1	3	1	3
		202	Marketing Research	2	3	2	2	2	3	3	1	1	3
		203	Corporate Governance	3	3	2	3	3	3	1	3	2	2
		Marketing (MKT)											
	Elective	204	Consumer Behaviour	3	3	2	2	2	3	3	1	1	3
		205	Product & Brand Management	2	3	2	3	2	2	3	1	1	2

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		206	Sales & Distribution Management and Metrics	2	3	3	2	2	3	3	1	1	3
		Finance (FIN)											
		207	Financial Services Management	3	3	1	2	2	2	1	3	1	2
		208	Strategic Alliance	3	3	2	2	2	3	1	3	1	2
		209	Taxation	3	2	1	2	2	2	1	3	1	1
3	**Generic Core**	301	Corporate Research Learning Internship	2	2	2	2	2	3	3	2	2	3
4	**Generic Core**	401	Strategic Management	3	3	2	2	2	3	2	2	1	3
		402	Business Ethics	2	2	2	3	3	1	1	1	2	1
		Marketing (MKT)											
	Elective	403	Retail Marketing	3	3	2	2	2	2	3	1	1	2
		404	Rural Marketing	3	3	2	2	3	3	3	1	1	2
		405	Services Marketing	3	3	3	3	3	2	3	1	3	2
		Finance (FIN)											

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		406	Corporate Finance	3	3	2	2	2	3	1	3	1	2
		407	Foreign Exchange Management	3	3	2	3	2	2	1	3	1	3
		408	Security Analysis and Portfolio Management	3	3	1	2	2	3	1	3	1	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)

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3.2 Course Outcomes (40)

3.2.1. Describe the Assessment Tools and Processes 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)	50%	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		

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End Trimester Examination	50%	Theory Exam (50 Marks)	Descriptive	At conclusion of Trimester

__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 % 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 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**

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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 the PGDM program offered by the institute.

Table No. 3.2.2. - CO Attainment Level: Batch 2022-24

Trimester	Course Type	Course Code	Course Title	CO Attainment Level	Target Level (2) Achieved (Y/ N)	Remedial Measures
1	Generic Core	101	Economics for Managers	2.16	Y	Sustain and enhance the level of performance.
		102	Research Methodology	2.16	Y	
		103	Managerial Accounting	2.20	Y	
		104	Organization Behaviour	2.08	Y	
		105	Essentials of Marketing	2.24	Y	
		106	Human Resource Management	2.16	Y	
		107	Quantitative Techniques in Management	1.96	Y	
		108	Production and Operations Management	2.16	Y	
		109	Legal Aspects of Business	2.32	Y	
		110	Managerial Communication	2.24	Y	
		111	Fundamentals of Business Analytics	2.12	Y	
2	Generic Core	201	Financial Management	2.20	Y	Sustain and enhance the level of performance.
		202	Marketing Research	2.28	Y	
		203	Corporate Governance	2.20	Y	
		Marketing (MKT)				
		204	Consumer Behaviour	2.12	Y	

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	Elective	205	Product & Brand Management	2.36	Y	Sustain and enhance the level of performance .
		206	Sales & Distribution Management and Metrics	2.40	Y	
		Finance (FIN)				
		207	Financial Services Management	2.24	Y	Sustain and enhance the level of performance .
		208	Strategic Alliance	2.12	Y	
		209	Taxation	2.24	Y	
3	**Generic Core**	301	Corporate Research and Learning Internship (CRLI)	1.88	Y	Sustain and enhance the level of performance .
4	**Generic Core**	401	Strategic Management	2.28	Y	Sustain and enhance the level of performance .
		402	Business Ethics	2.12	Y	
		Marketing (MKT)				
	Elective	403	Retail Marketing	2.04	Y	Sustain and enhance the level of performance .
		404	Rural Marketing	2.12	Y	
		405	Services Marketing	2.24	Y	
		Finance (FIN)				
		406	Corporate Finance	2.16	Y	Workshops for remedial purposes and home study assignments conducted by in-house faculty members.
		407	Foreign Exchange Management	2.32	Y	Sustain and enhance the level of performance .
		408	Security Analysis and Portfolio Management	2.12	Y	

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5	**Generic Core**	501	Corporate Research and Learning Internship (CRLI)	1.96	Y	Sustain and enhance the level of performance .
6	**Generic Core**	601	Corporate Research and Learning Internship (CRLI)	1.88	Y	Sustain and enhance the level of performance .

Total Courses	31
No. of course target achieved	31

Summary
• Courses: Generic Core • Elective: Marketing (MKT) & Finance (FIN)
Out of 31 courses, 31 courses attained the set target level of COs. Attainment levels are set considering the PGDM syllabus 2022-24.

3.3. Attainment of Program Outcomes and Program Specific 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)

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.

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- 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.

3.3.2. POs and PSO Attainment levels (30)

Provides a consolidated Course–PO mapping for the programme curriculum, derived from trimester-wise mappings presented earlier.

Table No. – 3.3.2.1. - POs Attainment

Trimester	Course Type	Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
1	Generic Core	101	Economics for Managers	1.76	1.56	1.24	1.96	1.24
		102	Research Methodology	2.00	1.72	1.44	1.84	1.44
		103	Managerial Accounting	1.56	1.44	1.08	1.44	1.08
		104	Organization Behaviour	2.00	1.60	1.56	1.68	1.80
		105	Essentials of Marketing	1.88	1.68	1.24	1.96	1.24
		106	Human Resource Management	1.60	1.33	1.27	1.73	1.53
		107	Quantitative Techniques in Management	2.36	2.16	1.44	1.52	1.44
		108	Production and	2.44	2.16	1.44	2.24	1.64

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			Operations Management					
		109	Legal Aspects of Business	1.56	1.32	1.08	1.80	1.20
		110	Managerial Communication	1.84	1.72	1.36	2.00	1.68
		111	Fundamentals of Business Analytics	2.04	2.20	1.32	1.48	1.44
2	**Generic Core**	201	Financial Management	1.96	1.76	1.28	1.96	1.40
		202	Marketing Research	1.64	1.52	1.12	1.68	1.28
		203	Corporate Governance	1.32	1.32	1.20	1.56	1.20
		Marketing (MKT)						
	Elective	204	Consumer Behaviour	1.44	1.32	1.08	1.44	1.08
		205	Product & Brand Management	1.80	1.68	1.44	1.80	1.56
		206	Sales & Distribution Management and Metrics	1.92	1.68	1.44	1.68	1.68
		Finance (FIN)						
		207	Financial Services Management	1.80	1.68	1.32	1.80	1.32
		208	Strategic Alliance	1.45	1.56	1.16	1.85	1.23
		209	Taxation	1.68	1.52	1.36	1.88	1.60
3	**Generic Core**	301	Corporate Research Learning Internship	1.40	1.47	1.27	1.40	1.07
4	**Generic Core**	401	Strategic Management	2.04	1.84	1.48	2.08	1.60
		402	Business Ethics	1.68	1.72	1.56	1.92	1.40
		Marketing (MKT)						
	Elective	403	Retail Marketing	1.76	1.64	1.36	1.76	1.04
		404	Rural Marketing	1.88	1.76	1.28	1.72	1.32

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		405	Services Marketing	1.44	1.44	1.20	1.44	1.20
		Finance (FIN)						
		406	Corporate Finance	1.64	1.48	1.12	1.52	1.00
		407	Foreign Exchange Management	1.60	1.64	1.40	1.92	1.40
		408	Security Analysis and Portfolio Management	1.45	1.40	0.96	1.48	1.04
5	**Generic Core**	501	Corporate Research Learning Internship	2.00	2.20	2.00	2.20	1.40
6	**Generic Core**	601	Corporate Research Learning Internship	2.00	2.20	1.60	2.20	1.40
Direct Attainment (Average)				1.77	1.67	1.33	1.77	1.35
Indirect Attainment (Average)				3.00	3.00	3.00	3.00	3.00
Final POs Attainment				2.02	1.93	1.66	2.02	1.68
Average attainment of POs				**1.86**				

Summary:

1. Average attainment of POs for batch 2022-24 = **1.86**
2. On the scale of Slight (Low) = 1, Moderate (Medium) = 2, Substantial (High) = 3

Institute has achieved = **62%**

3. The Program Outcome Attainment Level (POAL) of previous batch (2021-23) are set as targets for the POAL for the next batch of 2022-24, and there is a marginal drop in POALs.

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

Table No. – 3.3.2.2. Batchwise Comparison of POAL

Batchwise Comparison of POAL					
Batch Details	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**
2020-22	2.18	2.21	1.97	2.14	1.83
2021-23	2.19	2.20	2.01	2.15	1.91
2022-24	2.02	1.93	1.66	2.02	1.68

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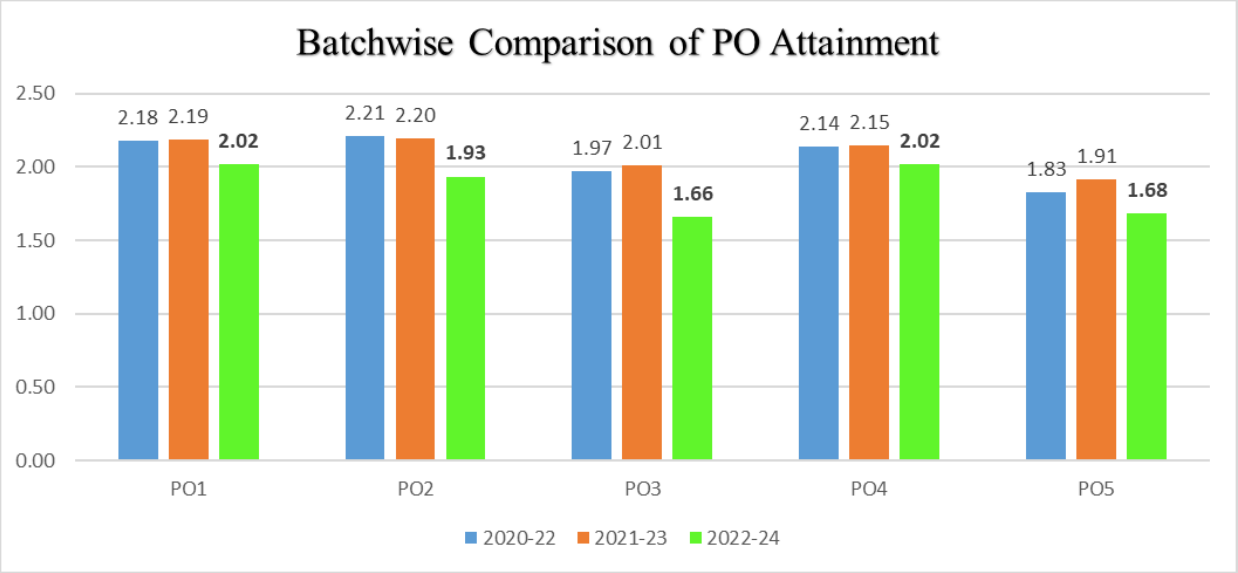
Chart No. – 3.3.2.1. Batchwise Comparison of POAL



Observations: PO attainment levels shown above are analysed and some of the observations related to PO attainment are:

- The batch-wise analysis of Program Outcome attainment indicates that PO1 and PO4 consistently show the strongest attainment across batches, highlighting the institute's effectiveness in developing managerial application skills and holistic problem-solving abilities among students. The average attainment across all POs remains close to the benchmark level of 2.0, reflecting stable academic performance with scope for targeted improvement.
- The attainment level of PO1 has remained relatively high across batches, with values of 2.18 in 2020–22, 2.19 in 2021–23, and 2.02 in 2022–24, resulting in an average attainment of 2.13 (71.0%). This indicates that students demonstrate a strong ability to apply management concepts and analytical frameworks to practical business scenarios. However, a marginal decline in the 2022–24 batch suggests the need for reinforcement through case-based learning and applied projects.
- The attainment level of PO2 shows a gradual decline over the three batches. It reduced from 2.21 (73.67%) in 2020–22 to 2.20 (73.33%) in 2021–23, followed by a more noticeable drop to 1.93 (64.33%) in 2022–24. While earlier batches demonstrated strong analytical and quantitative reasoning skills, the recent dip indicates a need to strengthen data-driven decision-making and analytical rigor through additional practice-based assessments.
- The attainment of PO3 has shown moderate performance with a declining trend. It decreased from 1.97 (65.67%) in 2020–22 to 2.01 (67.0%) in 2021–23, and further declined to 1.66 (55.33%) in 2022–24. This suggests that while earlier cohorts showed improvement in critical thinking and problem analysis, the latest batch requires focused academic interventions such as structured problem-solving exercises and interdisciplinary exposure.

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- The attainment level of PO4 remains consistently strong across all batches. It recorded 2.14 (71.33%) in 2020–22, 2.15 (71.67%) in 2021–23, and 2.02 (67.33%) in 2022–24, with an average attainment of 2.10 (70.11%). This indicates effective development of teamwork, communication, and leadership competencies, contributing positively to students' professional readiness.
- The attainment of PO5, while comparatively lower, shows stable performance with slight improvement in the middle batch. It increased from 1.83 (61.0%) in 2020–22 to 1.91 (63.67%) in 2021–23, followed by a decline to 1.68 (56.0%) in 2022–24. This trend highlights the need to further strengthen ethical reasoning, sustainability awareness, and social responsibility through experiential learning and value-based modules.
- Overall, the batch-wise comparison reflects consistent attainment in core managerial and professional skills, with specific opportunities for enhancement in analytical depth, ethical decision-making, and advanced problem-solving competencies. The insights derived will guide curriculum refinement, pedagogical improvements, and targeted academic support initiatives for future cohorts.

Table No. – 3.3.2.3. Change in POAL

Batch	PO 1	PO 2	PO 3	PO 4	PO 5
2020-22	72.66%	73.69%	65.74%	71.35%	60.88%
2021-23	72.88%	73.23%	67.10%	71.54%	63.80%
2022-24	67.27%	64.49%	55.35%	67.27%	56.08%
Change	**-7.70%**	**-11.93%**	**-17.51%**	**-5.98%**	**-12.10%**

From the above table no.3.3.2 (c) it has been observed that:

- PO1 has shown a decrease in the attainment level from 2021-23 to 2022-24 by 7.70%
- PO2 has shown a decrease in the attainment level from 2021-23 to 2022-24 by 11.93%
- PO3 has shown a decrease in the attainment level from 2021-23 to 2022-24 by 17.51%
- PO4 has shown a decrease in the attainment level from 2021-23 to 2022-24 by 5.98%
- PO5 has shown a decrease in the attainment level from 2021-23 to 2022-24 by 12.10%.

The average decrease in the attainment levels of POs across all the batches since 2023 is 11.05%.

Table No. – 3.3.2.4. - PSOs Attainment

Provides a consolidated Course–PSO mapping for the programme curriculum, derived from trimester-wise mappings presented earlier.

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Trimester	Course Type	Course Code	Course Title	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
1	Generic Core	101	Economics for Managers	2.08	1.72	1.88	1.20	1.56
		102	Research Methodology	2.12	1.64	1.84	1.64	2.12
		103	Managerial Accounting	1.44	0.96	1.56	0.84	1.20
		104	Organization Behaviour	2.12	1.48	1.68	2.12	1.80
		105	Essentials of Marketing	2.08	1.88	1.00	0.76	1.44
		106	Human Resource Management	1.80	1.00	1.00	2.20	1.07
		107	Quantitative Techniques in Management	2.56	1.84	2.36	1.64	2.76
		108	Production and Operations Management	1.84	0.92	0.92	0.92	1.84
		109	Legal Aspects of Business	1.68	1.08	1.56	1.56	0.96
		110	Managerial Communication	2.00	1.68	1.24	2.12	1.24
		111	Fundamentals of Business Analytics	2.04	1.72	1.48	1.24	2.20
2	Generic Core	201	Financial Management	1.96	1.20	2.08	1.08	1.76
		202	Marketing Research	1.80	1.80	1.00	1.16	1.64
		203	Corporate Governance	1.68	1.08	1.56	1.32	1.20

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		Marketing (MKT)						
	Elective	204	Consumer Behaviour	1.56	1.56	0.84	0.84	1.32
		205	Product & Brand Management	1.80	1.80	1.36	1.24	1.80
		206	Sales & Distribution Management and Metrics	1.92	1.92	1.12	1.24	1.68
	Elective	**Finance (FIN)**						
		207	Financial Services Management	1.68	1.00	1.92	0.88	1.24
		208	Strategic Alliance	1.85	1.16	2.08	1.16	1.72
		209	Taxation	1.76	1.04	2.00	1.04	1.40
3	**Generic Core**	301	Corporate Research Learning Internship	2.00	1.67	1.67	1.73	1.73
4	**Generic Core**	401	Strategic Management	2.20	1.84	1.60	1.40	1.84
		402	Business Ethics	2.20	1.40	1.52	2.20	1.08
		Marketing (MKT)						
	Elective	403	Retail Marketing	1.88	1.76	0.92	0.72	1.64
		404	Rural Marketing	2.08	1.76	1.20	1.20	1.76
		405	Services Marketing	1.56	1.68	0.96	1.08	1.44
		Finance (FIN)						
		406	Corporate Finance	1.64	0.88	1.92	0.64	1.52
		407	Foreign Exchange Management	1.92	0.96	2.04	0.68	1.76
		408	Security Analysis and Portfolio	1.48	0.73	1.88	0.63	1.56

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			Management					
5	**Generic Core**	501	Corporate Research Learning Internship	2.80	2.20	2.60	2.60	2.40
6	**Generic Core**	601	Corporate Research Learning Internship	2.80	2.20	2.80	2.40	2.60
Direct Attainment (Average)				1.95	1.47	1.60	1.34	1.65
Indirect Attainment (Average)				**3**	**3**	**3**	**3**	**3**
Final PSOs Attainment				2.16	1.78	1.88	1.67	1.92
Average attainment of PSOs				**1.88**				

Summary:

1. Average attainment of PSOs for batch 2022-24 = **1.88**
2. On the scale of Slight (Low) = 1, Moderate (Medium) = 2, Substantial (High) = 3

Institute has achieved = **63%**

3. The Program Specific Outcome Attainment Level (PSOAL) of the previous batch (2021-23) are set as targets for the PSOAL for the next batch of 2022-24, and there is a marginal drop in PSOALs.

The 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**
2020-22	2.63	2.49	2.63	2.53	2.56
2021-23	2.73	2.63	2.67	2.79	2.67
2022-24	2.16	1.78	1.88	1.67	1.92

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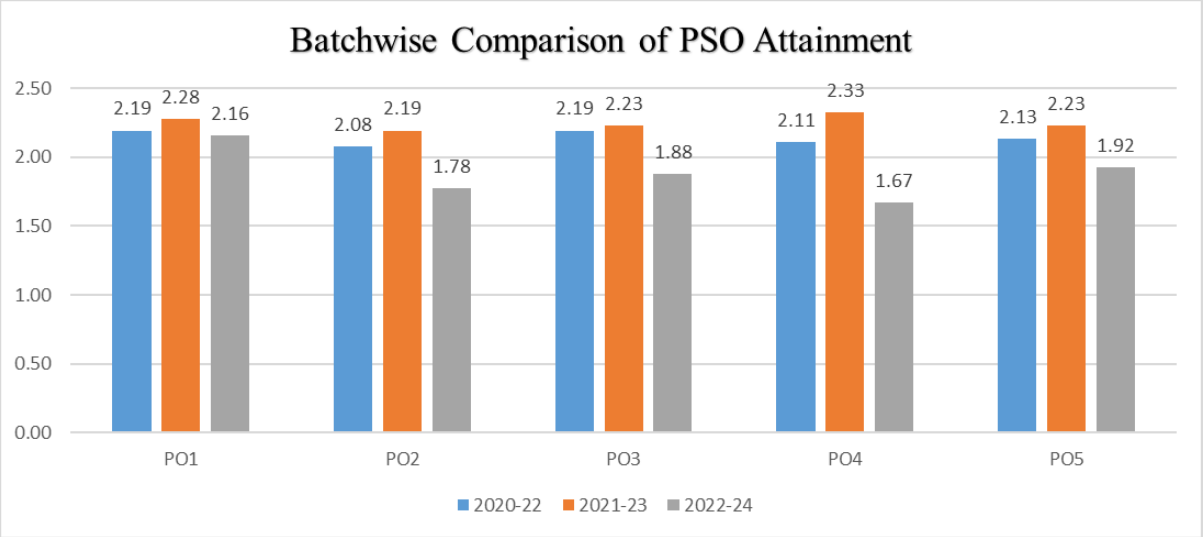
Chart No. – 3.3.2. (e) Batchwise Comparison of PSOAL



Observations: PSO attainment levels shown above are analysed and some of the observations are as below:

- The 2021–23 batch demonstrates the strongest performance across all PSOs, with attainment values ranging between 2.19 and 2.33. This reflects effective curriculum delivery, improved assessment alignment, and enhanced learner engagement during the period, resulting in higher overall program outcome realization.
- PSO4 records the highest attainment value of 2.33 in the 2021–23 batch, indicating that students have developed strong application-oriented skills relevant to functional and strategic decision-making in organizational contexts. This suggests successful integration of experiential learning, case-based pedagogy, and industry-relevant activities.
- PSO1 and PSO3 show relatively stable performance across batches, with values remaining above 2.0 in most cases. This consistency indicates that the program effectively supports students in developing core conceptual understanding, analytical ability, and domain-specific competencies as intended in the program design.
- PSO2 shows comparatively lower attainment, particularly in the 2022–24 batch (1.78). This points toward the need for strengthened instructional strategies, additional practice-based learning, and focused academic interventions to improve students' applied and integrative skill sets linked to this outcome.
- A noticeable drop in attainment is observed for the 2022–24 batch across all PSOs, with values ranging from 1.67 to 2.16. This decline suggests the impact of transitional academic challenges and highlights the need for remedial measures such as mentoring, curriculum reinforcement, and enhanced continuous assessment mechanisms.
- Despite batch-wise variations, the overall PSO attainment levels remain close to or above the expected benchmark of Level 2, indicating that the program largely succeeds in achieving its stated learning outcomes. Continuous monitoring and targeted

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improvement initiatives are expected to further enhance outcome attainment in subsequent batches.

Table No. – 3.3.2. (f) Change in PSOAL

Batch	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
2020-22	73.06%	69.17%	73.06%	70.28%	71.11%
2021-23	75.83%	73.06%	74.17%	77.50%	74.17%
2022-24	71.90%	59.19%	62.66%	55.68%	64.11%
Change	**-5.19%**	**-18.98%**	**-15.52%**	**-28.15%**	**-13.56%**

From the above table no.3.3.2. (f) it has been observed that:

- PSO 1 has shown a decrease in the attainment level from 2021-23 to 2022-24 by 20.99%
- PSO 2 has shown a decrease in the attainment level from 2021-23 to 2022-24 by 32.48%
- PSO 3 has shown a decrease in the attainment level from 2021-23 to 2022-24 by 29.60%
- PSO 4 has shown a decrease in the attainment level from 2021-23 to 2022-24 by 40.13%
- PSO 5 has shown a decrease in the attainment level from 2021-23 to 2022-24 by 27.96%

The average decrease in the attainment levels of PSOs across all the batches since 2023 is 16.28%.

The inclusion of attainment analysis for AY 2022–24 further validates the effectiveness of the outcome-based curriculum design under the trimester system. Comparative analysis of CO, PO, and PSO attainment across academic cycles demonstrates consistency in learning outcome achievement and reflects the Institute's commitment to continuous improvement through systematic assessment and feedback.

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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 14 years.

The curriculum of a subject, Data Analysis and Decision Making (Tri-I), is enclosed herewith for reference.

Trimester I
Data Analysis and Decision Making

Trimester	Course Code	Credits	Hours	Course Name
I	1BAC01	3	30	Data Analysis and Decision Making

Course Overview:

This course is designed to equip students with the foundational knowledge and skills required to analyse data effectively and make informed decisions in a business context. Emphasis is given to the importance of data-driven decision-making, covering essential concepts such as data collection, cleaning, visualization, statistical analysis, and interpretation. Students will learn to apply analytical tools and techniques to solve real-world business problems and support strategic decision-making processes by applying quantitative reasoning and critical thinking.

Course Outcomes:

After completing this course, students will be able to:

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Sr. No	Course Outcomes	Bloom's Level	Mapping of Program Outcomes (Low: 1, Medium: 2, High: 3)				
			PO1	PO2	PO 3	PO 4	PO5
1	***Define*** key concepts in data analytics, principles of data driven decision-making and statistical concepts.	Knowledge			1		
2	***Explain*** the role of statistical thinking and decision analysis in solving managerial problems.	Comprehension		3		1	
3	***Apply*** statistical techniques and decision models to real-world scenarios using MS Excel.	Application	3	3		1	
4	***Analyse*** decision alternatives using data interpretation, probability, and modelling techniques.	Analysis	2	2		2	1

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5	***Evaluate*** solutions using sensitivity, cost-benefit, and risk-return analyses to support business recommendations.	Evaluation		2			1

Topics to be covered:

Unit No.	Contents	Session (in Hours)
1	Foundations of Data-Driven Decision Making: Importance of data in business, decision-making frameworks, types of business decisions, structured vs unstructured problems. Understanding business data: scales, variables and collection methods.	5
2	Descriptive Analytics and Interpretation: Measures of central tendency and dispersion, data distribution patterns, identification of outliers, visualization tools (boxplots, histograms), business application of descriptive summaries.	6
3	Probability, Risk and Uncertainty in Business: Probability rules, conditional probability, Bayes' Theorem, expected value and payoff tables, decision criteria under uncertainty. Application of risk-based decision tools.	6
4	Decision Modelling and Scenario Planning: Introduction to decision trees, scenario analysis, sensitivity analysis, what-if modelling. Using decision models to evaluate alternatives.	6
5	Statistical Inference and Ethics in Data Use: Hypothesis testing (t-tests, z-tests, chi-square), interpreting confidence intervals and p-values in managerial context. Ethical issues in data handling, misrepresentation and bias.	7
Total		**30**

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Scheme of Assessment *			
Comprehensive Concurrent Evaluation (CCE)		**Term End Examination (TEE)**	**Total Marks**
Assessment 1	100 Marks	0 Marks	100 Marks
Assessment 2			
Assessment 3			
Assessment 4			
Assessment 5			

*** Note:** The course teacher shall prepare the scheme of comprehensive concurrent evaluation (formative assessment) before commencement of the term. Every course should have at least 3-4 evaluation components. The components of comprehensive concurrent evaluation (formative assessment) for respective subjects should be spelled out at the start of the trimester. The approximate time of conduct of these individual components needs to be spread across the full trimester. It is the sole responsibility of the student to bring to notice any discrepancy in internal marks as soon as it is shared with them. Any changes in submitted comprehensive concurrent evaluation (formative assessment) marks (after the respective teacher submitted to the Program Office) needs to have special permission and approval from the Program Director of the Institute.

Recommended Textbooks:

- Anderson, D., Sweeney, D., Williams, T., et al. (2020). Statistics for Business and Economics. Cengage Learning.
- Clemen, R. T. & Reilly, T. (2013). Making Hard Decisions with Decision Tools. Cengage
- Albright, S. C., & Winston, W. L. (2022). Business Analytics: Data Analysis & Decision Making. Cengage

Reference Books:

- Kahneman, D. (2013). Thinking, Fast and Slow. Penguin.
- Silver, N. (2015). The Signal and the Noise. Penguin.
- Provost, F., & Fawcett, T. (2013). Data Science for Business – O'Reilly Media

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Annexures:

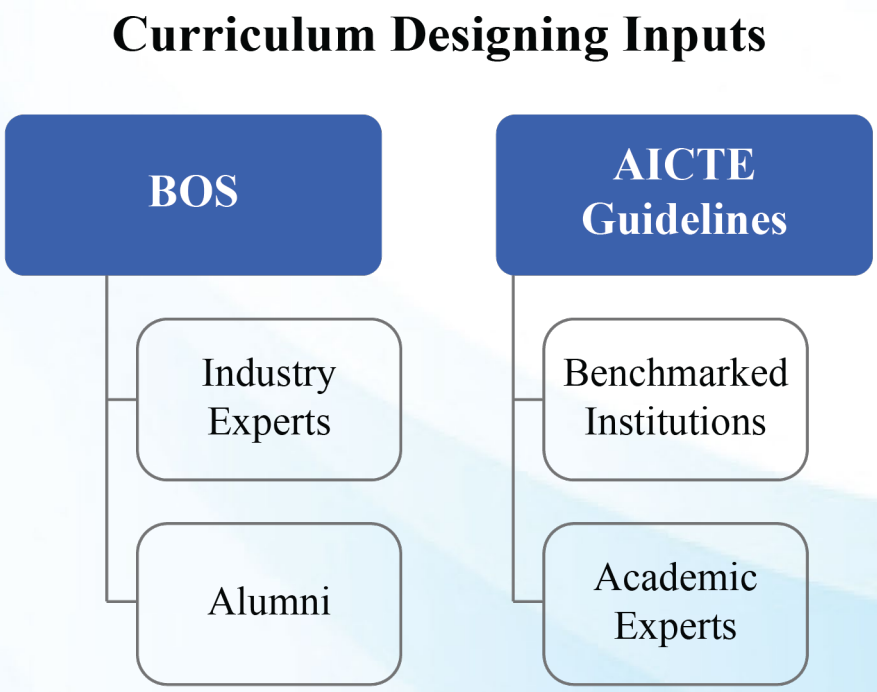
Program Outcomes

PO 1	Apply knowledge of management theories and practices to solve business problems.
PO 2	Foster Analytical and critical thinking abilities for data-based decision making.
PO 3	Ability to develop Value based Leadership ability
PO 4	Ability to understand, analyse and communicate global, economic, legal, and ethical aspects of business
PO 5	Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.

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-



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

Composition of the Board of Studies (BoS) for AY 2021-23 & 2023-24

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.)

Composition of the Board of Studies (BoS) for AY 2024-26:

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 Kashmira Lonkar	Dr. Raju Varghese Vazhapilly	Mr. Ajit Thatte	Mr. Girish Iyer Mr. Gautam Pherwani	Dr. Anand Deshmukh Dr. Vijay Kulkarni	Ms. Swechha Tiwari	Prof. Kavita Pareek

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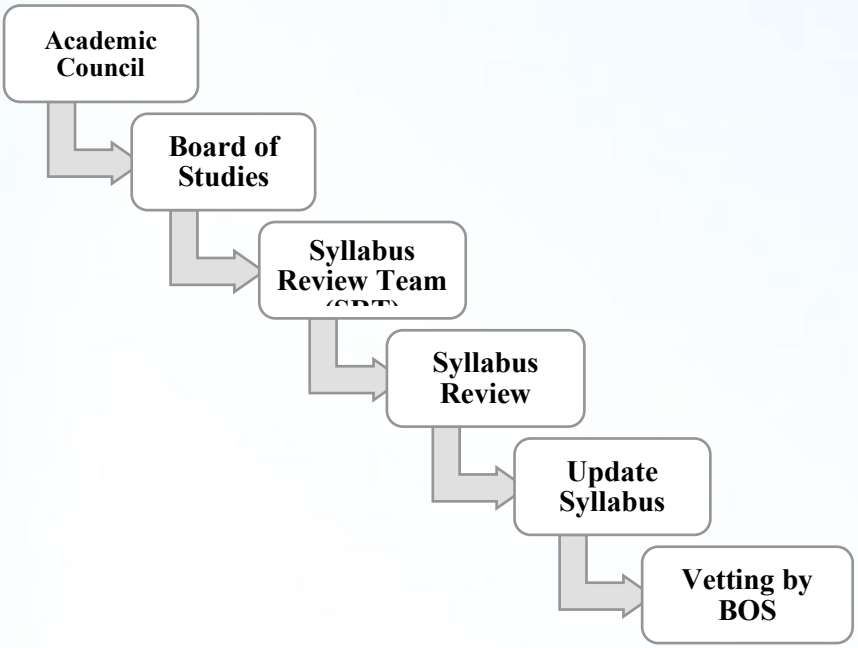
The process of designing the program curriculum can be depicted as follows: -



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

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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.

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
Skills	Skills	Functional
-	-	Skills

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

TRI-III & IV- Trimester III & IV - focus on core, functional and skill-based certifications.

Tri – IV	Tri – V	Tri - VI
Core	Internship	Internship
Functional	Work Experience	Work Experience
Skills	Research	Research

TRI 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.

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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	29.98%	805	69
Program Elective	16.95%	455	39
Induction	NA	NA	NA
Skill based Certifications	4.47%	120	6
Internships	48.6%	1305	65.25
Total number of Credits	**100%**	**2685**	**172**

4.1.3. Transaction of the Curriculum (10)

The two-year full-time PGDM program comprises 6 trimesters. The total number of courses in the PGDM Curriculum varies between 2022-24, 2023-25 and 2024 - 26, due to a dynamic and robust syllabus review process. The program begins in the month of July 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 2023-25
Trimester -I

Course Code	Course Title	Total Number of contact hours				No. of Credits
		Lecture (L)	Tutorial (T)	Practical # (P)	Total Hours	
PG101	Economics for Managers	20	5	10	35	3
PG102	Managerial Accounting	25	0	10	35	3
PG103	Organizational Behaviour	20	5	10	35	3
PG104	Essentials of Marketing	20	5	10	35	3
PG105	Human Resource Management	25	0	10	35	3
PG106	Quantitative Techniques	25	0	10	35	3
PG107	Production and Operations Management	20	5	10	35	3
PG108	Legal Aspects of Business	25	0	10	35	3
PG109	Managerial Communications	15	10	10	35	3

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PG110	Fundamentals of Business Analytics	15	10	10	35	3
Academic Credits						**30**
CR01	MS - Office	5	2	8	15	0.75
CR02	German Language	5	2	8	15	0.75
Certification Credits						**1.5**
Trimester I Total						**31.5**

Trimester - II

Course Code	Course Title	Total Number of contact hours				No. of Credits
		Lecture (L)	Tutorial (T)	Practical# (P)	Total Hours	
PG 201	Basics of Financial Management	20	5	10	35	3
PG 202	Research Methodology	20	5	10	35	3
PG 203	Introduction to Data Visualization	25	0	10	35	3
PG 204	Consumer Behaviour	20	5	10	35	3
PG 205	Integrated Marketing Communications	20	5	10	35	3
PG 206	Digital & Social Media Marketing	20	5	10	35	3
PG 207	Investment Analysis and Portfolio Management	20	5	10	35	3
PG 208	Finance for Managers	20	5	10	35	3
PG 209	Direct Taxes	15	10	10	35	3
Academic Credits						**27**
CR03	Neuro Linguistic Programming	5	2	8	15	0.75
CR04	AI Powered Digital Marketing	5	2	8	15	0.75
Certification Credits						**1.5**
Trimester II Total						**28.5**

Trimester - III

Course Code	Course Title	Total Number of contact hours				No. of Credits
		Lecture (L)	Tutorial (T)	Practical# (P)	Total Hours	
PG 301	Marketing Research	20	5	10	35	3
PG 302	Corporate Governance	20	5	10	35	3
PG 303	Project Management	15	10	10	35	3
PG 304	Sales & Distribution Management and Metrics	20	5	10	35	3

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PG 305	Service Marketing	20	5	10	35	3
PG 306	Industrial Marketing	20	5	10	35	3
PG 307	Financial Markets & Banking Operations	20	5	10	35	3
PG 308	Valuations	15	10	10	35	3
PG 309	Investment Banking	20	5	10	35	3
Academic Credits						**27**
CR05	Supply Chain Management	5	2	8	15	0.75
CR06	Tools for Research & Business Analytics	5	2	8	15	0.75
Certification Credits						1.5
Trimester III Total						**28.5**

Trimester -IV

Course Code	Course Title	Total Number of contact hours				No. of Credits
		Lecture (L)	Tutorial (T)	Practical# (P)	Total Hours	
PG 401	Strategic Management	20	5	10	35	3
PG 402	Campus to Corporate	15	10	10	35	3
PG 403	Retail Marketing	20	5	10	35	3
PG 404	Rural Marketing	20	5	10	35	3
PG 405	Product & Brand Management	20	5	10	35	3
PG 406	Fintech	20	5	10	35	3
PG 407	Foreign Exchange Management	20	5	10	35	3
PG 408	Mergers & Acquisitions	20	5	10	35	3
Academic Credits						**24**
CR07	Applications of HR Analytics in Corporate Sector	5	2	8	15	0.75
CR08	Financial Modelling	5	2	8	15	0.75
Certification Credits						**1.5**
Trimester IV Total						**25.5**

Trimester -V

	Course Title	Total Number of contact hours	

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Course Code		Lecture (L)	Tutorial (T)	Practical# (P)	Total Hours	No. of Credits
PG 501	Corporate Research & Learning Internships-Project Report			825	825	**41.25**
PG 502	Corporate Research & Learning Internships-Viva Voce					
Trimester V Total						**41.25**

Trimester - VI

Course Code	Course Title	Total Number of contact hours				No. of Credits
		Lecture (L)	Tutorial (T)	Practical# (P)	Total Hours	
PG 601	Corporate Research & Learning Internships-Project Report			480	480	**24**
PG 602	Corporate Research & Learning Internships-Viva Voce					
Trimester VI Total						**24**

Total Credits

Sr. No.	Trimester	Academic	Certification	Total Credits
1	I	30	1.5	31.5
2	II	27	1.5	28.5
3	III	27	1.5	28.5
4	IV	24	1.5	25.5
5	V	41.25	-	41.25
6	VI	24	-	24
Total		**173.25**	**6**	**179.25**

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: -

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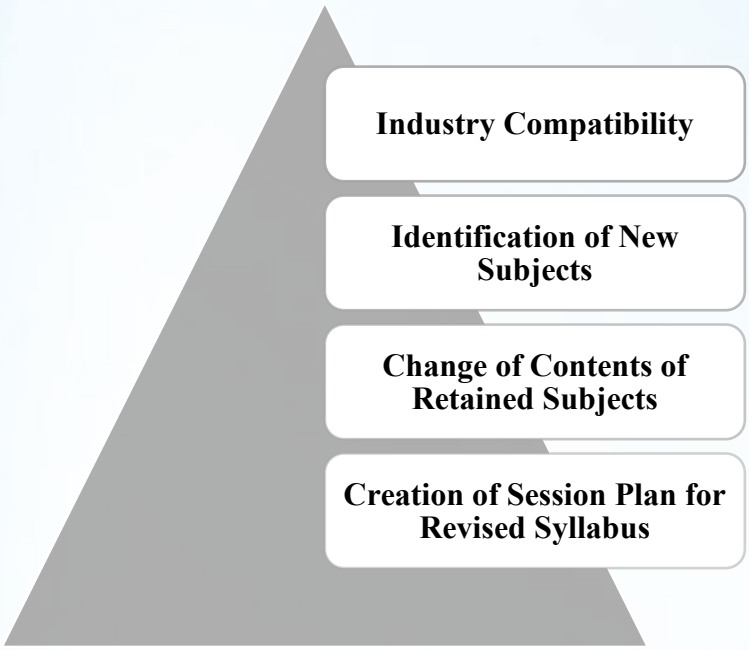

1. **Industry Compatibility –** Industry compatibility is the key for the PGDM – Marketing & Finance Program. The basic gap between industry and academia needs to be bridged and hence the BoS has decided on a period of an annual review for the syllabus of the program. The Annual review ensures-
   a.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

   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

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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 the 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.

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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

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Sample Session Plan

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SESSION PLAN – PGDM BATCH 2025-27			TRIMESTER: I
COURSE CODE	1BAC01	TITLE: **Data Analysis and Decision Making**	CREDITS 3

Introduction:

The Data Analysis and Decision Making course equips students with essential quantitative and analytical skills to make effective business decisions. It lays the foundation for understanding how data can be used strategically to drive decision-making across functional areas. This course introduces fundamental concepts such as data collection, organization, visualization, statistical analysis and business modelling.

Students will explore different types of decisions faced by managers, learn to identify structured vs unstructured problems and apply decision-making frameworks. With a strong focus on business context this course encourages critical thinking and data literacy. By the end, students will be prepared to apply data analytics to improve operational and strategic decision outcomes in diverse industries.

Course Objectives:

a. ***Remembering –*** *Define key concepts related to data, decision types, statistical terms and foundational analytics terminology.*
b. ***Understanding –*** *Explain data-driven decision-making frameworks and the importance of data in solving business problems.*
c. ***Applying –*** *Use MS Excel to perform descriptive and inferential statistical techniques to analyze data sets.*
d. ***Analyzing –*** *Compare decision alternatives by analyzing probability distributions, payoff tables and scenario-based outcomes.*
e. ***Evaluating –*** *Assess the effectiveness of business decisions using sensitivity analysis, cost-benefit analysis and risk-return tradeoffs.*

Course Outcomes:

At the end of the course the student will	PO1	PO2	PO3	PO4	PO5
CO1: *Define key concepts in data analytics, principles of data driven decision-making and statistical concepts.*	-	-	1	-	-
CO2: *Explain the role of statistical thinking and decision analysis in solving managerial problems.*	-	3	-	1	-
CO3 Apply statistical techniques and decision models to real-world scenarios using MS Excel.	3	3	-	1	-
CO4: *Analyse decision alternatives using data interpretation, probability and modelling techniques.*	2	2	-	2	1
CO5: *Evaluate solutions using sensitivity, cost-benefit, and risk-return analyses to support business recommendations.*	-	2	-	-	1

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	Topic/s covered (replicate terms from syllabus)
Session 1	
Topics*	• **Importance of Data in Business** • **Data-Driven Decision Making: Concept & Relevance** • **Real-world examples of data usage in companies (e.g., Amazon, Netflix)**
Teaching resources**	**Teaching Resources** • Article: *How Netflix uses data to predict success* – Harvard Business Review • In-class activity prompt on personal data-driven decisions **Delivery Plan** Interactive session & student reflections on how companies or individuals use data in daily decisions, followed by facilitated discussion to establish relevance in business contexts.
Session 2	
Topics *	• **Decision-Making Frameworks (Rational, Bounded Rationality, Intuitive)** • **Types of Business Decisions** • **Structured vs Unstructured Problems**
Teaching resources **	**Teaching Resources** • YouTube: Rational Model, Bounded Rationality and Intuition • Pre-read: Understanding Decision Making, Decision-Making Models **Delivery Plan** Examples & Case-based learning followed by student classification exercise: "Classify these decisions as structured or unstructured." Using examples from Marketing, Operations, HR & Finance.
Session 3	
Topics*	• **Understanding Business Data** • **Types of Variables: Categorical, Continuous, Ordinal, Nominal** • **Scales of Measurement**
Teaching resources**	**Teaching Resources** • YouTube: Types of Data in Statistics – Nominal, Ordinal, Interval, Ratio • In-class Worksheet on Variable Identification **Delivery Plan** Lecture + Excel demo with hands-on activity: Students label variable types in a sample business dataset (customer profile, sales data, feedback ratings, etc.)

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Session 4	
Topics *	• **Introduction to Statistics & its types** • **Measures of Central Tendency: Mean, Median, Mode** • **Choosing the right measure for business problems** • **Application of central tendency in business decision-making**
Teaching resources **	**Teaching Resources** • YouTube: Central Tendency Explained • Excel Data Sheet for computation • Case Example: *Descriptive Statistics of an e-commerce store data.* **Delivery Plan** Hands-on Excel activity: Students calculate mean, median and mode from sales data and discuss business implications (e.g., skewed data, choosing appropriate measures).
Session 5	
Topics*	• **Measures of Dispersion: Range, Variance, Standard Deviation** • **Coefficient of Variation** • **Role of Dispersion in assessing Business Risks**
Teaching resources**	**Teaching Resources** • YouTube: Measures of Variability • Excel Template for calculation • Article: Measuring Customer Experience Variability – Harvard Business Review **Delivery Plan** Students use Excel to compute and interpret standard deviation and compare risk implications for a business dataset.
Session 6	
Topics *	• **Data Distribution Patterns: Symmetric vs Skewed** • **Understanding Shape: Bell Curve, Kurtosis** • **Business Applications of Normal Distribution** • **Visualization Tool: Histogram**
Teaching resources **	**Teaching Resources** • YouTube: Normal Distribution and Bell Curve • Excel simulation of normal vs skewed data • Pre-read: Chapter from ***Statistics for Business and Economics*** – "Data Distribution" **Delivery Plan** Interactive Excel visualization of normal and skewed distributions where students identify real-world business processes that may follow a bell curve (e.g., service times, sales response, etc.)

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Session 7	
Topics*	• **Identification of Outliers** • **Impact of Outliers on Business Analysis** • **Methods to detect Outliers (IQR, Z-score)** • **Visualization Tool: Boxplots** • **Internal Evaluation – 1 (For topics covered till Session – 6)**
Teaching resources**	**Teaching Resources** • YouTube: Handling Outliers • Excel Dataset with hidden outliers • Case Discussion: *TBD* **Delivery Plan** Hands-on session: Students identify outliers in a sales dataset and discuss whether they should be removed, investigated or corrected.
Session 8	
Topics *	• **Basics of Probability in Business** • **Types of Probability: Classical, Empirical and Subjective** • **Probability Rules: Addition and Multiplication** • **Mutually Exclusive and Independent Events** • **Business interpretation of Event Relationships** • **Business application of Probability in Forecasting and Decisions**
Teaching resources **	**Teaching Resources** • YouTube: Probability in Business Statistics • Pre-read: Introduction to Probability (Business) • Case Example: *TBD* • Excel Worksheet on Probability experiments • Practice problems on sales events and marketing campaigns **Delivery Plan** Interactive problem-solving in Excel (e.g., sales probabilities). Discussion on how businesses use likelihood to forecast customer behaviour or demand. Students solve real-world style probability scenarios using Excel or by hand such as the likelihood of sales promotions succeeding across regions.
Session 9	
Topics*	• **Conditional Probability** • **Bayes' Theorem** • **Business Use-Cases: Churn Prediction, Repeat Purchase Behavior** • **Real-World Application in CRM and Marketing**

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Teaching resources**	**Teaching Resources** • YouTube: Conditional Probability in Business • Dataset: Customer Retention & Churn • Excel activity to calculate conditional probabilities **Delivery Plan** Students analyze conditional probabilities using a business dataset (e.g., Probability of Churn given low Satisfaction Rating). Brief discussion on predictive modelling.
Session 10	
Topics *	• **Internal Assessment - 2**
Teaching resources **	Handson assignment covering the topics of Business Decisions, Descriptive Statistics & Probabilities.
Session 11	
Topics*	• **Introduction to Decision Models** • **Importance of Modelling in Decision Making** • **Building a Simple Decision Model using Excel**
Teaching resources**	**Teaching Resources** • YouTube: Decision Models Explained • Pre-read: Chapter from *Business Analytics* – Albright & Winston • Excel Sample File: Dataset for performing hands-on practice. **Delivery Plan** Walkthrough of a simple decision model in Excel. Students recreate it using new variables (e.g., cost, revenue, profit). Class discusses the structure of decision models.
Session 12	
Topics *	• **Scenario Analysis** • **Creating Best-case, Worst-case, and Most-likely scenarios** • **Using scenario tools in Excel (Scenario Manager)**
Teaching resources **	**Teaching Resources** • YouTube: Scenario Planning in Excel • Excel Tool: Scenario Manager • Case Example: *TBD* **Delivery Plan** Hands-on Excel practice: Students develop three financial scenarios for a product launch. Discussion on how scenarios influence planning and contingency design.
Session 13	
Topics*	• **Sensitivity Analysis** • **Identifying Most Sensitive Parameters**

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Teaching resources**	**Teaching Resources** • YouTube: Sensitivity & Scenario Analysis • Excel Add-in: Data Tables / Manual Simulations • Case Study: *Airline ticket pricing sensitivity to fuel cost* **Delivery Plan** Students vary key parameters and observe effects on outcome. Visualize insights using charts. Class discussion on how small changes influence major decisions.
Session14	
Topics *	• **What-if Analysis** • **Using Data Tables and Goal Seek in Excel** • **Real-time experimentation with decision variables**
Teaching resources **	**Teaching Resources** • YouTube: What-if Analysis Tools in Excel • Excel Activity Sheet: Break-even point analysis • Practice Problems: Marketing ROI under changing costs **Delivery Plan** Students use What-if tools to assess how changes in cost, price or volume impact profit. Reflection on the importance of sensitivity in high-stake business decisions.
Session 15	
Topics*	• **Introduction to Statistical Inference** • **Population vs Sample** • **Central Limit Theorem** • **Understanding Sampling Distributions**
Teaching resources**	**Teaching Resources** • YouTube: Sampling Distribution Explained, Central Limit Theorem • Pre-read: Chapter from *Statistics for Business and Economics* (Anderson et al.) • Excel activity: Random samples and sample mean analysis **Delivery Plan** Demonstration using Excel to simulate sampling distributions. Class discussion on how sample-based inference helps in business decision-making.
Session 16	
Topics *	• **Hypothesis Testing Fundamentals** • **Null and Alternative Hypothesis** • **One-tailed vs Two-tailed Tests** • **Z Test**
Teaching resources **	**Teaching Resources** • YouTube: Basics of Hypothesis Testing

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	• In-class examples on identifying types of hypotheses • Case Example: *Testing if change in personnel has resulted in delivery time in a restaurant.* **Delivery Plan** Students formulate hypotheses for a given business scenario. Discuss the logic of test setup and interpretation of results.
Session 17	
Topics*	• **Understanding Student's T Distribution** • **t-Tests** • **Business Applications: Before/After campaign analysis, A/B Testing**
Teaching resources**	**Teaching Resources** • YouTube: z-Test vs t-Test, What is T-Distribution • Excel Template with sample datasets • Case Study: *A/B test to compare two landing pages* **Delivery Plan** Students perform t-tests in Excel and interpret output. Groups present conclusions based on p-values and business implications.
Session 18	
Topics *	• **Chi-square Tests for Independence** • **Application to Categorical Data** • **Business Use-Cases: Customer preference vs Region**
Teaching resources **	**Teaching Resources** • YouTube: Chi-Square Test Simplified • Dataset: Customer data by region and product preference • Excel Guide to Chi-square in Pivot Tables **Delivery Plan** Students conduct a Chi-square test on categorical data and evaluate if variables are dependent. Connect results to marketing or sales strategies.
Session 19	
Topics*	• **Confidence Intervals and Margin of Error** • **Interpreting Interval Estimates in Business Context** • **Communicating Results with Uncertainty**
Teaching resources**	**Teaching Resources** • YouTube: Confidence Intervals in Business • Excel Template: Confidence interval calculations • Case Study: *Market research survey result interpretation* **Delivery Plan** Hands-on Excel activity: Students calculate and interpret 95% confidence intervals.

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	Discussion on how to communicate this to decision-makers.
Session 20	
Topics *	• **Internal Assessment – 3**
Teaching resources **	Hands on Case Study to evaluate on Hypothesis Testing.

Textbooks:

- Anderson, D., Sweeney, D., Williams, T., et al. (2020). Statistics for Business and Economics. Cengage Learning.
- Clemen, R. T. & Reilly, T. (2013). Making Hard Decisions with Decision Tools. Cengage
- Albright, S. C., & Winston, W. L. (2022). Business Analytics: Data Analysis & Decision Making. Cengage

Reference Books:

- Kahneman, D. (2013). Thinking, Fast and Slow. Penguin.
- Silver, N. (2015). The Signal and the Noise. Penguin.
- Provost, F., & Fawcett, T. (2013). Data Science for Business – O'Reilly Media

Web Resources:

- Online Statistics Education: An Interactive Multimedia Course of Study [https://onlinestatbook.com/]

Online Courses:

- Business Statistics and Analysis Specialization – Coursera [Link]
- Introduction to Statistics – Datacamp [Link]

Continuous assessment Break-up: (Minimum One Assignment Per Credit)

Indicative – to be completed by the faculty member at the time of developing the Session plan

Type	Description (indicative)	Course Outcome Addressed (SL. No)	Total Possible Marks	Module Coverage
Class Examination	Handson Practical Assignment	1-3	20	1 - 2
Class Examination	Handson Practical Assignment	1-4	30	1 – 3
Class Examination	Handson Practical Assignment	1-5	50	4 – 5

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Evaluation Rubrics

Home Assignments

Criteria	Excellent (100%)	Good (80%)	Satisfactory (60%)	Needs Improvement (40%)	Weightage (%)
Understanding of Concepts	Demonstrates a deep, accurate understanding of data analysis, decision-making frameworks and statistical concepts. Integrates theory with clear business context application.	Shows a good grasp of key concepts with minor gaps or inaccuracies in application.	Basic understanding with some errors or misconceptions.	Limited or incorrect understanding of data analysis and decision-making concepts.	**30%**
Application & Analysis	Effectively uses analytical techniques (e.g., Excel, visualization, statistical analysis, sensitivity analysis) to solve structured and unstructured business problems, provides critical insights and comparisons.	Applies techniques appropriately but with limited depth in analysis or real-world relevance.	Some application of tools or frameworks but lacks critical thinking or completeness.	Minimal and/or incorrect application of tools, lacks analysis.	**25%**
Clarity & Structure	Well-organized, logical flow, clearly structured content with smooth transitions connecting	Generally organized, with minor structural issues or inconsistencies.	Some structure but lacks clarity or logical flow in parts.	Poorly organized, difficult to follow, lacks logical flow or clarity.	**15%**

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	concepts, results and conclusions.				
Research & References	Integrates diverse, high-quality sources (textbooks, articles, web resources). Proper citation and strong evidence for claims.	Uses relevant sources but lacks diversity or depth in supporting research.	Limited references with weak connection to the topic or incorrect citations.	Lacks credible references or uses unreliable sources, poor citation.	**15%**
Presentation & Formatting	Professionally presented (consistent font, spacing, charts/visuals), fully adheres to guidelines and error-free grammar.	Mostly follows guidelines, minor formatting or grammar issues.	Some formatting or grammatical inconsistencies present.	Poor formatting, frequent errors, not aligned with guidelines.	**15%**

Note: Internal Marks of Continuous and Concurrent Evaluation (CCE) must be submitted to the examination department for records as per the schedule.

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.
- 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.

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- 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 certifications is enclosed herewith.

List of Value based certifications.

Sr. Nos.	Name of Certification
1	MS - Office
2	German Language
3	Neuro Linguistic Programming
4	AI Powered Digital Marketing
5	Supply Chain Management
6	Tools for Research & Business Analytics
7	Applications of HR Analytics in Corporate Sector
8	Financial Modelling

***Certifications as per specializations are compulsory**.

A Sample copy of the certification grade sheet of PGDM Batch 2021-23 is enclosed herewith.

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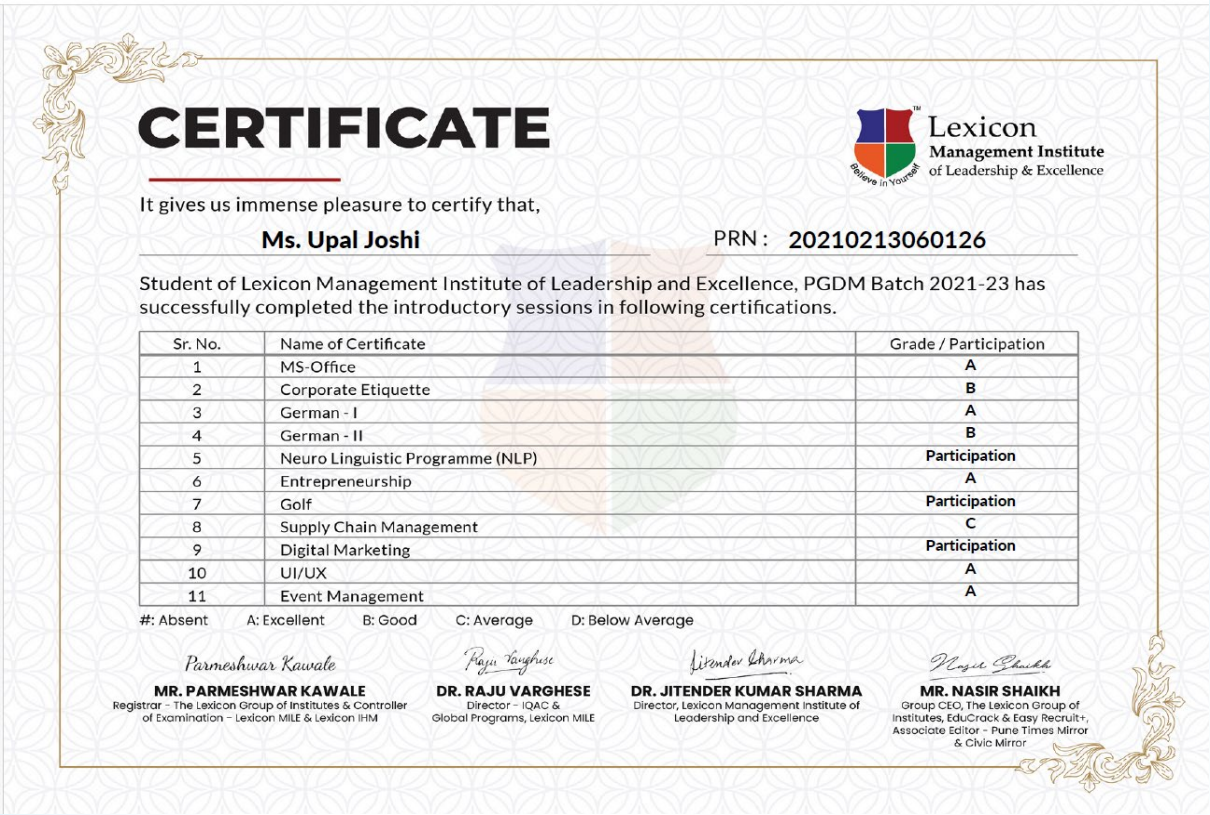

CERTIFICATE

Lexicon
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It gives us immense pleasure to certify that,

Ms. Upal Joshi PRN : 20210213060126

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

MR. PARMESHWAR KAWALE
Registrar - The Lexicon Group of Institutes & Controller of Examination - Lexicon MILE & Lexicon IHM

DR. RAJU VARGHESE
Director - IQAC & Global Programs, Lexicon MILE

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

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. **Business Management**

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

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information through the internet and other platforms. This makes the task of designing the learning content very challenging.

3. **Fluctuation in Lecture Durations**- At Lexicon MILE, we 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 a 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 training in TRI-I.

Trimester-II

The Trimester-II emphasizes core subject learnings. 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

Some of the industry visits which were planned during Trimester-I to IV, are as follows

1. Piaggio Vehicles Pvt. Ltd.
2. Pushpak Steel Industries Pvt. Ltd.
3. Amul
4. Praj Industries Ltd.
5. Armacell
6. Kalyani Maxion Wheels (P) Ltd.

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Industrial Visit to Amul on 13th September 2022

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Industrial Visit to Piaggio on 19th November 2024

Industrial Visit to KALYANI MAXION WHEELS PRIVATE LTD on 08th July 2024

Trimester-III & IV

Trimester-III involves core, functional and skill enhancing certifications.

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

Trimester-V and VI

The trimesters 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.

Phase- I – Induction

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.

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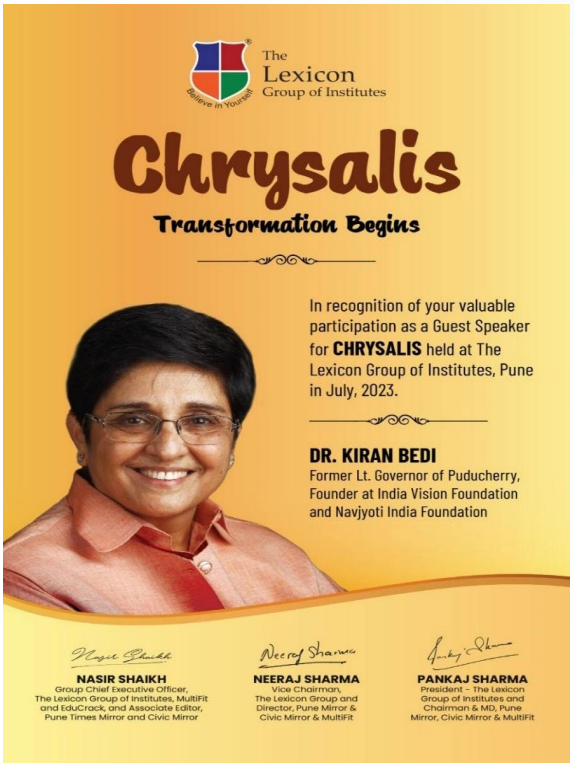
The second part focuses on interactions with industry leaders, entrepreneurs, social leaders, experts on learning styles, stalwarts, etc.

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: -



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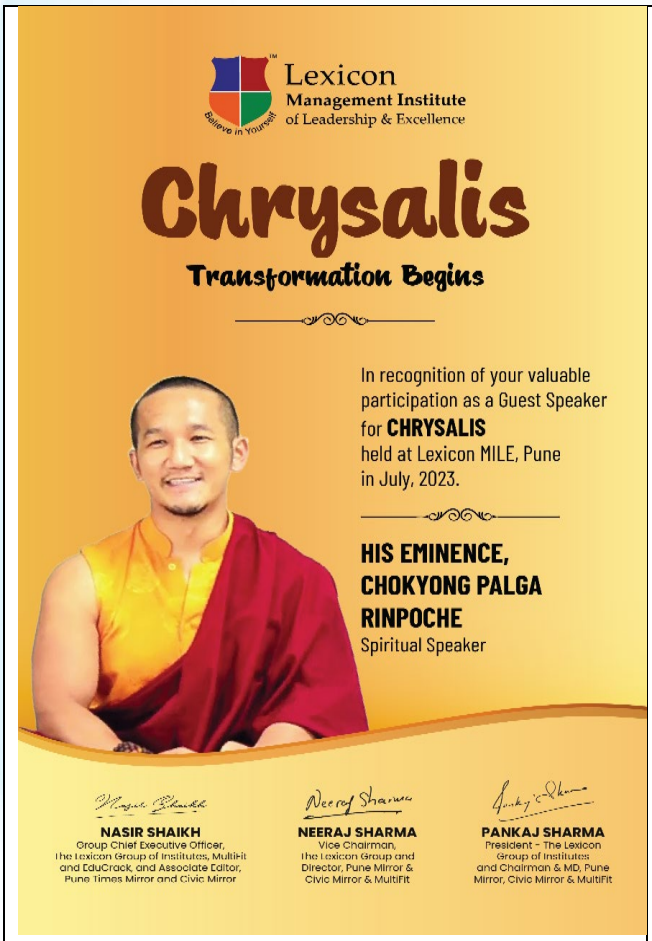

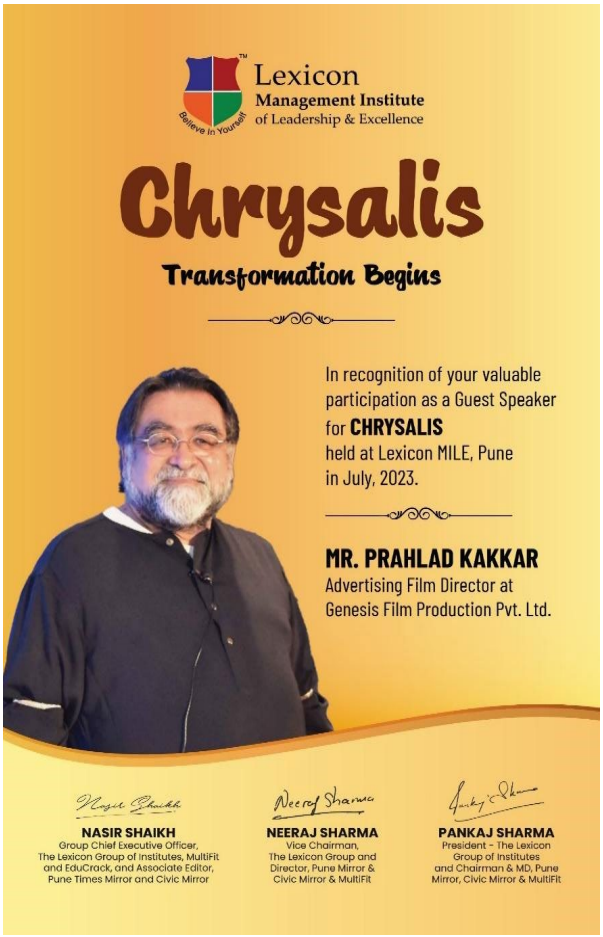

Phase-II- Academics

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

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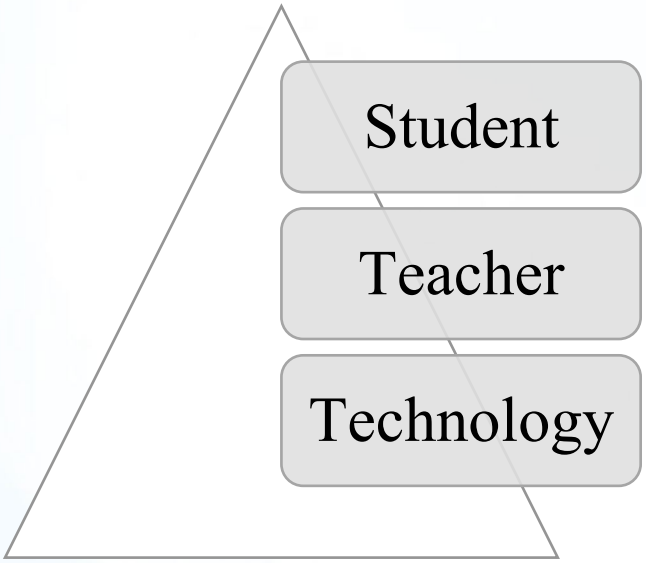
7. Sessions on students' development, GD/PI preparation, mock training for interviews, aptitude tests, alumni interactions etc.

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	2021-23	2022-2024	2023-25	2024-26
Intake (M & F)	95	179	170	153

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The 2021-23 batch had a batch size of 95. It increased to double to 179 in the academic year 2012-23. In the batch 2023-25, the intake was at 170. Finally, the intake in the academic year 2024-26 was 153.

2. Graduation wise break up of incumbent students

Academic Year/ Graduation Break ups	2021	2022	2023	2024
B. Com	41.13	34.03	48.24	51.63
BBA and similar splns.	34.03	30.30	29.41	27.45
B.Sc.	12.57	11.78	14.71	8.50
B.Tech.	7.33	6.73	2.94	3.27
B.A.	5.24	2.02	1.76	3.27
B. Pharm.	2.62	2.69	0.00	1.31
B.E.	0.52	3.37	1.76	1.31
B.C.A.	3.66	0.67	0.00	1.31
Others	0.00	0.34	1.18	1.95
PG	0.00	0.00	0.00	0.00

The students with B.Com. 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

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

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Sr. No.	Research Publication	No. of Publication
1	Research Papers	101
2	Books Publication	18
3	Books Chapter Publication	7
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: -

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A classroom at Lexicon MILE

TEDX event at the Auditorium at Lexicon MILE

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.

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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.

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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. Weak in clearing Aptitude Tests.
4. No/Less reading of newspapers.
5. Not readers by taste or through hobbies.
6. Weak in extracurricular activities.
7. CVs are very ordinary with no distinctions.
8. Less sense of responsibility and flippant attitude.
9. Lack of listening to News or reading Newspapers.
10. Low Mathematical proficiency.

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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, 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 in 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.
8. **Student Centric Teaching**

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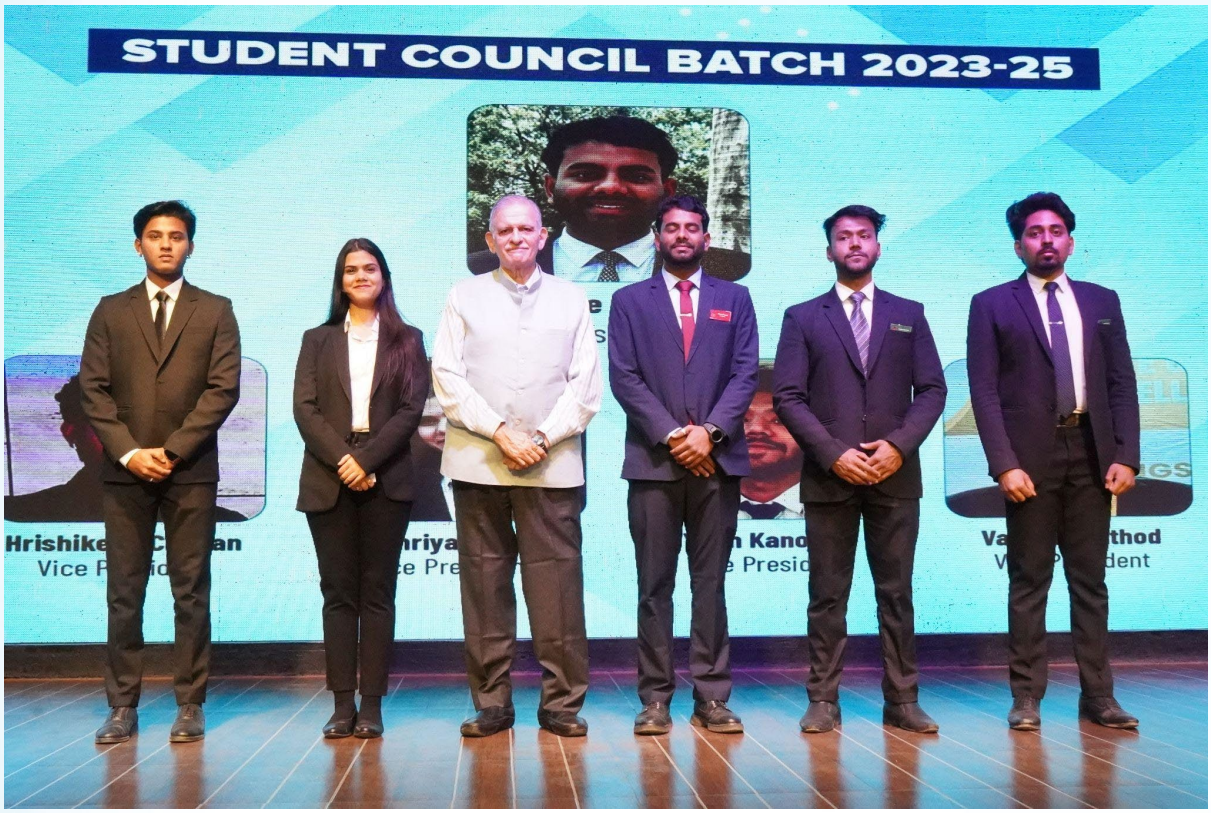
9. **Technology Interfaces –** Through flipped classrooms, online sessions, online examinations, digi-boards, app-based attendance etc.
10. **Classroom Management-** Through class teachers and student class representatives
11. **Student Council –** The selection of the student council happens through 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.



Student Council, Batch 2023-25

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Marketing & PR Committee, Batch 2023-25

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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

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

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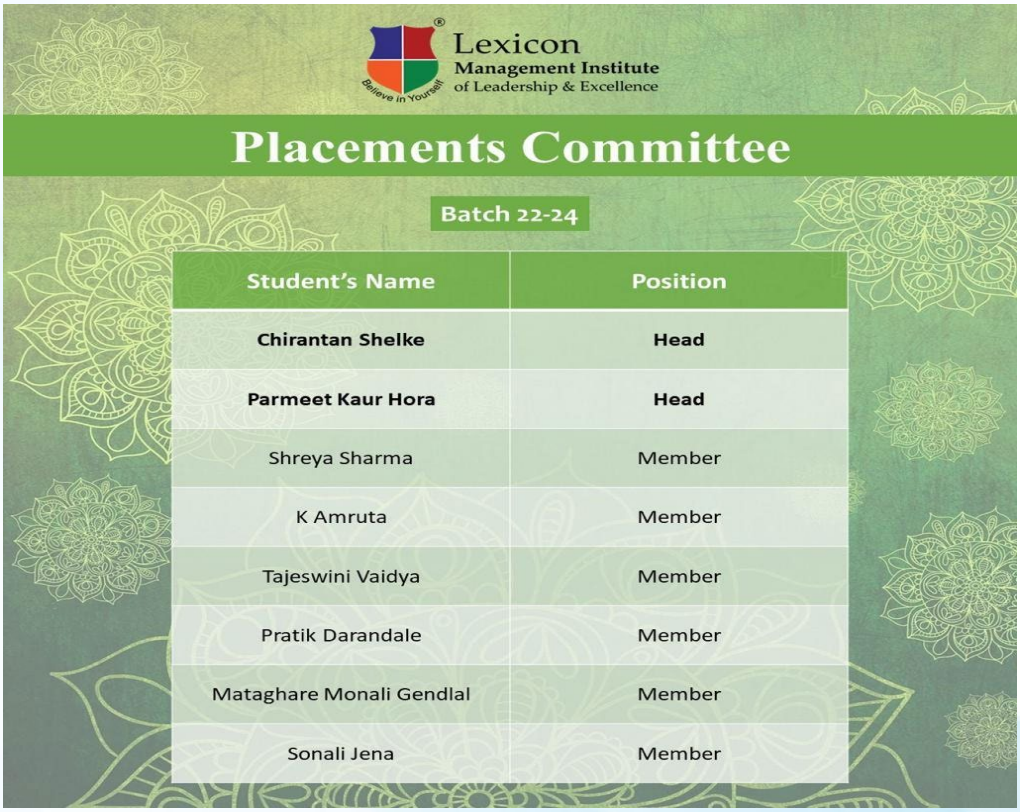
Student's Name	Position
Ashish Kaushik	**Head**
Yash Samal	**Head**
Vikas Kumar	Member
Md. Imran	Member
Ankit Ranjan Sahu	Member



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

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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.2022-24)

Type of Assessments	Weightage
Internal/Continuous Assessment	50%
End Term Examinations	50%

Table 4.2.2.b – Type of Assessments (A.Y.2023-25)

Type of Assessments	Weightage
Internal/Continuous Assessment	50%
End Term Examinations	50%

Table 4.2.2.c – Type of Assessments (A.Y.2024-26)

Type of Assessments	Weightage
Internal/Continuous Assessment	50%
End Term Examinations	50%

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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.

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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 (15)

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.

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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
	Total Marks		1000

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

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CRITERION 5	Students Quality and Performance	100

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 No. 5.A. Student Intake.

Item	CAY	CAYm1	CAYm2	CAYm3	CAYm4
	(2024-25)	(2023-24)	(2022-23)	(2021-22)	(2020-21)
Approved Intake	180	180	180	180	180
Number of students admitted (N)	153	170	179	95	103

Table No. 5.B. Success Rate.

Year of entry	Number of students admitted (N)	Number of students who have completed	
		I Year	II Year
CAY (2024-25)	Batch 2024-26 - **153**	-	-
	Batch 2023-25 - **170**	-	-
CAYm1 (2023-24)	Batch 2023-25 - **170**	110	-
	Batch 2022-24 - **179**	-	158
CAYm2 (LYG) (2022-23)	Batch 2022-24 - **179**	58	-
	Batch 2021-23 - **95**	-	87
CAYm3 (LYGm1) (2021-22)	Batch 2021-23 - **95**	70	-
	Batch 2020-22 - **103**	-	98
CAYm4 (LYGm2) (2020-21)	Batch 2020-22 - **103**	44	-
	Batch 2019-21 - **160**	-	151

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)

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5.1. Enrolment Ratio (Admissions) (20)

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

Table No.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 (2024-25):	153/180 = **85.00%**	20*
Enrolment Ratio (2023-24):	170/180 = **94.44%**	
Enrolment Ratio (2022-23):	179/180 = **99.44%**	
Enrolment Ratio (2021-22):	95/180 = **52.78%**	
Enrolment Ratio (2020-21):	103/180 = **57.22%**	

*20 Marks >= 90% students enrolled at the First-Year Level on average basis during the previous three
years starting from current academic year

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., 2020-21, 2021-22, 2022-23, 2023-24 and 2024-25 the sanctioned intake has been 180 and the number of students admitted each year is 103, 95, 179, 170 and 153 respectively.
- Therefore, the institute has enrollment ratios is 57.22%, 52.78 %, 99.44 %, 94.44 % and 85.00 % 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 ((99.44+94.44+85.00)/3) **92.96%.**

5.2. Success Rate (Students clearing in Minimum Time) (10)

Success Rate (SI) =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 No. 5.2.1. Success Index

Item	**Last Year of Graduate, LYG**	**Last Year of Graduate minus 1, LYGm1**	**Last Year of Graduate minus 2, LYGm2**
	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

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Average SI	0.937
Success Rate	**9.37**

Table 5.2.1 shows the Success Index for year 2019-21, 2020-22, and 2021-23

- 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 Academic Performance Index (API)

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)) * (number of successful students/number of students appeared in the examination).
Successful students are those who have passed all final-year courses.

Table No. 5.3.1. Academic Performance

Academic Performance	CAYm1	CAYm2	CAYm3
	(2023-24)	(2022-23)	(2021-22)
Mean of final Year Grade Point Average of all successful Students on a 10-point scale (X)	7.91	7.41	7.18
Total no. of successful students (Y)	158	87	99
Total no. of students who appeared in the examination (Z)	179	95	103
API = X* (Y/Z)	6.982	6.786	6.901
Average API = (AP1 + AP2 + AP3)/3	**6.89**		

Table 5.3 shows Academic Performance for the year 2021-22, 2022-23 and 2023-24.

- In the last three years, i.e., 2021-22, 2022-23 and 2023-24 the Academic Performance Index (API) of all successful students in the final year 6.901, 6.786 and 6.982 respectively.
- The Average API of successful students who have passed all final-year courses for the past three batches is **6.89.**

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.

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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 No. 5.4.1.1. Placement, Higher Studies, and Entrepreneurship

Item	CAYm1 (2023-24)	CAYm2 (2022-23)	CAYm3 (2021-22)
Total Number of students admitted in the First Year of the program (N)	179	95	103
No. of students placed in companies or Government Sector (X)	134	83	93
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)	3	4	4
X + Y + (1.2*Z) =	137.6	87.8	97.8
Placement Index : (X + Y + (1.2*Z)) / N	0.7687	0.9242	0.9495
Average placement= (P1 + P2 + P3) / 3	0.8808		
Assessment Points = 30 * Average placement	**26.424**		

***Annexure 5.1 provides the information regarding students turned entrepreneurs**

Table 5.4.1.1. 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., 2020-22, 2021-23 and 2022-24 the Placement Index are 0.9495, 0.9242 and 0.7687 respectively.
- The Average placement for the past three batches is **0.8808.**
- Therefore, the Assessment Points (30 * Average placement) is **26.424.**

5.4.2. Quality of Placement (10)

The average salary package offered is around 7 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, IDFC First Bank , Allstate Corporation, Xl Dynamics, Wolters Kluwer and SG Analytics are top recruiters. Investment Banking, Operations Manager, Associate Sales Manager, etc., are the top roles offered by the Companies.

Table No. 5.4.2.1. Quality of Placement

Item	CAYm1 (2023-24)	CAYm2 (2022-24)	CAYm3 (2021-22)
No. of students placed:	134	83	93
Median Salary for Placement	6,00,000	3,88,000	5,99,025
Highest Salary	12,00,000	15,00,000	9,00,000

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***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. 2020-22, 2021-23 and 2022-24.

In the last three batches, i.e., 2020-22, 2021-23 and 2022-24 number of students placed are 93, 83, and 134 respectively.

- Median Salary for the last three batches, i.e., 2020-22, 2021-23 and 2022-24 are 5,99,025, 3,88,000 and 6,00,000 respectively.
- Highest Salary for the last three batches, i.e., 2020-22, 2021-23 and 2022-24 are Rs.9,00,000, 15,00,000 and 12,00,000 respectively.

5.4.a. 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 5.4.a.

S.no.	Name of the student placed	Enrollment No.	Name of the Employer	Appointment Letter - Reference no. with date
1	Aayush Kumar Singh	1-31512582835	Wolters Kluwer	7-Jan-2024
2	Abhichal Singh Bhadauria	1-31512582841	eClerx	10-Mar-2024
3	Abhishek Khandelwal	1-31512582847	IDFC First Bank	-
4	Abhishek Parbhat	1-31512582850	Reliance Retail	7-Jan-2024
5	Aditi Goyal	1-31512582853	Wolters Kluwer	1-Jul-2024
6	Aditya Panda	1-31512582856	IDFC First Bank	5-Jun-2024
7	Adlin Kerketta	1-31512582859	Karcher	-
8	Adya Anand	1-31512582862	Reliance Retail	-
9	Aishwarya Singh	1-31512582865	Renix Technologies	10-Mar-2024
10	Akankhya Purohit	1-31512582868	TIAA	-
11	Akansha Patel	1-31512582874	Johnson and Johnson	5-Jun-2024
12	Akshit Malik	1-31512582883	IDFC First Bank	12-Dec-2024

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13	Md Aman Kadir	1-31512582886	BNM Solutions	27-03-2024
14	Aman Tyagi	1-31512582899	Reliance Retail	7-Jan-2024
15	Amit Kumar	1-31512582904	Mahindra Finance	7-Jun-2024
16	Amol Joshi	1-31512582910	IDFC First Bank	3-Apr-2024
17	Amrita Sahu	1-31512582913	Wolters Kluwer	7-Jan-2024
18	Ananya Nishad	1-31513228875	Wolters Kluwer	7-Jan-2024
19	Anirban Sarkar	1-31513228881	Mahindra Finance	7-Apr-2024
20	Ankit Sharma	1-31513228890	eClerx	11-May-2025
21	Ankita Biswas	1-31513228893	IDFC First Bank	26-02-2024
22	Ankita Gupta	1-31513228899	eClerx	15-12-2023
23	Ankita Pandey	1-31513228902	Reliance Retail	7-Jan-2024
24	Anmol Aman	1-31513228908	IDFC First Bank	4-Mar-2024
25	Annu Khemka	1-31513228911	Mahindra Finance	-
26	Anuj Sasmal	1-31513228914	SG Analytics	21-12-2024
27	Aquib Mahboob	1-31513228929	SG Analytics	-
28	Arijit Mondal	1-31513228932	Acuity Knowledge Partners	26-08-2024
29	Arpita Bhattacharya	1-31513228938	Kolte Patil / Mahindra Finance	22/06/2024
30	Arpita Joseph	1-31513228941	IDFC First Bank	-
31	Aryan Singh	1-31513228944	IDFC First Bank	3-Apr-2024
32	Ashish Kaushik	1-31513228947	IDFC First Bank	-
33	Avik Mundra	1-31513228950	SG Analytics	11-Apr-2024
34	Ayush Yadav	1-31513228962	Mahindra Finance	6-Mar-2024
34	Ayushi Verma	1-31513228965	Atlas Copco	-
36	Baibhab Goswami	1-31513228968	WNS	17-06-2024

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37	Darshan Rajgire	1-31513228993	IDFC First Bank	31/01/2024
38	Darshan Sharma	1-31513228996	IDFC First Bank	-
39	Devansh Singh	1-31513229005	HEttich	7-Jan-2024
40	Devashish Purohit	1-31513229008	SG Analytics	30-Nov-2023
41	Divyanshi Chauhan	1-31513229029	TIAA	15/09/2023
42	Ella Yash	1-31513229048	IDFC First Bank	28-03-2025
43	Gaurav Sharma	1-31513229054	Xl Dynamics	30-Sep-2024
44	Hariom Panda	1-31513229057	Raymond's JK Files & Engg	5-Jan-2024
45	Harinandan Singh	1-31513229060	WNS	-
46	Harsh Goutam	1-31513229063	IDFC First Bank	31-01-2024
47	Harshit Mishra	1-31564001075	Acuity Knowledge Partners	-
48	Himanshu Rajput	1-31564001084	First Source Solutions	6-Mar-2024
49	Jayant Krishnat Patil	1-31564001105	IDFC First Bank	18/03/2024
50	Kanchan Maji	1-31564001120	IDFC First Bank	18-10-2025
51	Kartikey Yadav	1-31564001129	IDFC First Bank	27-03-2024
52	Kavi Ranjan Sharma	1-31564001132	Acuity Knowledge Partners	26-07-2024
53	Kirtivardhan Mishra	1-31564001138	IDFC First Bank	3-Nov-2024
54	Leeladhar Sakre	1-31564001150	SG Analytics	22-05-2024
55	Madhumita Dutta	1-31564001153	IDFC First Bank	-
56	Madhurima Dutta	1-31564001156	SG Analytics	23-Apr-1945
57	Mahima Agarwal	1-31564001159	SG Analytics	-
58	Mamta Bhalotia	1-31564001162	IDFC First Bank	3-Jan-2024
59	Moumita Saha	1-31564001195	eClerx	12-Dec-2023
60	Nikita Sharma	1-31564001219	SG Analytics	-

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61	Nitesh Pandey	1-31564001228	IDFC First Bank	-
62	Palak Keshari	1-31564001241	eClerx	7-Jun-1945
63	Pranay Sharda	1-31673064011	IDFC First Bank	29/04/2024
64	Prashant Nalawade	1-31673064018	XL Dynamics	26-03-2025
65	Prateek Madeka	1-31673064024	Brand Sigma	-
66	Pratik Sudhir Vyas	1-31673064030	Mahindra Finance	17/06/2024
67	Rahul Deshmukh	1-31673064054	Conneqt IT Solutions	11-May-2025
68	Rajat Ramdas Nimje	1-31674486168	IDFC First Bank	27-03-2024
69	Rajeev Ranjan	1-31674486171	Reliance Retail	7-Jan-2024
70	Rajeev Ranjan	1-31674486174	HFFC	-
71	Rashika Kumari	1-31828875651	Wipro	-
72	Roshan Khan	1-31828875681	IDFC First Bank	1-Oct-2024
73	Roshani Khandelwal	1-31828875684	IDFC First Bank	-
74	Rutuja Dhumal	1-31828875696	IDFC First Bank	29-Jul-1945
75	S. Naveen Kumar	1-31828875699	Swati Reailty	17/04/2024
76	Sajal Jain	1-31828875711	Poonawalla Housing Finance	1-Feb-2024
77	Saloni Bora	1-31828875717	Wolters Kluwer	7-Jan-2024
78	Sanjay Mahanty	1-31828875729	XL Dynamics	-
79	Sanyog Agrawal	1-31828875742	Mahindra Finance	-
80	Shashank Dwivedi	1-31828875757	IDFC First Bank	14-Aug-1945
81	Shivaksh Kumar Pandey	1-31834961721	IDFC First Bank	27-Jul-1945
82	Shrey Yadav	1-31834961737	BnY Mellon	6-Mar-2024
83	Shreya Agrawal	1-31834961740	IDFC First Bank	18/03/2024
84	Shreyansh Gupta	1-31834961752	eClerx	12-Dec-2023

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85	Shruti Setia	1-31834961758	Inaiways Technology	-
86	Shubham Hemraj Rahate	1-31834961770	IDFC First Bank	15/01/2024
87	Shubham Shelar	1-31829087665	IDFC First Bank	-
88	Shubhi Mishra	1-31829087671	eClerx	-
89	Soumyaranjan Khamari	1-31829087686	Reliance Retail	-
90	Sourav Saha	1-31829087689	IDFC First Bank	11-Jan-2023
91	Srikanta Mohanty	1-31829087692	IDFC First Bank	3-Apr-2024
92	Subhajit Chandra	1-31829087698	eClerx	12-Dec-2023
93	Subrata Hazra	1-31829087701	Acuity Knowledge Partners	20-05-2024
94	Sudhansu Nayak	1-31829087704	IDFC First Bank	21-04-2025
95	Sudi Aman Kumar Raj	1-31829087707	Idfc First Bank	1-Jan-2024
96	Sumit Sinha	1-31829087710	UPS	-
97	Suurenddran Sreenivasan	1-31829087725	Raymond's JK Files & Engg	18-10-2024
98	Tejaswini Vaidya	1-31830724813	TIAA	20-11-2023
99	Trupti Gupta	1-31830724819	LODHA Group	18-12-2023
100	Trushank Rathod	1-31830724822	NJ Group	24-Apr-1945
101	Tushar Bitoliya	1-31830724825	IPG Mediabrands	26/06/2024
102	Vaishnav Sonkusale	1-31830724837	Vodafone Idea	24-11-2024
103	Varun Singh	1-31830724843	Wolters Kluwer	7-Jan-2024
104	Vedant Pawar	1-31830724849	IDFC First Bank	26-Mar-2024
105	Vidhi Patel	1-31830724855	Acuity Knowledge Partners	30-May-1945
106	Vikas Kumar	1-31830724861	Secure Now	-
107	Vishal Dutta	1-31830724870	EFC	-
108	Vivek Kumar Singh	1-31830724873	SG Analytics	-

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109	Yash Vinod Gaurikar	1-31830724876	MRF	31-May-1945
110	Yash Kumar Parmar	1-31830724879	eClerx	12-Dec-2023
111	Yash Pai Khot	1-31830724885	IDFC First Bank	-
112	Yash Ashok Samal	1-31830724888	eClerx	12-Dec-2023
113	Yashvardhan Prajapati	1-31830724897	IDFC First Bank	20-11-2025
114	Yogesh Dadhich	1-31830724900	Motoroids	15/11/2023
115	Yomeet Nandani	1-31830724911	eClerx	10-Jul-2024
116	Hariom Sahu	1-31830724927	IDFC First Bank	-
117	Naveen Chandra Pandey	1-31830724936	Grasim	18-Jul-2024
118	Sanket Sinha	1-31830724942	TIAA	27/11/2023
119	T Amarjit Singha	1-32228727171	CRISIL	6-Jul-2024
120	Sakshi Sharma	1-32228727180	Data Axel	3-Jun-2024
121	Ashish Kumar	1-32228727189	IDFC First Bank	-
122	Saurabh Verma	1-32228727210	SG Analytics	-
123	Suhani Marwadi	1-32228727223	Philips India Limited	8-Dec-2024
124	Praveen Kumar	1-32228727226	Team Computers	4-Jan-2024
125	Riya Arora	1-32228727235	Kolte Patil	18-Jun-1945
126	Tejaswini Karande	1-32224519001	Gryphon	-
127	Kunal Tiwari	1-32224519033	Bajaj Allianz Life Insurance	-
128	Mohak Chandwani	1-32224519083	TIAA	1-Nov-2023
129	Tanisha Choudhary	1-32224519124	First Source Solutions	6-Mar-2024
130	Rishabh Raghuvanshi	1-32224519133	IPG Media Brands	17-Mar-1945
131	Akash Mishra	1-32224519157	IDFC First Bank	-
132	Virag Jain	1-32224519160	IDFC First Bank	24/07/2024

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133	Yogita Panigrahi	1-32224519173	IDFC First Bank	18/03/2024
134	Shreya Deshpande	1-43335987121	SG Analytics	-

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S.no.	**Name of the student placed**	**Enrollment No.**	**Name of the Employer**	**Appointment Letter - Reference no. with 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
17	Dipti Singh	1-10995333377	JCB India Ltd.	6-Oct-23

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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

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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	10-Oct-22

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			Corporation	
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	1-10937697735	Tata Consultancy Services	26-Mar-24

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	Mukherjee			
77	Varun Anil Borate	1-10995333321	Jaro Education	15-Nov-22
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 - Reference no. with 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

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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
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	1-Jun-22

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			Association of America (TIAA)	
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
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.	-

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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

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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

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:

Table No. 5.5.1. Student Diversity

Year	Sanctioned Intake	M/F	No. of Students Admitted							
			Within State	Outside State	Other Country	Management Stream	Other Stream	Fresher	Experienced *	Total
CAY 2024-25	180	M	26	72	0	85	13	97	1	98
		F	17	38	0	37	18	54	1	55
CAYm1 2023-24	180	M	13	109	0	99	23	118	4	122
		F	11	37	0	35	13	46	2	48
CAY m2 2022-23	180	M	26	94	0	89	31	119	1	120
		F	15	44	0	49	10	58	1	59
Total number of students admitted										**502**

* Minimum 2 years

5.5.1. Experience Wise Diversity

Table 5.5.1. Experience Wise Diversity

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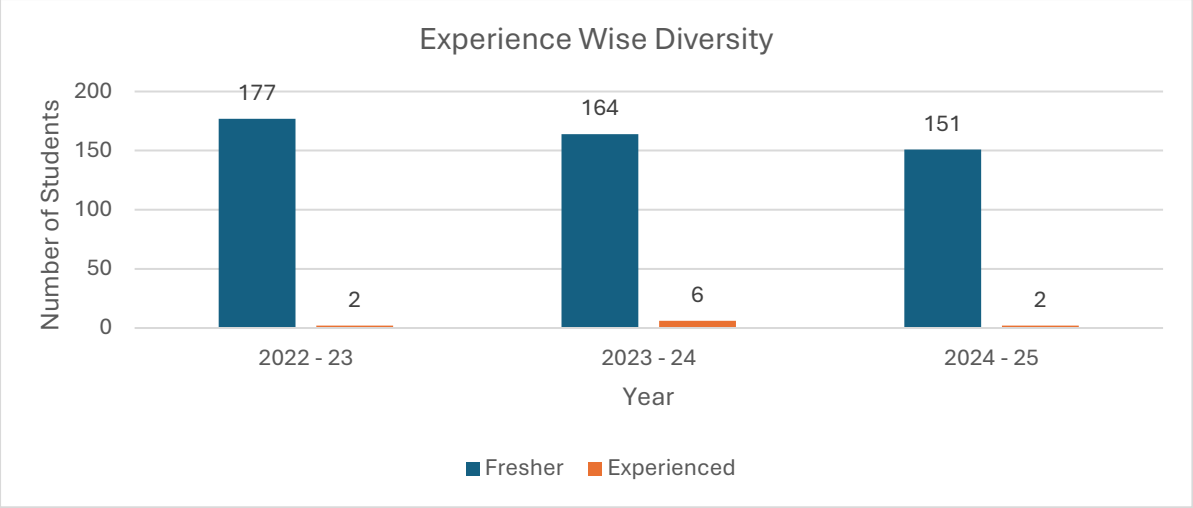

Table 5.5.1. provides information on the diversity of students based on their experience for the years 2022-23, 2023-24, and 2024-25. The data considers students who have a minimum of two years of experience.

- In the year 2022-23, out of 179 students, 177 were fresher and only 2 students had prior experience.
- In the following year, 2023-24, out of 170 students, 164 were fresher, and 6 students were experienced.
- In the year 2024-25, out of 153 students, 151 are fresher, while 2 students had some prior experience.

5.5.2. Gender Diversity

Table 5.5.2. Gender Diversity

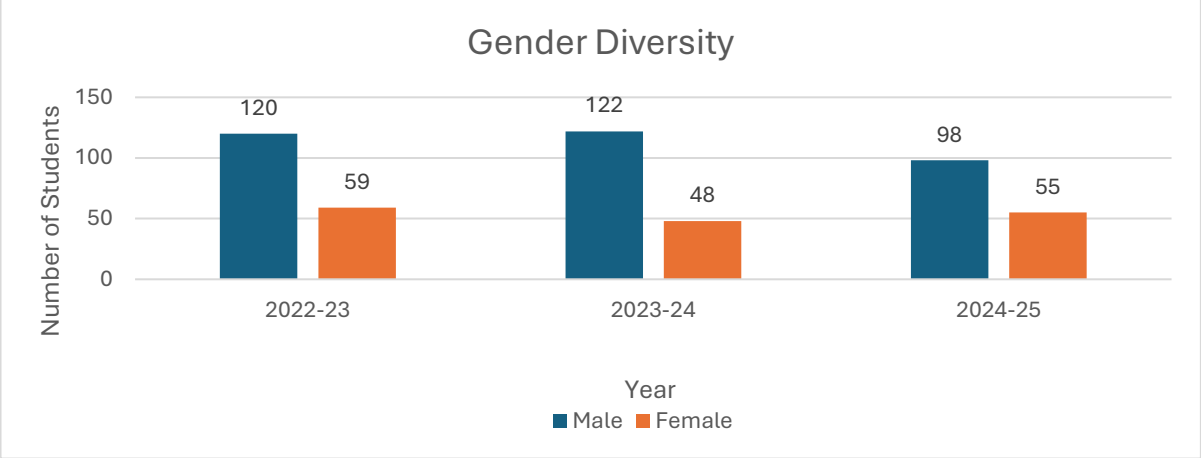

Table 5.5.2. provides information on Gender diversity for the years 2022-23, 2023-24, and 2024-25.

- In 2022-23, there were 179 students, out of which 120 were male and 59 were female.
- In 2023-24, there were a total of 170 students, out of which 122 were male and 48 were female.
- In 2024-25, there are 153 students, out of which 98 are male and 55 are female.

5.5.3. Qualification Wise Diversity

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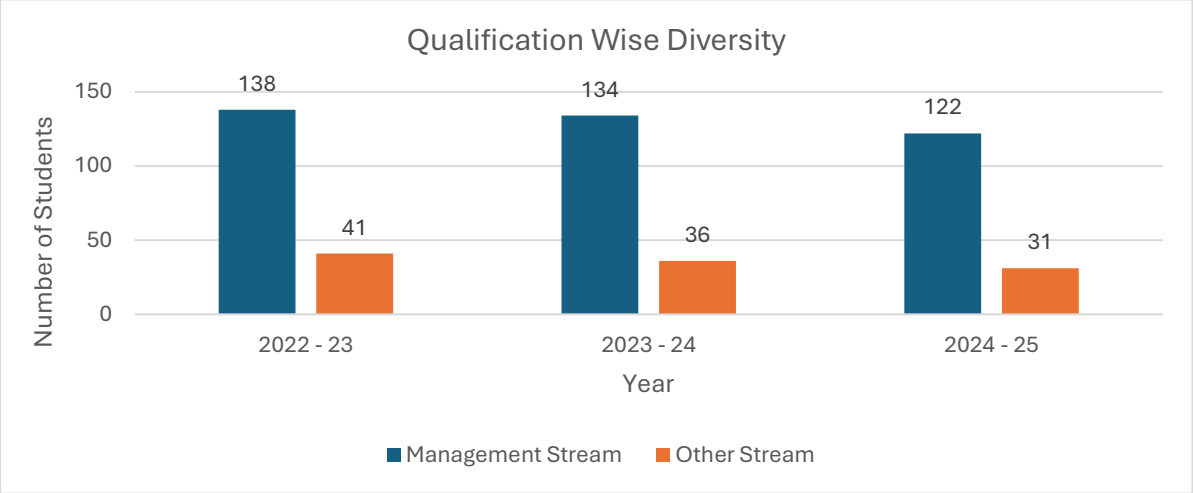
Table 5.5.3. Qualification Wise Diversity



According to Table 5.5.3., the data for the years 2022-23, 2023-24, and 2024-25 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 2022-23, out of 179 students, 138 were from the management stream, and the remaining 41 students were from other streams.
- Similarly, in the following year, 2023-24, out of 170 students, 134 students belonged to the management stream, and 36 students were from other streams.
- Finally, in the year 2024-25, out of 153 students, 122 students are from the management stream, and 31 students are from other streams.

5.5.4. Geographic Diversity

Table 5.5.4. Geographic Diversity

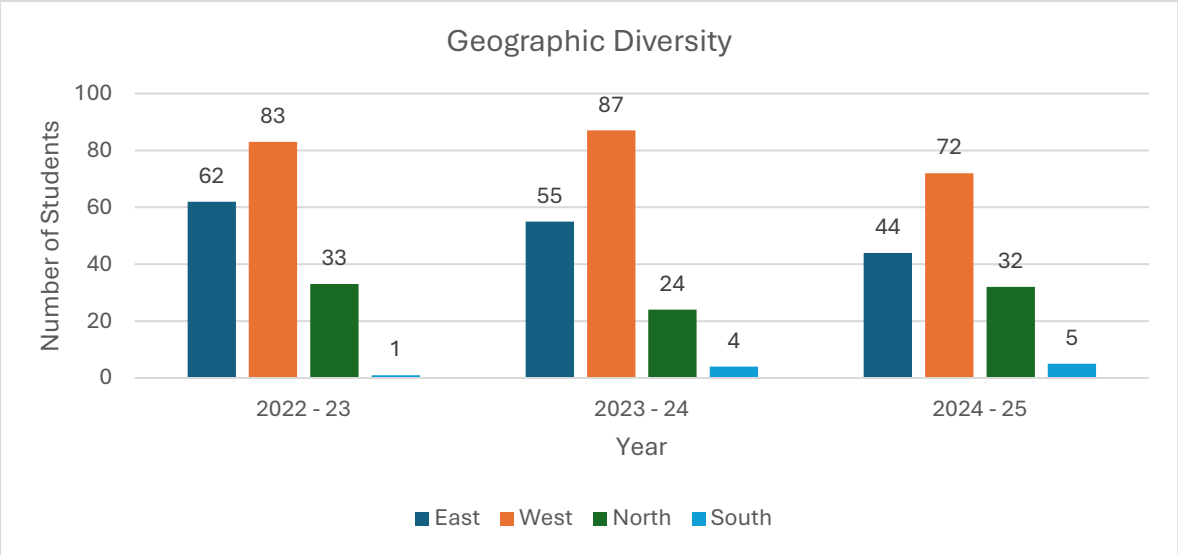


Table 5.5.4., provides geographic diversity information according to East Zone, West Zone, North Zone and South Zone for the years 2022-23, 2023-24, and 2024-25.

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- In 2022-23, out of 179 students, 62 students were from East Zone, 83 Students were from West Zone, 33 students were from North Zone and 1 students were from South Zone.
- In 2023-24, out of 170 students, 55 students were from East Zone, 87 Students were from West Zone, 24 students were from North Zone and 4 student was from South Zone.
- In 2024-25, out of 153 students, 44 students were from East Zone, 72 Students were from West Zone, 32 students were from North Zone and 5 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	
2020	9	2	-	-	11
2021	1	2	-	1	4
2022	12	3	2	-	17
2023	10	1	6	-	17
2024	27	1	1	-	29
2025	05	1	1	-	07

Table 5.6.1. a. Events organized by students

Year	Name of the Event	Place of the Event	Date of the Event	Participants
2020	Lohri celebrations	Lexicon Playground	13th January 2020	1st Year Students
2020	TEDx Lexicon MILE	Lexicon School	8th February	1st and 2nd

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	2020	Auditorium	2020	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 School Auditorium	12th December 2020	1st Year Students
2020	The Lexicon Bharat Leadership Awards	Lexicon School 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 School Auditorium	17h & 18th April 2021	1st Year Students
2021	TEDx Lexicon MILE 2021	Lexicon School 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 Development	Lexicon MILE Auditorium	28th July 2022	1st and 2nd Year Students
2022	Leadership Connect event	Lexicon School Auditorium	22nd September 2022	1st and 2nd Year Students
2022	Convocation Ceremony Batch 2020 - 22	Lexicon School 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	Inauguration of KALA	Lexicon School	28th September	1st and 2nd

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		Auditorium	2022	Year Students
2022	Team-Building Activities	Lexicon MILE Classroom	14th October 2022	1st and 2nd Year Students
2022	Leadership Series Talk	Lexicon School Auditorium	12th December 2022	1st and 2nd Year Students
2022	Lexicon Heartbeat	Lexicon MILE	17th to 22nd December 2022	1st Year Students
2023	Esports Tournament 2023	Lexicon School Auditorium	5th August 2023	1st and 2nd Year Students
2023	Kala 2023	Lexicon School Auditorium	27th September 2023	1st and 2nd Year Students
2023	Lexicon Heartbeat	Lexicon MILE	2nd to 7th October 2023	1st and 2nd Year Students
2023	TEDx Lexicon MILE 2023	Lexicon School 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	22nd December 2023	1st Year Students
2023	Cultural and sports event – 'Aarambh'	Lexicon MILE Turf	28th, 29th & 30th December 2023	1st Year Students
2024	Entrepreneurship Session	Lexicon School Auditorium	8th January 2024	1st Year Students
2024	Leadership Talk	Lexicon School Auditorium	10th January 2024	1st Year Students
2024	International Women's Day	Lexicon School Auditorium	8th March 2024	1st Year Students
2024	Halloween afternoon organized by the Kala Committee	Lexicon School Auditorium	6th August 2024	1st & 2nd Year Students
2024	Sports extravaganza	Lexicon MILE Turf	16th August 2024	1st & 2nd Year Students
2024	Dahi Handi	Lexicon MILE Turf	28th August 2024	1st Year Students
2024	Ganesh Chaturthi	Lexicon MILE	7th September 2024	1st & 2nd Year Students
2024	Hindi Diwas	Lexicon MILE	14th September 2024	1st Year Students

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2024	Talent Thursday	Lexicon MILE	24th October 2024	1st Year Students
2024	Talent Thursday	Lexicon MILE	21st November 2024	1st Year Students
2024	Lexi Arena – The Ultimate Sports Carnival	Lexicon MILE Turf	6th & 7th December 2024	1st Year Students
2024	LexiFest	Lexicon MILE Turf	7th December 2024	1st Year Students
2024	AriSTa Helmet Awareness Campaign	Shikrapur Traffic Project	13th December 2024	1st Year Students
2025	Makar Sankranti, Lohri, and Pongal Celebration	Lexicon MILE Turf	14th January 2025	1st Year Students
2025	Lexicon Premier League	Lexicon MILE Turf	23rd March 2025	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
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	Dr. Vishwanath Karad's MIT World Peace University	Inter Collegiate Competition on Case Studies & Article of Success Story Telling on Women Entrepreneurs	Ms. Kanika Rajvanshi	8th March 2022	1st Runner Up
2022	Pro League National	Powerlifting	Rohan	24th July	2nd Prize

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	Championships, Bengaluru, Karnataka	competition		2022	
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	Pune Times Mirror and Civic Mirror	Author's Demeanor in collaboration with Pune Times Mirror and Civic Mirror	1st year students	20th January 2023	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	22nd September 2023	3rd Prize

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			Pushpa Nag		
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	Participation
2024	Innoeversity	Entrepreneurship Session in association with Innoeversity	1st Year Students	4th & 6th January 2024	Participation
2024	Lexicon MILE	Leadership Talk - intricacies of Data Analytics	1st Year Students	10th January 2024	Participation
2024	PCTE Group of Institutes	Dr DR Singh Memorial British Parliamentary Debate Season-Ludhiana	4 Students of HR	1st February 2024	Participation
2024	Lexicon MILE	'Charting Paths: Insights from Trailblazers	1st Year Students	12th March 2024	Participation
2024	Lexicon MILE	session on Change Management	1st Year Students	20th March 2024	Participation
2024	Lexicon MILE	Analytics and Business Summit	1st Year Students	6th April 2024	Participation
2024	Lexicon MILE	OBT Train the Trainer Certification	1st Year Students	20th April 2024	OBT Trainer Certificate
2024	Lexicon MILE	Marketing Summit: Marketing in the Metaverse for Building Seamless Customer Experiences	1st Year Students	4th May 2024	Participation
2024	Lexicon MILE	Decoding Budget 2024	1st Year Students	11th May 2024	Participation
2024	Lexicon MILE	International Yoga	1st Year	21st June	Participati

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		Day	Students	2024	on
2024	Lexicon MILE	Lexicon MILE's 'Ignite - Transformation Begins'	1st Year Students	28th June to 17th July 2024	Participation
2024	Lexicon MILE	Battlefield Insights: Lessons from War and Geo-Politics	1st Year Students	22nd July 2024	Participation
2024	Lexicon MILE	Blood Donation Drive	1st & 2nd Year Students	31st July 2024	Participation
2024	Lexicon MILE	Debate Competition	1st & 2nd Year Students	11th October 2024	Participation
2024	Lexicon MILE	Design Thinking Workshop	1st Year Students	20th December 2024	Participation
2024	Lexicon MILE	E-Resource Orientation Workshop	1st Year Students	27th December 2024	Participation
2025	Lexicon MILE	2-day Outbound Training	1st Year Students	12th & 13th January 2025	Participation
2025	PPCR	Pune Traffic Mitigation Internship Program'	1st Year Students	13th February 2025	Participation
2025	Lexicon MILE	HR Case Study Competition	Students of HR	15th February 2025	Participation
2025	Lexicon MILE	Paryavaran Competition (NSPC)	1st Year Students	17th February 2025	Participation
2025	Lexicon MILE	Academy Industry Week	1st Year Students	17th to 23rd March 2025	Participation

5.6.2. Students' Publication (05)

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.

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Lexicon Management Institute of Leadership and Excellence promotes and motivates students to work on research publications.

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

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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 Satapthy	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

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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
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	LEXIPEDIA Special Issue 2022, ISSN-2321-6964

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			in India.	
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	A study on talent acquisition challenges faced by IT start-ups in	LEXIPEDIA Special Issue 2022, ISSN-2321-6964

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		Thakur	Bangalore	
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
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

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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

Annexures

5.1. List of Entrepreneurs

Batch 2022-24		
Sr.No.	**Name**	**Designation**
1.	Chandraveer Singh Panwar	Entrepreneur
2.	Murtaza Batterywala	Entrepreneur
3.	Akash Padwal	Entrepreneur
Batch 2021-23		
Sr.No.	**Name**	**Designation**
1.	Jay Lamba	Entrepreneur
2.	Vaghani Dhruvkumar Kalpeshbhai	Entrepreneur
3.	Vaghasiya Harsh Niteshbhai	Entrepreneur
4.	Anil Shravankumar Jangid	Entrepreneur
Batch 2020-22		
Sr.No.	**Name**	**Designation**
1.	Ram Mangesh Rebhe	Entrepreneur

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2.	Tarun Sangidwar	Entrepreneur
3.	Sankalp Sharma	Entrepreneur
4.	Shubham Gunjal	Entrepreneur

5.2. List of highest-placed students & top recruiting Companies

Batch 2022-24 - Highest Placements		
Sr. No.	**Name**	**Company**
1	Akansha Patel	Johnson and Johnson
2	Suhani Marwadi	Philips India Limited
3	Trupti Gupta	LODHA Group

1. Akansha Patel

2. Suhani Marwadi

3. Trupti Gupta

Batch 2022-24 - Top 10 Recruiting Companies		
S. No.	**Name of the Company**	**Logo**
1.	IDFC First Bank	IDFC FIRST Bank
2.	Bajaj Housing Finance Limited	BAJAJ HOUSING FINANCE
3.	BNY Mellon Technology Private Limited	BNY MELLON
4.	Eclerx Services Ltd.	eClerx
5.	NielsenIQ India Private Limited	NielsenIQ

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6.	Ocwen Financial Solutions	
7.	Reliance Retail	
8.	Teachers Insurance and Annuity Association of America (TIAA)	
9.	Johnson & Johnson	
10.	Lodha Group	

Batch 2021-23 - Highest Placements		
Sr. No.	**Name**	**Company**
1	Rohan Kumar Sahgal	BosonQ Psi
2	Ashutosh Verma	BosonQ Psi
3	Ashutosh Murarka	Choice International

1. Rohan Kumar Sahgal

2. Ashutosh Verma

3. Ashutosh Murarka

Batch 2021-23 - Top 10 Recruiting Companies		
S. No.	**Name of the Company**	**Logo**

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1.	IDFC First Bank	
2.	Bajaj Housing Finance Limited	
3.	BNY Mellon Technology Private Limited	
4.	Eclerx Services Ltd.	
5.	NielsenIQ India Private Limited	
6.	Ocwen Financial Solutions	
7.	Reliance Retail	
8.	Teachers Insurance and Annuity Association of America (TIAA)	
9.	Times of India	
10.	UBS	

Batch 2020-22 - Highest Placements		
Sr. No.	**Name**	**Company**
1	Syed Arzoo	Searchbourne Consulting Private Limited
2	Ganga Jayachandran Mannadiar	Searchbourne Consulting Private Limited

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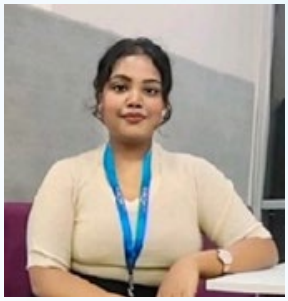
3	Rima Mondal	Eclerx Services Ltd.



1. Syed Arzoo Karina **2. Ganga Jayachandran Mannadiar** **3. Rima Mondal**

Batch 2020-22 - Top 10 Recruiting Companies		
S. No.	**Name of the Company**	**Logo**
1.	Allstate Corporation	
2.	Accenture	
3.	Bajaj Allianz General Insurance Company Limited	
4.	CITI Bank	
5.	Credit Suisse	
6.	Eclerx Services Ltd.	
7.	Hongkong and Shanghai Banking Corporation Limited (HSBC)	
8.	Searchbourne Consulting Private Limited	

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9.	Teachers Insurance and Annuity Association of America (TIAA)	TIAA
10.	SG Analytics	SG Analytics excellence, BEYOND

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CRITERION 6	Faculty Attributes and Contributions	250

6.1. Student-Faculty Ratio (SFR) (10)

The student-faculty ratio significantly impacts on 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.

Table 6.1.1. PGDM COURSE

Year	2024-25	2023-24	2022-23
PG1 (Marketing & Finance)	180	180	180
PG2 (Marketing & Finance)	180	180	180
PG1+PG2 (Marketing & Finance)	**360**	**360**	**360**
PG1 (Marketing, Finance & HR)	180	60	60
PG2 (Marketing, Finance & HR)	60	60	60
PG1+PG2 (Marketing, Finance & HR)	**240**	**120**	**120**
PG1(Research & Business Analytics)	**60**	60	60
PG2(Research & Business Analytics)	60	60	60
PG1+PG2 (Research & Business Analytics)	**120**	**120**	**120**
Number of Students in the Department (S)	**720**	**600**	**600**
Number of Faculty in the Department (F)	40	30	36
Student-faculty Ratio (SFR)	18	20	16.67
Average SFR	**18.22**		

* Average SFR < = **19 - 08 Marks**

PGDM MARKETING & FINANCE COURSE

Year	2024-25	2023-24	2022-23
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)	20	18	18
Student-faculty Ratio (SFR)	18	20	20
Average SFR	**19.33**		

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6.1.1. Provide the information about the regular and contractual faculty as per the format mentioned below:

Table 6.1.1.1. Information About Regular and Contractual Faculty

Academic Year	Total number of regular faculty in the department	Total number of contractual faculty in the department
2024-25	30	10
2023-24	25	5
2022-23	31	5

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 Contractual 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

Table 6.2.1. Faculty Cadre

Year	Professors		Associate Professors		Assistant Professors	
	Required F1	Available	Required F2	Available	Required F3	Available
2024-25	4	3	8	3	24	34
2023-24	3	4	7	2	20	24
2022-23	3	3	7	3	20	30
Average Number	3.33	3.33	7.33	2.67	21.33	29.33
Cadre Ration Marks	**17.7**					

Cadre Ration Marks = [(AFI/RFI) + (AF2/RF2*0.6) +(AF3/RF3*0.4)] *10

= [(3.33/3.33) + (2.67/7.33*0.6) + (29.33/21.33*0.4)] *10

= [1 + 0.22 + 0.55]x10

= 17.7

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- If AF1 = AF2 = 0 then zero marks
- Maximum marks are to be limited if they exceed 20.

6.3. Faculty Qualification (20):

FQ =2.0 * [(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).

Table No. 6.3.1. Faculty Qualification

	X	Y	F	FQ=2.0 x[(10X +4Y)/F)]
2024-25	6	24	30	10.40
2023-24	7	18	25	11.36
2022-23	8	23	31	11.10
Average Assessment				**10.95**

6.4. Faculty Retention (20):

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 success and makes a conscious effort to keep its faculty retained by providing competitive compensation and regular salary reviews.

Table 6.4.1. Faculty Retention

Item	2024-25	2023-24
No. of Faculty Retained	12	21
Total No. of Required Faculty in 2022-23	31	
% of Faculty Retained	38.71%	67.74%
Faculty Retained	**53.23%**	

***8 Marks, if Faculty Retention >=50% of faculty retained during the period of assessment keeping CAYm2 as base year**

6.5. Faculty Initiatives on 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.

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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.
- 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 is used in the classroom 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.

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- **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.

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- **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.

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- **Conferences and Conclave**: The institute organizes conferences and conclaves by industry experts, permanent faculty, and visiting faculty. These sessions provide current 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.

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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 Organized**	**Year**	**Duration**	**No. of Candidate**
1	Applications for Project Management for members of Arkoo Industries Dehu Road, Pune	2026	1-Day	21
2	Memory Technique	2023	1-Day	96
3	Insights Into Crypto Currencies	2022	1-Day	52
4	Learning and Development conclave "Reflections and the future of Learning and Development" organized by Lexicon MILE Pune	2022	1-Day	151
5	Sustainability - Environment, Social & Governance (ESG) organized by Lexicon MILE Pune	2022	1-Day	17
6	Banking & You	2021	1-Day	36
7	Decision Making & Problem Solving	2021	1-Day	33
8	Passion Adaptability and Resilience -The Key to Success	2021	1-Day	35
9	Insight Into Project Management	2021	1-Day	89
10	Design Thinking	2021	1-Day	36
11	How To Become Successful in This Time of Uncertainty	2021	1-Day	36
12	Basics of Branding	2021	1-Day	46
13	Neuro-Marketing	2021	1-Day	36
14	Neural Marketing	2021	1-Day	36
15	Managing Money	2021	1-Day	42
16	Data Analytics	2021	1-Day	41
17	Personal Growth along with Organizational Growth	2021	1-Day	37
18	Motivation	2021	1-Day	37
19	Brand Management	2021	1-Day	36
20	Interaction on Leadership Series	2021	1-Day	46
21	Interaction On Entrepreneurship Series	2021	1-Day	41
22	The Exciting World of Brands, Branding, and Consumer Behaviour	2021	1-Day	36
23	A Bankable Advantage	2021	1-Day	43
24	Adversity to Advantage	2021	1-Day	43

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MDP ORGANISED & ATTENDED				
Sr. No.	**MDP Programs Organized**	**Year**	**Duration**	**No. of Candidate**
1	Applications for Project Management for members of Arkoo Industries Dehu Road, Pune	2026	1-Day	21
2	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

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STUDENT FEEDBACK FORM
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

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STUDENT FEEDBACK FORM
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

FACULTY APPRAISAL FORM								
LEXICON MANAGEMENT INSTITUTE OF LEADERSHIP AND EXCELLENCE								
Name of Faculty:								
Department:								
Date:								
Part	**Category**	**Max. Score**	**Appraisal by Self**	**Appraisal by HOD**	**Approval by Director**	**Appraisal by Registrar**	**Appraisal by HR**	**Total Average 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						

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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						
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						

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	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

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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:

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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 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	Mr. Shuchivrat Deshmukh	National	Best Faculty Feedback- 1st position	Lexicon Management Institute of Leadership and Excellence, Pune	2025
2	Ms. Rachana Pulgam	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2024

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3	Ms. Kavita Pareek	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2024
4	Mr. Gurudas Sinalkar	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2024
5	Dr. Bharat Bhushan	National	Smt. Kamal Sharma Award of Academic Excellence 2023	Lexicon Management Institute of Leadership and Excellence, Pune	2023
6	Dr. Lambodar Saha	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2023
7	Mr. Rehan Sheikh	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2023
8	Mr. Vineet Borkar	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2023
9	Dr. Kashmira Lonkar	National	Smt. Kamal Sharma Award of Academic Excellence 2023	Lexicon Management Institute of Leadership and Excellence, Pune	2023
10	Ms. Farheen Belgumwala	National	Smt. Kamal Sharma Award of Academic Excellence 2023	Lexicon Management Institute of Leadership and Excellence, Pune	2023
11	Ms. Rachana Pulgam	National	Late Deepak Zavar Memorial Best	IIMS Institute Pune	2023

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			Research Paper Award Finance		
12	Dr. Ganesh Waghmare	National	Smt. Kamal Sharma Award of Academic Excellence 2023	Lexicon Management Institute of Leadership and Excellence, Pune	2023
13	Ms. Kavita Pareek	National	Smt. Kamal Sharma Award of Academic Excellence 2023	Lexicon Management Institute of Leadership and Excellence, Pune	2023
14	Mr. Amarendra Chitale	National	HR Bhaat National Excellence Award	TRB Group	2023
15	Mr. Amarendra Chitale	National	Smt. Kamal Sharma Award of Academic Excellence 2023	Lexicon Management Institute of Leadership and Excellence, Pune	2023
16	Dr. Swati Yeole	National	Smt. Kamal Sharma Award of Academic Excellence 2022	Lexicon Management Institute of Leadership and Excellence, Pune	2022
17	Mr. Nikunj Gayakwad	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2022
18	Ms. Tarana Agrawal	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2022
19	Ms. Nasiba Rukshana	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2022
20	Mr. Parmeshwar Kawale	National	Employee Colleague of the Month	Lexicon Management Institute of	2022

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				Leadership and Excellence, Pune	
21	Mr. Vikram Singh	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2022
22	Mr. Gurudas Sinalkar	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2022
23	Ms. Shagufta Ashraf	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2022
24	Dr. Raju Varghese	National	Best Academician of the Year Award - CEGR	Center for education growth and research	2021
25	Dr. Jitender Kumar Sharma	National	Certificate of Appreciation	Lexicon Management Institute of Leadership & Excellence	2021
26	Ms. Shagufta Ashraf	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2021
27	Dr. Raju Varghese	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2021
28	Mr. Sangram Raje	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2021
29	Dr. Vineeta Agrawal	National	Employee Colleague of the Month	Lexicon Management Institute of	2021

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				Leadership and Excellence, Pune	
30	Mr. Kapil Kapadiya	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2021
31	Ms. Saumya Mishra	National	Employee Colleague of the Month	Lexicon Management Institute of Leadership and Excellence, Pune	2021
32	Dr. Jitender Kumar Sharma	National	Best Academician of the Year Award - CEGR	Center for education growth and research	2021
33	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 (Organization, Theme, Date & Venue)**
1	Dr. Sphurti Birajdar	NPTEL	2025	Advances in Strategic Human Resource Management (HRM)
2	Ms. Kavita Pareek	Outcome Based Education (OBE)	2025	Faculty Development Program (FDP) by Lexicon MILE.
3	Ms. Kavita Pareek	Retalk Webinar	2025	Strategize your Publishing Journey
4	Ms. Kavita Pareek	Short Term Training Program (STTP)	2025	Transformative Education: Integrating AI Tool With Outcome – Based Learning
5	Ms. Kavita Pareek	National Level Virtual Workshop	2025	AI Tools For Effective Research Writing & Publishing

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6	Ms. Kavita Pareek	Financial Modeling – A Tool for Decision Making	2024	AICTE Training and Learning (ATAL) Academy
7	Ms. Kavita Pareek	NPTEL / Swayam (IIT Roorkee)	2024	Financial Statement Analysis and Reporting (Elite)
8	Ms. Kavita Pareek	Savitribai Phule Pune University (SPPU) – Centre for Publication Ethics	2024	Tow Credit Course in Research and Publication Ethics
9	Ms. Rachana Pulgam	One-Day Workshop on Cyber Security and Ethical Hacking Awareness	2024	NCIIPC, MIC, AICTE, Symbiosis Skills & Professional University
10	Ms. Kavita Pareek	NISM (SEBI)	2024	Online Dispute Resolution (ODR) Mechanism (eLearning course)
11	Ms. Kavita Pareek	NPTEL (IIT Roorkee)	2024	Financial Statement Analysis and Reporting
12	Ms. Rachana Pulgam	3 Days Workshop on Basic Statistical Analysis & Its Interpretation Using SPSS	2024	Institute for Statistics & Analytical Research
13	Ms. Rachana Pulgam	1 Day National Conference on Viksit Bharat @ 2047	2024	Vedant Knowledge Systems Pvt Ltd.
14	Ms. Farheen Belgumwala	SHRM India Talent Leadership Summit & Expo 2024	2024	SHRM India
15	Ms. Kavita Pareek	SLR Bibliometric Analysis Focusing on LR Framework & Use Of AI	2024	MTC Global Leadership Institute, Bangalore, India
16	Dr. Lambodar Saha	Presented “A Study on Environmental Impact of The Aviation Industry"	2024	National Conference, MIMA Institute of Management, Pune
17	Ms. Farheen	Educating for Life	2023	Initiatives of Change (India)

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	Belgumwala			
18	Ms. Swati Chaudhary	1 Day Workshop on Safalta Ka Sankalp	2023	Mahek Industries
19	Mr. Shuchivrat Deshmukh	Presented " A Study of The Interrelationships Between Self-Help Groups and The Level of Socio-Economic Development in The Districts of The State of Maharashtra"	2023	ISDSI Global Conference, Organized at IIM-Ranchi
20	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
21	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
22	Dr. 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
23	Ms. Swati Chaudhary	“Sustainable Ways for Disposal of Expired and Unused Medicines” At Oman Sohar University	2023	6th International Research Conference, Sohar University, Oman.
24	Dr. Vineeta Agrawal	Exploring The Long-Term Dynamics of Engagements Across Various Sectors	2023	6th International Research Conference, Sohar University, Oman.
25	Dr. Vineeta Agrawal	Sustainability, Economics, Innovation, Globalization and Organizational	2023	James Cook University, Singapore (JCUS)

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		Psychology (SEIGOP) 2023		
26	Ms. Kavita Pareek	Presented - Study on Trend of Export and Import of Various Commodities	2023	Foresight College of Commerce (FCC) & Christ College, Pune
27	Dr. 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
28	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
29	Dr. 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
30	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
31	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
32	Dr. Kashmira Lonkar	International Symposium on Law and Peace	2021	MIT World Peace University, Pune

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33	Ms. Farheen Belgumwala	Writing Impactful Research	2021	Emerald Publishing
34	Ms. Farheen Belgumwala	NLP Practitioner & NLP Life Coach	2021	Agile Neuro
35	Dr. 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
36	Dr. 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
37	Dr. 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".
38	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.
39	Ms. Kavita Pareek	Participated	2021	National Webinar on 'Technological Reforms in Commerce & Management' organized by SCMIRT Department of Commerce & Management in Association

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				with IQAC on 5th October 2021.
40	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.
41	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.
42	Dr. 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.
43	Dr. 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.
44	Dr. Vineeta Agrawal	How Higher Education Can Reboot the Economy"	2020	IFIM Business School
45	Ms. Kavita Pareek	Participated	2020	Webinar on 'Career Opportunity in Hospitality Industry' organized by Dnyansagar Institute of Management &

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				Research, Pune on 29th and 30th September 2020.
46	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.
47	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.
48	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.
49	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.
50	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.
51	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.
52	Ms. Kavita Pareek	Participated	2020	Live Webinar on "Post COVID - Apna Time Aayega" By Anurag Basu organized By Rungta

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				Group of Institutions (R1) on 11th July 2020.
53	Ms. Kavita Pareek	Participated	2020	Live Webinar on "Mega Trends for Mega changes" By Ambassador Prof. Deepak Vohra organized By Rungta Group of Institutions (R1) on 05th July 2020.
54	Ms. Kavita Pareek	Participated	2020	Live Webinar on "Covid-19 is an Opportunity" Organized by Rungta Group of Institutions (R1) on 04th July 2020.
55	Dr. Jitender Kumar Sharma	HR Analytics - New Paradigm Shift in Human Resource Department in Organization	2020	International Conference on Human Resource Management (ICHRM) Gulf University
56	Dr. Kashmira Lonkar	Evidence-Based Teaching and Learning Strategies In Higher Education	2020	CREATES, IISER Bhopal
57	Dr. Kashmira Lonkar	Rio + 25 Un Water Action Decade International Short-Term Course Program	2020	IARF
58	Dr. Kashmira Lonkar	Strengthening & Promoting Law School Clinics in India	2019	BVDU New Law College
59	Dr. Raju Varghese	Aligning Management Education to Industry 4.0	2019	International Conference on Industry 4.0 - Engaging with Disruptions at Global Business Scholl & Research Centre in D.Y. Patil University
60	Dr. Raju Varghese	Management Education: The Road Ahead: July 22 and 23	2011	IIM A AND IIM C
61	Dr. Raju Varghese	Workshop on Case Method of Teaching organised by	2009	IIM Indore

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		Case Research Society of India		
62	Dr. Raju Varghese	Training of Trainers Program for Shoppers Stop at IIM Ahmedabad	2009	IIM Ahmedabad

Program Participated: Faculty Development Program

Program Participated: FDP			
Sr. No.	**Name of faculty**	**Details of FDP Programs**	**Date & Year**
1	Prof. Kavita Pareek	NPTEL – AICTE (IIT Madras)	Jan 2024
2	Prof. Jitender Kumar Sharma	One-Day FDP On - Emerging Issues Intellectual Property Rights	25-05-2023
3	Prof. Raju Varghese		
4	Prof. Piali Haldar		
5	Prof. Vineeta Agrawal		
6	Prof. Lambodar Saha		
7	Prof. Ganesh Waghmare		
8	Prof. Anshuman Magar		
9	Prof. Mayadevi Jadhav		
10	Prof. Sandeep Sarkale		
11	Prof. Rachana Pulgam		
12	Prof. Kavita Pareek		
13	Prof. Govind Rathod		
14	Prof. Raju Varghese	One-Day FDP On - Excellence in Teaching - Integrating Flipped Classroom with Learning	30-06-2023
15	Prof. Piali Haldar		
16	Prof. Vineeta Agrawal		
17	Prof. Ganesh Waghmare		
18	Prof. Anshuman Magar		
19	Prof. Mayadevi Jadhav		
20	Prof. Sandeep Sarkale		
21	Prof. Rachana Pulgam		
22	Prof. Kavita Pareek		
23	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		

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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	Prof. 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 Club of Kopargaon Central from 26th to 30th September 2022 in virtual mode.	2022
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

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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

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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 Sanjivani College of Engineering, Dept. of MBA, Kopargaon on 6/4/2020.	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	2020

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		Factors India Pvt. Ltd., organized by DAV Centenary College, Faridabad	
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 help to ignite our students' ambition. Students see the practical application of their studies and get confidence in pursuing their career paths.

Here are some reasons why we have 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. 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

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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	Dr. 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
A.Y. 2024-25				
1	Mr. Harshit Anil Gupta	Certification - AI Powered Digital Marketing	IV	55
2	Mr. Rohit Ghosh	Fintech	IV	72
3	Mr. Bimlesh Mishra	Foreign Exchange Management	IV	117
4	Mr. Samarjeet Das	Certification on Financial Modeling	IV	53
5	Mr. Tejpal Singh Batra	Essentials of Technology	IV	118.5
6	Ms. Ruchi Suneja	Managerial Communication	I	129
7	Mr. Chirag Kothari	MS-Office	I	72
8	Prof. Durgeshwari Chittar	Introduction to Python & R	II	68.75
9	Prof. Mangesh Sanap	Database Management System	II	85
10	Prof. Devang Patel	Corporate Strategy	III	82
11	Dr. Bhagyalakshmi Venkatesh	Product & Brand Management	III	90
12	Prof. Jaina Gandhi	Social Media Analytics	III	60

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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 highlight 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	101
2	Books Publication	18
3	Books Chapter Publication	7
4	Patents Filed / Awarded	8
5	Articles Publication	10
6	Case Studies Publication	11
7	Ph.D. / Fellowship Awarded	2

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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	Dr. Sachin Kulkarni	-	-	AI-Powered Predictive Analytics for Sustainable Urban Development: Addressing Climate Impacts of La Niña and El Niño	Journal of Information Systems Engineering and Management	2025, 10(53s)	e-ISSN: 2468-4376	February	2025	
2	Dr. Sachin Kulkarni	-	-	Book review: HR from the outside in: six competencies for the future of human resources	Rajagiri Management Journal	Vol. 19 No. 1, 2025	ISBN-10: 0071802665 ISBN-13: 978-0071802666	January	2025	Emerald Publishing Limited
3	Dr. Raju Varghese	Dr. Sachin	Dr. Manju	The Psychology behind Successful Loyalty	Empirical Econom	Volume 24 Special	ISSN 1681-8997	January	2025	International Journal of

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		Kulkarni	Chopra	Programs: Understanding Customer Motivation and Engagement	ics Letters	Issue 2				Economics
4	Dr. Sachin Kulkarni	Dr. Raju Varghese	Dr. Manju Chopra	Engaging Gen Z through Social Media Marketing: Strategies, Challenges, and Effectiveness	Empirical Economics Letters	Volume 24 Special Issue 3	ISSN 1681-8997	January	2025	International Journal of Economics
5	Dr. Sphurti Birajdar			Predicting E – Commerce Sales Forecasting and Inventory Management Based on Fuzzy LIM – CNN Technique	ICIETDW	10.1109			2024	
6	Dr. Sphurti Birajdar			Isolation Forest – Based Employee Performance Analysis for Identifying Burnout and Engagement Issues	IC31	10.1109			2024	
7	Ms. Kavita Pareek			Study on Financial Characteristics and the role in food and processing units in	Journal of Economics – Rabindra Bharati	Volume 17,	ISSN: 0975-802X	July	2024	UGC Care

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				Western Maharashtra	Universi ty.					
8	Mr. Shuchiv rat Deshmu kh			A study of the interrelationshi p between self-help groups (shgs) and the level of socioeconomic development in the districts of the state of Maharashtra	ISDSI					
9	Prof. Lambod ar Saha	Prof. Swat i Yeol e	Prof. Jitend er Kuma r Shar ma	Competency Mapping Level of Employees of Weikfield Foods Pvt. Ltd. Pune during Post Covid-19	Pacific Business Review (Internat ional)	Vol:1 6 Issue 7	ISSN: 0974-438X.	Jan	2 0 2 4	WoS
10	Prof. Lambod ar Saha	Ms. Tan ushr ee Cha udhr y	Mr. Parm eshw ar Kawa le	Analysis of the Future of HR with Artificial Intelligence in the IT Sector	Rabindr a Bharati Patrika: Rabindr a Bharati Universi ty	Vol: XXV II Issue 3	ISSN: 0937-0037	Mar	2 0 2 4	UGC Care
11	Prof. Govind Teju Rathod		----	A Study of Influencer Marketing in Online Marketing of Fast-Moving	Rabindr a Bharati Universi ty Journal of	Vol.: XXV II, No:1 0	0975-802X	Dec	2 0 2 3	UGC Care -I

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				Consumer Goods in India	Economics					
12	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
13	Prof. Govind Teju Rathod	---	----	Unveiling The Influence of Indian Mythology on Modern Management: A Quantitative Study	Indian Journal of Psychology	Volume 06	0019-5553	Nov	2023	UGC Care -I
14	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
15	Prof. Mayadevi Jadhav	Prof. Lambodar Saha	Prof. Anshuman Magar, Prof. Govind Teju	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

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			Rathod							
16	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
17	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
18	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
19	Ms. Farheen Belgaumwala	Prof. Swati Yeole	---	Role of HR from Blackboard-to-White Board	Rabindra Bharati Patrika: Rabindra Bharati University	Vol. XXVI, No.7	ISSN No: 0937-0037	Jul	2023	UGC Care

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20	Prof. Lambodar Saha	Prof. Vineeta Agrawal	Kavita Pareek	Financial Literacy and Pattern of Savings, Investment Behaviour of Rural Women: An Empirical Assessment	Journal of Data Acquisition and Processing	Vol. 38 (2)	ISSN – 1004-9037	May	2023	Scopus
21	Ms. Kavita Pareek	Prof. Rupali Kudare	---	To Study the Trend of The Export and Import of Various Commodities 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
22	Prof. Govind Teju Rathod	Individual	Individual	Digital Marketing for Service-Based Enterprises	South India Journal of Social Sciences	Vol. XXI, No.18	0972 – 8945	Jan – Jun	2023	UGC Care -I
23	Prof. Lambodar Saha	Prof. Vineeta Agrawal	Kavita Pareek	Financial Literacy and Pattern of Savings, Investment Behaviour of Rural Women: An Empirical Assessment	Journal of Data Acquisition and Processing	Vol. 38 (2)	1004-9037	Apr	2023	Scopus

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24	Prof. Ganesh Waghmare	Individual	Individual	Design Thinking: A Creative Approach to Develop an Employee Experience Scale	Prabandhan: Indian Journal of Management	Vol. 16, No. 02	ISSN 0975-2854	Feb	2023	Scopus
25	Prof. Ganesh Waghmare	Individual	Individual	A Study to Analyze Satisfaction and Brand Loyalty Among Branded Shirt Customers in Pune City	Lexipedia – An Annual Journal	Vol - 1	ISSN: 2321-6964	Sep	2022	Peer review
26	Ms. Swati Chaudhary	Prof. Lambodar Saha	Individual	Studying The Impact of Competency Mapping Interventions on Enhancing Role Efficacy with Specific Reference to Pune	Lexipedia – An Annual Journal	Vol - 1	ISSN: 2321-6964	Sep	2022	Peer review
27	Prof. Mayadevi Jadhav	Individual	Individual	A Study on "How Customer Relationship Management (CRM) Helps Retail Business Flourish"	Lexipedia – An Annual Journal	Vol - 1	ISSN: 2321-6964	Sep	2022	Peer review

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28	Prof. Piali Haldar	Individual	Individual	A Study on the Assessment of Technology Disruption on Workforce Challenges, Banking Productivity and Efficiency	Lexipedia – An Annual Journal	Vol - 1	ISSN: 2321-6964	Sep	2022	Peer review
29	Mr. Harsh Lazarus	Prof. Swati Yeole	Prof. Lambodar Saha	Decoding the Effects of Performance Appraisal on Job Satisfaction	Lexipedia – An Annual Journal	Vol - 1	ISSN: 2321-6964	Sep	2022	Peer review
30	Prof. Vineeta Agrawal	Ms. Swati Chaudhary	Ms. Kavita Pareek	India's Micro Small & Medium Enterprises (MSME) Sector: Problems and Prospects	Lexipedia – An Annual Journal	Vol - 1	ISSN: 2321-6964	Sep	2022	Peer review
31	Prof. Anshuman Magar	Prof. Vineeta Agrawal	Ms. Rachna Pulgam	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
32	Ms. Rachana Pulgam	Prof. Vineeta Agrawal	Prof. Anshuman Magar	The Analysis of the Role of Behavioural Biases in Investment Decision	Lexipedia – An Annual Journal	Vol - 1	ISSN: 2321-6964	Sep	2022	Peer review

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33	Prof. Anshuman Magar	Prof. Vineeta Agrawal	Ms. Rachna Pulgam	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
34	Prof. Swati Manoj Yeole	Individual	Individual	Impact of Social Media Advertising on Consumer Buying Intentions	Lexipedia – An Annual Journal	Vol - 1	ISSN: 2321-6964	Sep	2022	Peer review
35	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
36	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
37	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

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38	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
39	Prof. Ganesh Waghmare	Individual	Individual	Are Private Banks in India Seeking Welfare of The Stakeholders Through CSR Program? An Empirical Study	Empirical Economics Letters	Vol. 21 (1)	ISSN 1681 8997	Jun	2022	ABDC
40	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
41	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 Econom	Conference Proceedings	978-81-9505 96-1-4	Jul	2022	Peer review

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					ic Growth: Towards the Next Normal					
42	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
43	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
44	Prof. Lambodar Saha	Individual	Individual	An Analysis of Employee Job Satisfaction of Commercial Banks in the Pune Region During Covid-19 Pandemic	Journal of Education	XXX & 3(II)	0972-7176	Mar	2022	UGC Care
45	Prof. Mayadevi Jadhav	Individual	Individual	Consumer Buying Behaviour Towards	AJANTA Publications	XI & 3	ISSN 2277-5730	Jul-Aug	2022	UGC Listed Peer Review

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				FMCG Products with Special Reference to Latur District	UGC Listed Peer Review Journal					
46	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
47	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
48	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

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49	Prof. Vineeta Agrawal	Prof. Lambodar Saha	-	An Analysis of Employee Job Satisfaction of Commercial Banks in Pune Region during Covid-19 Pandemic	Journal of Education (Rabindra Bharti)	Vol. XXX, 3(II)	ISSN – 0972-7175	Feb	2022	UGC Care
50	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
51	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
52	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
53	Prof. Swati Manoj Yeole	Individual	Individual	When Gen Z Buys Headphones, Colour Matters: A Study of	Korea Review of International Studies	Volume 15 Issue 40	ISSN – 1226-4741	May	2022	ABDC

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				Colour Psychology of Gen Z						
54	Prof. Mayadevi Jadhav	Individual	Individual	Brand Awareness and Buying Behaviour of Adolescence Students for Body Care Products – Study Conducted for District Ahmednagar.	Shodhasamhita	Vol. No. IX, Issue-I (XVIII)	ISSN 2277-7067	Jan – Jun	2022	UGC Care
55	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
56	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
57	Mr. Sandeep Sarkale	Individual	Individual	The Analysis of Factor Influencing E-Buying Behaviour of Consumer Towards Online Pharmacies	Journal of Pharmaceutical Negative Results	Vol-13, Special Isuue-9		Dec	2022	Scopus

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				with Special Reference to Pune City in Maharashtra, India						
58	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
59	Dr. Bhavika Nathani	-	-	Crisis-Induced Digital Transformation: Does Leadership Matters to Lead Service Employees Effectively during the COVID-19 Pandemic?	Journal of Global Information and Business Strategy	Vol.: XIV, No.: 1, 2022	0976-492	Dec	2022	Peer review
60	Dr. Kashmira Lonkar	-	-	Labour Welfare and Recognition of Menstrual Rights	Palarch's Journal of Archaeology of Egypt	Vol.: XVIII, 2021	1567-214X	Oct	2021	Scopus
61	Prof. Govind Teju Rathod	Individual	Individual	"A comparative study of the Organizational Structure and Climate of	Vidyabharati International Interdisciplinary	12(1) 293-302	ISSN 2319-4979	Mar	2021	UGC Care

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				Government and Privately managed Primary Schools with reference to Solapur district" A pilot Study	Research Journal					
62	Prof. Swati Manoj Yeole	Individual	Individual	A Case-Article on A Crying Neonate in The Organization: A Case On Insecurity & Psychological Imbalance	Modern Thamizh Research (A Quarterly International Multilateral Thamizh Journal)	Special Issue	ISSN: 2321-984X)	Oct	2021	UGC Care
63	Prof. Ganesh Waghmare	Individual	Individual	A Study on Understanding Future of Artificial Intelligence In The Various Functions Of Marketing	Turkish Online Journal of Qualitative Inquiry	Volume 12, Issue 6	e-ISSN 1309-6591	Jun	2021	Scopus
64	Prof. Ganesh Waghmare	Individual	Individual	Growth Analysis of Educational Technology Market in India	Turkish Online Journal of Qualitative Inquiry	Volume 12, Issue 6	e-ISSN 1309-6591	Jun	2021	Scopus

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65	Prof. Vineeta Agrawal	Individual	Individual	Online Classes & COVID-19: Experiences of Remote Learning from the Perspective of Students and Educators	Kanpur Philosophers	Volume-8, Issue-1, June 2021	ISSN No.-2348-8301	Jun	2021	UGC Care
66	Prof. Lambodar Saha	Individual	Individual	To Study of Employee Morale Level During Covid-19 Pandemic Situation at RSB Transmissions (I) Ltd. Pune	The Journal Oriental Research Madras	SCII & 5	0022-3301	Sep	2021	UGC Care
67	Prof. Raju Varghese	Individual	Individual	Evolution of Business Communities and Its Impact on Business Decisions. Studies In Indian Place	Kala Sarovar journal	Vol-24 No. 4 -2021	0975 – 4520	Sep	2021	UGC Care
68	Prof. Lambodar Saha	Individual	Individual	A Study On E-Leadership Trends In the 21st Century in the Corporate Sector	The International Research Journal of Social Sciences and Humanities	VOL. 10, No. 7, July	2320-4702	July	2021	UGC Care

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69	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
70	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
71	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
72	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
73	Prof. Raju	Prof. Leen	--	Bohora Business Community:	Kanpur Philosophers	Vol. VIII,	2348-8301	Apr	20	UGC Care

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	Varghese	a Dam		Traditional and Progressive Business Practices		Issue-I,			21	
74	Rajni Gyanchandani (Bhavika Nathani)	Dr. Deepak Joroliya	-	Leadership Styles: Foster or Obstruct Team Performance of IT Sector	Shodh Sanchar Bulletin	Vol.: X, 2020	2229-3620	Jul-Sept	2020	UGC Care
75	Prof. Lambodar Saha	Prof. Hrishikesh D Patil	Mr. Minto Shelley	A study of Transformational Leadership and Organizational Effectiveness in the Corporate Sector, in the Pune Region	Studies in Indian Place Name	40 & 95	2394-3114	Feb	2020	UGC Care
76	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
77	Prof. Jitender Kumar Sharma	Geeta Vishwakarma	-	Security Risks in E-commerce: A Meta-analysis of Customers' Perception	International Journal of Advanced	Vol. 29, No.4	ISSN: 2005-4238 IJAST	Nov	2020	Scopus

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78	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	
79	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
80	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

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81	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
82	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
83	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
84	Mr. Sandeep Sarkale	Individual	Individual	Impact of Covid-19 Pandemic on the Indian Economy	Juni Khyat	Vol-10 Issue-5 No. 7	ISSN: 2278-4632	May	2020	UGC Care
85	Prof. Jitender Kumar Sharma	Individual	Individual	CHINA: Restless Hegemonic Posturing: Reasons, Cause & Effects	LEXIPEDIA An Annual Journal	Vol – VI, 1	ISSN: 2321-6964	Sep	2020	Peer review
86	Prof. Anuja Johri	Individual	Individual	An Impact of Westernization on Indian Culture: An	Think India Journal	Vol-22, Special	ISSN: 0971-1260	Dec	2019	UGC Care

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				Exploratory Study		Issue-20				
87	Prof. Vineeta Agrawal	Ms. Veena Sharma	Individual	Technology and Innovations in Forex Transactions and International Remittance	Think India Journal	Vol 22 No 20 (2019)	ISSN: 0971-1260	Dec	2019	UGC Care
88	Prof. Vineeta Agrawal	Individual	Individual	NABARD SHG Bank-Linkage Model: Progress, Challenges & Recommendations	International Journal for Research in Engineering Application & Management	Vol.5, Issue 3, June 2019	ISSN 2454 – 9150	Jun	2019	Peer review
89	Prof. Vineeta Agrawal	Individual	Individual	Embracing Digital Technology in Banking: A Study on Trends & Challenges	Lexipedia Journal	Annual Journal	ISSN Number - 2321-6964	Dec	2019	Peer review
90	Ms. Madhuri Bedekar	Individual	Individual	Neuroplasticity – Rewiring the brain through training and development	Think India Journal	Vol-22, Special Issue-20	ISSN: 0971-1260	Feb	2019	Peer review

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91	Mr. Amar Narkhede	Individual	Individual	Neuromarketing: An Emerging Marketing Tool	Think India Journal	Vol-22, Special Issue-20	ISSN: 0971-1260		2019	Peer review
92	Ms. Veena Sharma	Individual	Individual	Technology and Innovations in Forex Transactions and International Remittance	Think India Journal	Vol 22 No 20	ISSN 0971-1260		2019	UGC Care
93	Prof. Swati Yeole	Individual	Individual	A Study on Social Media Recruitment	Journal – ASM Business Review		ISSN No.: 0974 – 9136		2019	Peer review
94	Ms. Sandra Cruz	Individual	Individual	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
95	Ms. Sandra Cruz	Individual	Individual	Comparative Analysis of Public Sector and Private Sector Bank	Lexipedia - A journal with research insight	Annual Journal	ISSN: 2321 - 6964		2019	Peer review
96	Prof. Anuja Johri	Individual	Individual	An Empirical Study on Strategy Implementation of SME in	Indira Management Review (IMR)	Volume XIII, Issue I, Pg	ISSN (Online): 2582-1261,		2019	Peer review

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				VUCA: A Case of Health Care & Wellness Start-Up		No 34-44.				
97	Prof. Anshuman Magar	Prof. N.C. Dhande	-	A Study of FDI in the Indian Electronics Industry	International Journal of Advance Research in Computer Science and Management Studies -	Volume 7, Issue 4,	ISSN: 2321-7782 (Online)	Apr	2019	UGC Listed Journal
98	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
99	Prof. Lambodar Saha	Individual	Individual	A study on Potential Enhancement & Reward Scheme (PERS) of	International Journal of Advance and Innovati	6 & 1	ISSN - 2394-7780	Feb	2019	UGC Approved

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100	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
101	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

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LIST OF BOOKS PUBLISHED:

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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	Dr. Sachin Kulkarni	Dr. Raju Varghese	Reference Book	Strategic Human Resource management	2025	9789360487355		String Production	First Edition
2	Dr. Nitin Jaglal Untwal	Mr. Utku Kose	Reference Book	Data Analytics for Finance Using Python	2025			CRC Press	Second Edition
3	Dr Bidyanand Jha	Dr Sachin Kulkarni	Reference Book	Clicks on Conversions – Mastering the Digital Consumer Journey	2025	9789362265142		JSR Publications.	First Edition
4	Mr. Neeraj Singh	NA	Reference Book	Trust Me, this will work	2024			Notion Press	Second Edition

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5	Dr. Sachin Kulkarni	Ms. Anjali Upadhye	Reference Book	50 case studies to Inspire Marketing Excellence	2024	9789362267900		JSR Publications.	First Edition
6	Dr. Nitin Jaglal Untwal		Reference Book	Data Analytics for Finance Using Python	2024			CRC Press	First Edition
7	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
8	Prof. Anshuman Magar	Prof. Sharif Mohd.	Reference Book	International Financial Management	2023	978-93-95936-89-7	---	AGP Publication	First Edition
9	Ms. Kavita Pareek	Prof. Shyam K	Reference Book	Financial Management	2023	978-81-19070-11-4	10.25215/8119070119	Redshine Publication	First Edition

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10	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
11	Ms. Kavita Pareek	Prof. Varsha Goyal, Prof. Harsha Thorve	Textbook	Business Valuation	2023	978-81-967244-9-8	---	Nirali Prakashan	First Edition
12	Prof. Amarendra Chitale	---	---	NLP: Life-Transforming Neuro-Magical Stories	2023	978-9354065569	---	Agile Neuro	Second Edition
13	Prof. Anshuman Magar	Prof. Sunil Adhav	Reference Book	Financial Management	2022	978-93-95456-13-5	10.25215/9395456132	Redshine Publication	First Edition
14	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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15	Ms. Kavita Pareek	Ms. Varsha Goyal, Prof. Payal Samdariya	Textbook	International Finance	2020	978-81-9478673-3	-	Tech Knowledge Publications,	First Edition
16	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
17	Prof. Lambodar Saha	Prof. Anand Dadas	Reference Book	Organizational Behaviour	2019	978-93-88809-79-5	-	Thakur Publications	3rd edition
18	Prof. Swati Yeole	Prof. Bhushan Pednekar	Reference Book	Organizational Behaviour	2018	978-93-87665-13-2	-	Success Publications	First Edition

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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 Raju Varghese Vazhapilly	Dr Sachin Kulkarni, Mr. Vishal Ekatpure & Ms. Indrani Salve		A comprehensive Guide for Strategic Human Resource Management	2024			
2	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
3	Prof. Ganesh Waghmare	Individual	Textbook Chapter	Handbook of Research on Data-	2023	978-93-5433-	---	IGI Global Publisher

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				Driven Mathematical Modelling in Smart Cities		574-7		
4	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
5	Parmeshwar Kawale	Kashmira Lonkar	Textbook Chapter	Role of Teachers and Educational Institutions in Social Transformation	2022	978-81-923835-4-5	-	-
6	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

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7	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	-	202241057165A	Mr. Sandeep L. Sarkale	Mr. Sandeep L. Sarkale	Prof. Milind Audumbar	06-10-2023	14-10-2023	Design Framework for Conducting an Assess	Filed

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					Kulkarni			ment of Inventory Management in an Organization. (Field: Management)	
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
4	-	202321035566A	Prof. (Dr.) Sachin Kulkarni	Prof. (Dr.) Sayalee Gankar	Prof. V. Lalitha	22/05/2023	11/08/2023	Digital Technology And Artificial Intelligence Model For Hr Function In Large Organisation	Awarded
5	03-00	359420001	Lexicon Management Institute of Leader	Mr. Nasir Shaikh	Prof. Raju Varghese V.	25-02-2022		Foldable Bag	Registered and filed

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			ship and Excellence						
6	-	202241055511	Prof. Swati Manoj Yeole	Prof. Swati Manoj Yeole	Prof. Asita Ghewari	28-09-2022		A Framework Design for An Investigation into The Optimization of Core HR Administrative Activities Through Outsourcing	Filed
7	TEMP/ E-1/36803/2022- DEL	202211032841	Prof. Anshuman Magar	Prof. Anshuman Magar	Prof. Anurag Agarwal	08-06-2022	24-06-2022	Impact On Investment Pattern with Special Reference to Small and Medium Capitalization Companies	Filed
8	E-12/6161/2022/CHE	202241047511	Prof. Anshu	Prof. Anshuman	Prof. Madhuri	21-08-2022	26-08-2022	The Study on	Filed

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			man Magar	Magar	Ganesh Chaure			Training and Development Program for Enhancing the Performance of The Employee in an Organization	

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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

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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

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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)

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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 Issue (ISSN: 2321-984X)	Modern Thamizh Research (A Quarterly International Multilateral Thamizh Journal) 12th & 13th October 2021 - 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

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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 industry-specific training modules to enhance the skills and knowledge of employees, ultimately improving their performance and productivity.

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Problem-Solving and Consultancy Services: Industries frequently face complex challenges that require specialized knowledge and expertise. Institute offers 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 in 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

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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 Employing 1000 People By 2030	Prof. Raju Varghese, Prof. Swati Yeole	9,438.82	1 Day	2023-24
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,	Prof. Swati Yeole, Prof. Vineeta Agarwal, Prof. Lambodar	1,18,000.00	12 Months	2021-22

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		Process, Marketing, and Finance	Saha, Ms. Tarana Agrawal			
			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	Ms. 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

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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 Mooting	LLOYD Law College	06-08.11.2020	Judge

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		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 consultants 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's 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	Mr. Amarendra Chitale	48000.00	4 days	2023

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2	Jaya Hind Industries	Skill Development	Mr. Amarendra Chitale	24000.00	2 days	2023
3	Jaya Hind Industries	Skill Development	Mr. Amarendra Chitale	24000.00	2 days	2023
4	Jaya Hind Industries	Skill Development	Mr. Amarendra Chitale	24000.00	2 days	2023
5	Forbes Marshall	Emotional Intelligence	Mr. Amarendra Chitale	15000.00	1 day	2023
6	Forbes Marshall	Developmental Performance Enhancement	Mr. Amarendra Chitale	10000.00	1 day	2023
7	Forbes Marshall	Developmental Performance Enhancement	Mr. Amarendra Chitale	10000.00	1 day	2023
8	Forbes Marshall	Developmental Performance Enhancement	Mr. 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	Mr. Amarendra Chitale	40000.00	2 days	2023
10	Clementine Security Software Pvt. Ltd.	Emotional Intelligence Training	Mr. Amarendra Chitale	32000.00	2 days	2023
11	Clementine Security Software Pvt. Ltd.	Emotional Intelligence Training	Mr. Amarendra Chitale	30000.00	2 days	2023
12	Kumon India Education (P) Ltd.	Time Management Training	Mr. Amarendra Chitale	6000.00	2 hours	2023
13	Kumon India Education (P) Ltd.	Influencing & Persuading	Mr. Amarendra Chitale	6000.00	2 hours	2023

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14	Kumon India Education (P) Ltd.	High Impact Presentations	Mr. 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	Mr. 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	Mr. Amarendra Chitale	25375.00	1 day	2023
17	Technologies Pvt. Ltd.	Outbound Team Building Training at Bhor	Mr. Amarendra Chitale	25000.00	4 hours	2023
18	Keller Ground Engineering India Private Limited	Proactive Communication	Mr. 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	Mr. Amarendra Chitale	48000.00	3 days	2023
			Total	**4,29,375.00**		

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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 have detailed descriptions of reality 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 applications: 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 analyzing 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: Analyzing and discussing teaching cases in the classroom 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, Organizer,

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					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	--
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

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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

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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 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 Lecture (15)

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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:

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.

Table 7.1.1.1. - List of students on Industry Sponsored Projects (Batch 2022-24)

Sr No.	Name	PRN	Internship Company	Stipend (per month)
1	Aashi Agarwal	20220214060001	SG Analytics	25000
2	Aastha Ramteke	20220214060002	Bajaj Alliaz	25000
3	Aayush Kumar Singh	20220214060003	Wolters Kluwer	40000
4	Abhichal Singh Bhadauria	20220214060005	SG Analytics	15000
5	Aditi Goyal	20220214060010	Wolters Kluwer	40000
6	Aditya Panda	20220214060011	TCS	25000
7	Akansha Patel	20220214060017	Johnson and Johnson	50000
8	Akshit Malik	20220214060020	eClerx	20000
9	Amrita Sahu	20220214060028	Wolters Kluwer	40000
10	Ananya Nishad	20220214060031	Wolters Kluwer	40000
11	Ankit Sharma	20220214060037	eClerx	22000
12	Ankita Biswas	20220214060038	Zieloch	15000
13	Anmol Aman	20220214060043	SG Analytics	25000
14	Anuj Sasmal	20220214060045	SG Analytics	25000
15	Anushka Mittal	20220214060048	SG Analytics	25000
16	Aquib Mahboob	20220214060050	SG Analytics	25000
17	Arijit Mondal	20220214060051	SG Analytics	25000
18	Avik Mundra	20220214060058	SG Analytics	15000
19	Ayush Sharma	20220214060060	SG Analytics	15000
20	Ayushi Verma	20220214060063	Atlas Copco	18000

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21	Chetna Kakde	20220214060069	eClerx	20000
22	Darshan Rajgire	20220214060070	Tax Block	10000
23	Disha Agrawal	20220214060080	Wolters Kluwer	40000
24	Ekansh Nashine	20220214060083	SG Analytics	25000
25	Gaurav Sharma	20220214060087	SG Analytics	25000
26	Harinandan Singh	20220214060089	SG Analytics	25000
27	Jayant Krishnat Patil	20220214060103	SG Analytics	25000
28	Jitendera Kumar	20220214060105	SG Analytics	25000
29	Kanchan Maji	20220214060108	Tax Block	10000
30	Kavi Ranjan Sharma	20220214060112	Value Ethics	27000
31	Kirtivardhan Mishra	20220214060114	SG Analytics	25000
32	Leeladhar Sakre	20220214060118	SG Analytics	15000
33	Madhurima Dutta	20220214060120	Tax Block/SG Analytics	15000
34	Mahima Agarwal	20220214060121	SG Analytics	15000
35	Mamta Bhalotia	20220214060122	Fintech	16000
36	Mansi Rajiv Said	20220214060124	Tax Block/SG Analytics	10000
37	Nandani Sharda	20220214060141	SG Analytics	25000
38	Nitesh Pandey	20220214060148	Tax Block	10000
39	Palak Keshari	20220214060149	Zieloch	15000
40	Prashant Nalawade	20220214060161	Tax Block	10000
41	Priyansh Vijay Shrivastava	20220214060170	Wolters Kluwer	40000
42	Rajeev Ranjan	20220214060179	RVDS Technology Pvt. Ltd.	20000
43	Rajshree Sinha	20220214060180	Aditya Birla	15000
44	Rashika Kumari	20220214060183	Tax Block	10000
45	Ruchika Vijay Dhope	20220214060190	Vanderlande	18000
46	S. Naveen Kumar	20220214060193	Swati Reailty	12000
47	Saloni Bora	20220214060199	SG Analytics	25000

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48	Sanchita Srivastava	20220214060201	Wolters Kluwer	40000
49	Sanjay Mahanty	20220214060203	SG Analytics	25000
50	Shivaksh Kumar Pandey	20220214060211	Market Research Future	10000
51	Shubham Hemraj Rahate	20220214060228	Ocwen	31250
52	Shubham Shelar	20220214060229	eClerx	20000
53	Shubhi Mishra	20220214060231	eClerx	20000
54	Srikanta Mohanty	20220214060238	Tax Block	10000
55	Subrata Hazra	20220214060241	SG Analytics	15000
56	Sudhansu Nayak	20220214060242	SG Analytics	25000
57	Sumit Sinha	20220214060244	SourceOne	15000
58	Tushar Bitoliya	20220214060261	Eclerx	20000
59	Varun Singh	20220214060267	Wolters Kluwer	40000
60	Vedant Pawar	20220214060269	SG Analytics	25000
61	Vijay Laxmi Jaiswal	20220214060272	Wolters Kluwer	40000
62	Vivek Kumar Singh	20220214060277	SG Analytics	15000
63	Yash Kumar Shukla	20220214060283	SG Analytics	25000
64	Yomeet Nandani	20220214060289	SG Analytics	30000
65	Naveen Chandra Pandey	20220214060297	eClerx	20000
66	Himanshu Ganvir	20220214060308	SG Analytics	25000
67	Suhani Marwadi	20220214060318	Philips India Limited	45000
68	Praveen Kumar	20220214060319	Tax Block	10000
69	Saurabh Verma	20220214060327	SG Analytics	15000
70	Tanisha Choudhary	20220214060340	Sun Security Services	20000
71	Shreya Deshpande	20220214060353	SG Analytics	25000

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,

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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

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.

Details	Batch 2023-25	Batch 2022-24	Batch 2021-23
Total students	170	179	95
Industrial Visits organized	4	6	3
Students participated in Industrial Visits	139	141	150

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Table 7.1.1.2. - 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	Forbes Marshal	Manufacturing	Pune
5	Mexion Wheels	Automobiles	Pune
6	Burckhardt Compression (India) Pvt. Ltd	Manufacturing	Pune
7	Yazaki India Pvt Ltd	Automobiles	Pune
8	Praj Industries Ltd.	Oil and Gas	Pune
9	Armacell	Manufacturing	Pune
10	Phoenix Market City	Mall	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:

- It is 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 on management trends and practices.
- Helps students to become The Right Contender for the corporate world.
- Placement focused.

The program includes workshops, 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.

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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 energetic, matured future managers.

Major CBII Programs conducted for first two trimesters

The first academic 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, values and beliefs and outcomes. This was done online with soft copy reports and hybrid briefing.
2. **Discovery Interviews** - These will be one on one interviews which are 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 student.
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. **Individual PI** - PI about 20 min per student. 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 7.1.1.3. Indicative List of Industry Interactions (Guest Lecture)

Sr No.	Name of the Guest	Designation	Company	Topic
1	Mr. Vaibhav Gaur	West Head Cloud Consulting	Searce.Inc	Discover Your Niche (Marketing)
2	Mr. Kaustubh Pingale	Chief Executive Officer	BPMBC Marketing Research India Pvt.Ltd.	Discover Your Niche (Marketing)

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3	Mr. Gajanan Sapate	Co-Founder and Director	Social Champs Media Pvt.Ltd	Discover Your Niche (Marketing)
4	Ms. Kalpana S Patil	Business Leader	KPS Knowledge Hub	Discover Your Niche (Marketing)
5	Mr. Nitin Beohar	Head of Marketing	Wagento	Discover Your Niche (Marketing)
6	Ms. Priya Jaiswal	Business Analyst & Workforce Manager	HSBC	Discover your Niche (BA)
7	Ms. Karuna Jain	Business Analyst	Wolters Kluwer	Discover your Niche (BA)
8	Mr. Chandrahas Shetty	Executive Director	UBS	Discover your Niche (Finance)
9	Mr. Sachin Shirol	CFA & Head of Finance	Frido	Discover your Niche (Finance)
10	Mr. Sameer Limaye	Head of Family Office & Corporate Treasury	Kisha Private Limited	Discover your Niche (Finance)
11	Mr. Ramanuj Choubey	Global Head - HRBP & HRTech/HRIS	Tejas Networks	Discover your Niche
12	Mr. Zafar Modak	Associate Director-People & Culture	Datafortune	Discover your Niche (Human Resource)
13	Ms. Sanika Doshi	Asst Manager	Datafortune	Discover your Niche
14	Ms. Ketki Dorve	Sr. Executive HR	Datafortune	Discover your Niche
15	Mr. Anindita Acharjee	Manager - HR	Intra Edge	An approach will define You.
16	Dr Anurag Jain	Associate Professor	Manipal Academy of Higher Education	Discover your Niche
17	Ms. Kalpana Bhandari	National Marketing Manager	Reliance Retail	Industry Insights & Strategy: Navigating a National Role
18	Dr Abhay Jere	Vice Chairman & Chief Innovation Officer	AICTE & CIO	Ideation & Innovation
19	Mr. Allwyn Shelke	Senior Analyst	Microsoft India	IT industry career opportunities after

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				PGDM
20	Mr. Krishna Chivukula	CEO	Indo -MM	Leadership Talk
21	Dr Radhakrishnan Pillai	Director	Chanakya Institute	Arthashastra
22	Mr. Shashank Verma	Founder	Kriya Labs- AI Incubator	Think. Plan. Pitch. Briefing on the business plan competition
23	Mr. Mohammad Raza Abbass	Senior Process Analyst	Gallagher	Career pathways in process analysis and management consulting
24	Mr. Pranav Desai	University Relation Officer	CFA institute	Information session about CFA program and career opportunities thereafter
25	Ms.Christine Ferns	President and CEO	Step up Consulting, USA	Building a successful career: Strategies for achieving your goal
26	Mr. Sarbajit S. Puri	Founder and Chairman	Fateh Rural Ltd.	Book Launch & Author Interaction The power of tier3 &4 cities of India gateway to a $10 trillion economy
27	Mr.Kunal Awasthy	Consultant- Strategic Business & E-commerce	Hamdard Foods	Book Launch & Author Interaction The power of tier3 &4 cities of India gateway to a $10 trillion economy
28	Mr. Sudarshan Sonune	AVP, treasury- Capital Planning and Management	Citi Bank	Fincorp Connect- careers in banking
29	Mr. Shivraj Dukre	Implementation Manager, Investment Banker	GMT Academy	Fincorp Connect- role of financial model in decision making
30	Mr. Vishal Shelve	Author, NLP Trainer	Trainer	Debate competition
31	Mr. Naveen Pandey	Sales Management Trainee	Aditya Birla Chemicals	Alumni Connect

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32	Ms. Maitreyi Shah	Industry Psychologist and HR Professional	Aditya Birla Chemicals	Alumni Connect
33	Mr. Sachin Bhandari	Executive Director and CEO	VTP Reality	Leadership series
34	Mr.Prakash Jadhav	Co-Founder and Chief Mentor	Second Income	Finverse- exploring financial horizons with the essentials of market
35	Dr. Pavan Soni	Founder and Innovation Evangelist	Inflexion Point	Design Thinking Workshop
36	Mr.. Gaurav V. Date	Training specialist	EBSCO information services	Empowering your academics: E-Resource Orientation workshop
37	Yogacharya DR Ananda Balayogi Bhavanani	Director	ISCM	Leadership Talk
38	Mr. Hardit Singh Lamba	Head- Digital, Direct and Product	Poonawala Fincorp	Campus drive for Poonawala Fincorp
39	Mr. Saurav Roy	Head of Talent Acquisition	Poonawala Fincorp	Campus drive for Poonawala Fincorp
40	Mr.Prabhat Yadav	General Manager-HR	Poonawala Fincorp	Campus drive for Poonawala Fincorp
41	CA CS Pushkaraj Vishnu Joshi	Professional Consultant & advisor and director	Gharpoch Connect Pvt ltd	Decoding Budget 2024
42	Mr.Satyen Kumar Das	Director- Finance and administration and director on board	NORD Drive Systems Pvt ltd	Decoding Budget 2024
43	Mr. Nikhil Paratwar	Digital Marketing Domain Expert	Zensar Technologies	Digital Marketing In B2B and understanding Martech Landscape
44	Dr Umesh Bhushi	Educationist	Freelance	Education a way of Life - Live MBA & Professionalism in Education
45	Juan Carlos Rivero	Senior VP global Talent Management	Wolters Kluwer	Paradigm Shift From campus to corporate

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46	Ms Gayatri B.	Manager- HR	IntraEdge	An approach will define you
47	Ms Shalaka Kale	Founder and Coach	InnerSpace Consulting	Introduction to outcome-based education
48	Ms Israr Khan	CEO	Bramhacorp	Placement Readyness
49	Mr Ranjit Raje	Senior Consultant/Senior Business Analyst	Innerspace Consulting	Mastering Milestones: strategic goal setting for tomorrow leaders
50	Mr Milan Bavishi	Director- Content	Brahmacorp Ltd.	Making Ambitious Decisions for career success
51	Mr Priyank Kapoor	Associate Director-Offline Distribution	Amaris Consulting	Importance of learning multiple languages
52	Mr Varun Kumar	Manager- Key accounts	Upstox	Basics of stock- trading and breakout strategy
53	Dr.Umesh Bhushi	Educationist	Upstox	Basics of stock- trading and breakout strategy
54	Ms Preeti Ahuja	CHRO	Upstox	Basics of stock- trading and breakout strategy
55	Mr. Sandeep Pande	Researcher and Trainer	National Insurance Academy	Leadership talk
56	Ms.Priyanko Dasgupta	Business Head	Empower you	Manpower Mastery: Recruitment and selection
57	Dr Kiran Bedi	Former Lt Governor of Puducherry and Founder	Navjyoti India Foundation	Leadership Talk
58	Ms Vidisha Joshi	Corporate soft skill trainer	Words Maya & ICAI	Virtual meeting etiquette
59	Ms. Zafar Modak	Sr Manager- HR	Datafortune	Code to culture: HR's impact on the tech Realm
60	Ms Arathi Purohit	Corporate Soft Skill trainer	Freelancer	Mastering Excel with AI
61	Mr Vasant Kamble	AGM-HOD	SuMax Enterprises Pvt. Ltd	Manufacturing 4.0 scope and opportunities

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62	Mr Rohit Kalamkar	Head-HR	Gemini Software Solutions Pvt. Ltd	Charting career in finance sector: Specialization and Opportunities Specialization and Opportunities
63	Mr Sangram Raje	Associate Director - Sales	The Ritz Carlton	Leveraging international MBA expertise and cross-cultural experience
64	Ms Vidisha Joshi	Corporate soft skill trainer	Words Maya & ICAI	Email Etiquette
65	Ms Deepti Sharma	Vice President-Wholesale Banking	Axis Bank	Exploring career pathways in banking and fintech
66	Mr Suraj Narain	EMD and founder	SearchBourne Consulting Pvt Ltd	Developing campus recruitment strategies-CHRO panel discussion
67	Ms Pooja Bansal	Executive Vice President and CHRO	Piaggio India	Developing campus recruitment strategies-CHRO panel discussion
68	Mr Saurabh Shah	Director, Head of People Ops	Krafton India	Developing campus recruitment strategies-CHRO panel discussion
69	CAPT. Raman Raina	Director-HR	Honeywell	Developing campus recruitment strategies-CHRO panel discussion
70	Mr Kalyan Pawar	Executive Vice President and Corporate ER	Endurance Technologies Ltd	Developing campus recruitment strategies-CHRO panel discussion
71	Ms Deepli Singhal	Director of Human Resources	Conrad Pune	Developing campus recruitment strategies-CHRO panel discussion
72	Mr Ajit Jagtap	Director	Inaiways technology pvt ltd	The future of Work: adapting to a digital workforce- CXO panel discussion
73	Mr Francis Padamadam	Managing Partner and Head of APAC	Tritonexec X Hirewell	The future of Work: adapting to a digital workforce- CXO panel discussion

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74	Mr Ranjit Batra	President, Hospitality Management	Panchshil Realty	The future of Work: adapting to a digital workforce- CXO panel discussion
75	Mr Sakaar Anand	India Head and Head of HR	BMC software	The future of Work: adapting to a digital workforce- CXO panel discussion
76	Ms. Ancy Nimsha Sreenivasan	Vice President-HR, Intraedge and Director, Consultant People and Culture	BDV solutions	The future of Work: adapting to a digital workforce- CXO panel discussion
77	Mr. Rajat Malhotra	Registered Patent Attorney	Freelance	Intellectual Property Rights and practical aspects of Patenting
78	Dr. Niti Dewan	Head of Patent and Business Development	Freelance	A session on change management
79	Mr Gaurav Chaudhary	Network and Security Consultant	HCLTech	Fundamentals of Patent Publication
80	CDR Pratap Pawar	VP IT and Shared Services	GS Lab	Campus to Corporate - Industry Expectation From Management Students
81	Ms Uma Dabir	Corporate Trainer	Freelance	Corporate Étiquettes Certification Sessions
82	CDR Pratap Pawar	VP IT and Shared Services	GS Lab	Certification in HR Analytics
83	Mr Anand Shaligram	Head of HR	Welspun Pvt Ltd	Unlocking HR'S strategic potential: ELevating HR to business partner status
84	Ms Deepa Rao Walimbe	TA specialist	Northern Trust	Talent Acquisition
85	Ms Kavita Tandon	Director HR, India HR Leader	Snowflake	Tomorrow's Leaders: Developing Future Skills through competency mapping
86	Ms Swasti Khandale	Image Consultant, Soft Skill and	Freelancer	Corporate etiquette: Telephone Etiquette

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		Behavioral Trainer		
87	Ms Shilpa Nimbalkar	Head of HR(AVP)	Bitwise India	Corporate etiquette: Telephone Etiquette
88	Mr Amar Yadav	AVP-Client Servicing	IndiaMART Intermesh Limited	Corporate research and learning Internship
89	Ashish Gakrey	Founder	Bitwise India	Factors influencing salary determination
90	Mr Vaibhav Kembhavi	Portfolio Management	IndiaMart	Life after management studies: Navigation To a Sustainable Career
91	Mrs Leena Joshi	Director	HR Shapers	People Power
92	Smt G saroja Vivekanand	Managing Director	HSBC	Navigating your corporate journey through the world of banking
93	Mr Vishnu Dhanapal	Regional Direction	Red tree design studio Pvt ltd	Practicing Managers session
94	Mr Saurabh Shah	Director, Head of People Ops.	Krafton India	Leadership talk series
95	Mr Sanket Shah	Vice President	Barclays	Acclimatizing To the UK
96	Mr Harshit Gupta	Founder and Digital Marketing Mentor	TopXo Media	SPARK- A Reinventing Journey
97	Mr Harshvardhan Pawar	Digital Marketing Manager	RaRi Softworks	Career opportunities in Finance
98	Ms Vasanti Mulajkar	Founder and Director	VM3 Tech Solutions LLP	AI Powered digital marketing masterclass
100	Ms Shreya Sharma	CEO and Founder	Rest The Case	Digital marketing strategies
101	Ms. Vaishali shah	VP-HR	Qualys	Insights into building a tech driven company from the ground up
102	Ms.Pallavi sarkar	Vice President HR, IR and Admin	GIC	Preparing for your first interview
103	Mr.Namdev More	Global People Business Partner	Teradata	HR summit
104	Ms.Samitabh Roy	HR Lead	Norma Group products	HR summit

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105	Mr.Santanu Ghoshal	CHRO	DRISHTEE	HR summit
106	Mr. Megha jashnani	Senior Director - Talent Management and Strategic Workforce Planning	Nassaq	HR summit
107	Mr. Manish Khare	Associate Director, Talent & People Operations Delivery	Worley	HR summit
108	Dr. Prashant Pawar	Head People Strategy and Learning Initiatives	Bioprime	HR summit
109	Ms. Nisa Konnakkattil	TA Head	YUJ Designs	HR summit

7.1.2. Participation of Industry Professionals in Curriculum Development, Projects, Assignments 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 7.1.2.1. - 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

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- **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 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.

The Academic Council meets each year and relies on the strong participation of members to ensure the effective conduct of business. The Syllabus Revision Team (SRT) reports 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

Table 7.1.2.2 - Industry Representatives - Board of Governors

Industry Representatives - Board of Governors			
Sr. No	**Name**	**Company**	**Designation**

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1	Mr. Chavan Nagraj	Apple India	Global Head - Business Intelligence, learning & Digital Centre of Excellence
2	Mr.Girish Iyer	The CITCO Group of Companies	Managing Director
3	Mr.Anupam Tyagi	American tower Corporation	Regional Operations Head
4	Mr. Aditya Rahul	Allstate Insurance	Organization Talent Advisor
5	Mr.Suraj Narain	SearchBourne Consulting Inc.	Founder and CEO
6	Mr.Ajit Thatte	Enkay Technologies Pvt ltd	Former CEO
7	Pravin Rattan	Amcor Rigid Plastics	Former Director

Table 7.1.2.3 Composition of Board of Studies (BoS) for AY 2024-2026

Subject Head - Faculty Chairperson	Director/ HOD of the Subject/ Course	Nominated Member - Academic Council	Industry Experts	Academic Experts	Alumni Stakeholders	Convenor Faculty for the Subject
Dr Karishma Lonkar	Dr Raju Varghese Vazhapilly	Mr Ajit Thatte	Mr Girish Iyer Mr Gautam Pherwani	Dr Anand Deshmukh Dr Vijay Kulkarni	Ms Swechha Tiwari	Prof Kavita Pareek

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 the 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.

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- They get an opportunity to learn a lot of insights & knowledge while on the job.
- 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.

7.1.3.1. Executive Education – Sponsorship Projects from Industry

Sr. No.	Sponsored By	Title of Project	Researcher	Co-Researcher	Sponsorship Amount (In Lac)	Duration	Year
1	Sony Paints Private Limited, Nagpur	Startup Consultancy	Dr. Raju Varghese	Individual	2	12 Months	2020-21
2	Rest the case, Pune	Awareness of online legal solutions platform	Mr. Nasir Shaikh	Individual	1.5	3 Months	2020-21
3	Aaha Pav Bhaji, Pune	Setting up of Covid 19 Compatible Fast food delivery services in Pune	Ms. Farheen Belgaumwala	Individual	1	3 Months	2020-21
4	Multifit Wellness Private Limited, Pune	"Future of fitness" Study of Franchisee fees and models via regions for Gyms in India	Dr. Jitender Kumar Sharma	Individual	2.25	3 Months	2020-21
5	Educrack Private Limited, Pune	"Leveraging on students performance for online preparation of competitive exams"	Dr.Kashmira Lonkar	Individual	0.61	3 Months	2020-21
6	VSqure Beverages, Pune	A critical analysis of business with respect to people, process, marketing and finance	Dr. Jitender Kumar Sharma	Individual	1.18	12 Months	2021-22

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7	Coffee Max Beverages, Pune	A critical analysis of business with respect to people, process, marketing and finance	Dr. Jitender Kumar Sharma	Individual	1.18	12 Months	2021-22
8	Lexicon Lifestule Private Limited	Competition and Brand analysis of CITTA brand baby products	Dr. Raju Varghese	Individual	3		2021-22
9	Dhanapriya Auto Udyog, Pune	Small business consulting	Mr. Nasir Shaikh	Individual	8.26	12 Months	2021-22
10	Mahek Industries, Pune	Transformational management project with a vision of employing 1000 people by 2030	Ms.Tanushree Chaudhary	Individual	1.88	12 Months	2021-22
11	Rakesh Transformers Pvt. Ltd, Pune	Small business consulting	Ms. Farheen Belgaumwala	Individual	1.77	12 Months	2021-22
12	Amar Transformers Pvt. Ltd, Pune	Small business consulting	Dr.Kashmira Lonkar	Individual	3	12 Months	2021-22
13	Thinker Place Pvt. Ltd, Pune	Impact of STEM Toys in Learning of Students at Elementary Level	Mr.Parmeshwar Kawale	Individual	3.896	12 Months	2021-22

7.1.3.2. Industry Sponsorship of Student Activities - Live Projects

At Lexicon MILE, students engage in live projects as an integral part of their academic journey. These Projects provide hands-on experience and help students to apply theoretical concepts to real business scenarios. The experience enhances practical skills, industry readiness, and professional confidence. This approach ensures students graduate with relevant, real world experience. Students completed their live projects with companies like, CITTA, Multifit, Searchbourne, Rest the case Pune Time Mirrors and many more.

Batch 2024-26 - List of Students selected/Not Selected for Live Project

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Sr. No	PRN No.	Student Name	Company Name
1	20240216060004	Abhigyan Sharma	CITTA
2	20240216060010	Adesh Devram Lohakare	The Lexicon Schools
3	20240216060048	Archi Choudhary	MultiFit
4	20240216060054	Ashutosh Kumar	Nukkad Café
5	20240216060079	Dhruv Mahesh Shah	MultiFit
6	20240216060084	Divya Santsosh Chandak	The Lexicon Schools
7	20240216060086	Ekta Kosariya	Pune Times Mirror
8	20240216060089	Gaganpreet Kaur Sethi	Rest The Case
9	20240216060099	Harshvardhan Singh	The Lexicon Schools
10	20240216060104	Jiya Chhajer	MultiFit
11	20240216060109	Kaushiki Srivastava	The Lexicon Schools
12	20240216060112	Satwika Kintala	Pune Times Mirror
13	20240216060127	Mayank Mishra	MultiFit
14	20240216060131	Mehak Koul	CITTA
15	20240216060155	Palak Khatri	MultiFit
16	20240216060164	Piyush Moolchandani	The Lexicon Schools
17	20240216060170	Pragati Kumari	MultiFit
18	20240216060171	Prakriti Chaurasia	CITTA
19	20240216060193	Rajkishor Raut	MultiFit
20	20240216060204	Riya Bhatia	Rest The Case
21	20240216060205	Riya Kumari	MultiFit
22	20240216060208	Rohit Sanjay Kumar Pise	SecondIncome
23	20240216060230	Shilpy Kumari	CITTA
24	20240216060235	Shripad Subodh Patil	SecondIncome
25	20240216060237	Shruti Ravigupta	The Lexicon Schools
26	20240216060251	Subhshree Mallick	The Lexicon Schools
27	20240216060264	Taren Kumar Jena	Upstox
28	20240216060265	Tejaswini Dilip Sujdekar	MultiFit
29	20240216060290	Yash Gupta	Pune Times Mirror
30	20240216060296	Saloni Jaiswal	MultiFit
31	20240216060300	Vishwash Tiwari	MultiFit
32	20240216060301	Saksham Jain	The Lexicon

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			Schools
33	20240216060310	Tanushree Maheshwari	Rest The Case
34	20240216060342	Anshika Vishnu Mishra	MultiFit
35	20240216060349	Shubham Kumar	CITTA
36	20240216060377	Subham Jain	CITTA
37	20240216060008	Abhishek Singh	Upstox
38	20240216060035	Anjali Kumari	The Lexicon Schools
39	20240216060055	Aswinkumarkaran	MultiFit
40	20240216060087	G.Srushti Gundare	Rest The Case
41	20240216060090	Gaurav Silamwar	Rest The Case
42	20240216060091	Gautam Thakur	Profitmart
43	20240216060095	Harsh Ghodela	Pune Times Mirror
44	20240216060117	Kushal Chetan Gor	Nukkad Café
45	20240216060167	Prabhat Kumar	CITTA
46	20240216060168	Prachi Agarwal	The Lexicon Schools
47	20240216060176	Pratham Sunil Goud	MultiFit
48	20240216060186	Priyansh Jangid	SecondIncome
49	20240216060190	Rachit Bharti	Nukkad Café
50	20240216060199	Ridham Manoj Jain	Profitmart
51	20240216060202	Rishabh Thapliyal	The Lexicon Schools
52	20240216060210	Roshni Kumari	Profitmart
53	20240216060238	Shruti Maheswari	Thinkerplace
54	20240216060258	Swatika Mohankuda	Upstox
55	20240216060259	Swayam Acharya	The Lexicon Schools
56	20240216060267	Trun Singh	Pune Times Mirror
57	20240216060272	Vachan Kadli	Profitmart
58	20240216060279	Vikram Aditya Singhchauhan	Pune Times Mirror
59	20240216060281	Vineet Singh	Pune Times Mirror
60	20240216060282	Vishal Atul Bhai Kanteliya	CITTA
61	20240216060288	Vivek Kumar	SecondIncome
62	20240216060289	Yash Surendra Buccha	CITTA
63	20240216060295	Venkatesh Anil Amilkanthwar	Profitmart
64	20240216060298	Akanksha Singh	Profitmart
65	20240216060308	Aayush Patidar	Pune Times Mirror
66	20240216060309	Nishith Harish Acharya	The Lexicon Schools
67	20240216060311	Sanskriti Sharma	Profitmart
68	20240216060312	Alisha Khanam	SourcePro

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69	20240216060314	Kavish Somani	CITTA
70	20240216060317	Rumi Mitra	SecondIncome
71	20240216060319	Rutvij Digambar Ingole	Nukkad Café
72	20240216060322	Abhishek Surendra Shetty	BATU
73	20240216060325	Amaan Ahmed Khan	MultiFit
74	20240216060346	Nitish Kumar Yadav	BATU
75	20240216060351	Sanyam Dixit	MultiFit
76	20240216060355	Pankaj Ramesh Kale	Mr.Picanoo
77	20240216060356	Rashmi Dwivedi	Profitmart
78	20240216060360	Ishita Sudhakar Raut	Profitmart
79	20240216060361	Mohan Ramarao Thota	Profitmart
80	20240216060389	Gopal Maheshwari	Pune Times Mirror
81	20240216060012	Aditya Kumar	MultiFit
82	20240216060014	Aditya Sharma	SourcePro
83	20240216060020	Akhilesh Govindrao Dure	CITTA
84	20240216060044	Anurag Singh	MultiFit
85	20240216060052	Aryan Dattatraya Dhas	CITTA
86	20240216060062	Ayush Kumar Singh	Mr.Picanoo
87	20240216060063	Ayush Pratap Singh	The Lexicon Schools
88	20240216060070	Charitarth Sharma	MultiFit
89	20240216060077	Devraj Sarkar	CITTA
90	20240216060116	Kunal Shambharkar	Profitmart
91	20240216060140	Niharika Asthana	CITTA
92	20240216060149	Nitendra Singh Naruka	Thinkerplace
93	20240216060152	Nupur Suryabhan Bante	Rest The Case
94	20240216060159	Pawan Godara	Mr.Picanoo
95	20240216060174	Pranit Jitendra Pagare	CITTA
96	20240216060200	Ridima Vishwakarma	CITTA
97	20240216060222	Sampreet Kaur Walia	MultiFit
98	20240216060225	Sanskruti Prashant Bankar	Rest The Case
99	20240216060244	Liketha Somalanka	Thinkerplace
100	20240216060245	Somnath Roy	Thinkerplace
101	20240216060252	Sucharita Ghosh	Thinkerplace
102	20240216060276	Vedant Sahu	Pune Times Mirror
103	20240216060284	Vishal Lakshman Singh	Rest The Case
104	20240216060286	Vishnu Sharma	Thinkerplace
105	20240216060340	Yashika Babber	Pune Times Mirror
106	20240216060350	Ronak Nawal	CITTA
107	20240216060364	Abhishek Dixit	Rest The Case
108	20240216060369	Khushi Mehta	SourcePro
109	20240216060374	Sakshi Kumari	BATU

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110	20240216060375	Anurag Anand	BATU
111	20240216060379	Pratik Kunwar Singh Baghele	Rest The Case
112	20240216060394	Sourav Kumar Roy	Pune Times Mirror
113	20240216060001	Aaditya Shyam Bangar	Rest The Case
114	20240216060002	Aaryan Negi	Rest The Case
115	20240216060016	Ajaykumar Balu Thorat	Profitmart
116	20240216060022	Akshara Madan Tiwaskar	Profitmart
117	20240216060023	Amaan Mohammed Ishaq Choudhary	Upstox
118	20240216060061	Ayush Kumar	Profitmart
119	20240216060066	Bishal Das	Profitmart
120	20240216060068	Chaitanya Parve	MultiFit
121	20240216060069	Chanmeet Singh Bhatia	The Lexicon Schools
122	20240216060076	Debagnik Das	Rest The Case
123	20240216060078	Dharmendar Jhabarmal Kumavat	Nukkad Café
124	20240216060097	Harsh Mukherjee	CITTA
125	20240216060102	Himanshu Srivastav	The Lexicon Schools
126	20240216060108	Kashish Agarwal	The Lexicon Schools
127	20240216060125	Manshaa Vaish	The Lexicon Schools
128	20240216060129	Md Imran Khan	Profitmart
129	20240216060137	Nadempally Srinivas Varma	Upstox
130	20240216060161	Payal Dewangan	Profitmart
131	20240216060172	Pranav Bhatnagar	SecondIncome
132	20240216060173	Pranay Dattatraya Shirole	The Lexicon Schools
133	20240216060194	Raj Rakesh Palhewar	SecondIncome
134	20240216060254	Sumit Singh	Profitmart
135	20240216060263	Tanvi Shilarkar	Profitmart
136	20240216060315	Shashwat Srivastava Srivastava	Profitmart
137	20240216060335	Pratik Sanjay Mule	Rest The Case
138	20240216060358	Hariom Kunvar Bharti	SecondIncome
139	20240216060363	Swagat Kumar Patua	The Lexicon Schools
140	20240216060365	Gayatri Bhujangrao Borkar	SecondIncome
141	20240216060385	Rutik Dhondiraj Mane	Pune Times Mirror
142	20240216060404	Garima Jain	CITTA
143	20240216060017	Akanksha Pandey	CITTA
144	20240216060038	Ankita Baral	Rest The Case

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145	20240216060064	Balkrushna Shivnath Ghodechor	CITTA
146	20240216060072	Chinmayee Pradhan	The Lexicon Schools
147	20240216060103	Ishika Sharma	CITTA
148	20240216060145	Nikita Singh	The Lexicon Schools
149	20240216060157	Pallavi Bhaskar Parayekar	The Lexicon Schools
150	20240216060165	Pooja Magdum	MultiFit
151	20240216060180	Prerna Bhupendra Negi	The Lexicon Schools
152	20240216060250	Subhra Sargam Dash	The Lexicon Schools
153	20240216060266	Tiya Paul	Thinkerplace

7.1.4. Involvement of Industry Professional as Members of Various Academic Bodies/Boards (15)

The Academic Council meets each year and relies on the strong participation of members to ensure the effective conduct of business. The Syllabus Revision Team (SRT) reports 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

Table 7.1.4.1 - Industry Representatives - Board of Governors

Industry Representatives - Board of Governors			
Sr. No	**Name**	**Company**	**Designation**
1	Mr. Chavan Nagraj	Apple India	Global Head - Business Intelligence, learning & Digital Centre of Excellence
2	Mr.Girish Iyer	The CITCO Group of Companies	Managing Director
3	Mr.Anupam Tyagi	American tower Corporation	Regional Operations Head
4	Mr. Aditya Rahul	Allstate Insurance	Organization Talent Advisor
5	Mr.Suraj Narain	SearchBourne Consulting Inc.	Founder and CEO
6	Mr.Ajit Thatte	Enkay Technologies Pvt ltd	Former CEO

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7	Pravin Rattan	Amcor Rigid Plastics	Former Director

Table 7.1.4.2 Composition of Board of Studies (BoS) for AY 2024-2026

Subject Head - Faculty Chairperson	Director/ HOD of the Subject/ Course	Nominated Member - Academic Council	Industry Experts	Academic Experts	Alumni Stakeholders	Convenor Faculty for the Subject
Dr Karishma Lonkar	Dr Raju Varghese Vazhapilly	Mr Ajit Thatte	Mr Girish Iyer Mr Gautam Pherwani	Dr Anand Deshmukh Dr Vijay Kulkarni	Ms Swechha Tiwari	Prof Kavita Pareek

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

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 demarcated 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 Student Immersion Programs

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

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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.
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.

7.2.3. Online initiatives to engage with international academic communities

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	Ambassador of United	Geo-politics

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	Rawlings	Kingdom to France	
22-03-2022	Lord Karan Bilimoria	Entrepreneur and President of the CBI (Cobra Beer)	Current challenges for business and the economy, both in 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

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CRITERION 8	Infrastructure	75

Introduction

The building of Lexicon Management Institute of Leadership and Excellence (Lexicon MILE) is located on a 2.92Acre. 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)

8.1.1. Adequate, well-equipped classrooms to meet the curriculum. (10)

8.1.1.1.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 enough classrooms specifically designed for conducting lectures.

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, Acs, Fans, naturally 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

8.1.1.2.Well-equipped classrooms to meet the curriculum (5)

At Lexicon MILE, recognize 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:

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.

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.

Smart Boards: Smart boards offer interactive learning experiences, incorporating multimedia components to engage students visually and enhance understanding.

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Audio-Visual Equipment: use projectors, digital presentation tools, and speakers to display and communicate audio and video content clearly during lessons and presentations.
Adequate Storage: Designated spaces like cabinets and shelves ensure easy access to materials for both teachers and students, facilitating smooth classroom activities.
Art and Craft Supplies: Institute provide various art materials like glue, scissors, and beads to encourage creativity and artistic expression among students.
By providing these amenities, Institute aim to create an environment conducive to learning and academic achievement for all our students.
Environmental Quality: Classrooms are clean and well-maintained. Improve air quality and reduce noise levels for better concentration.
Student Comfort and Well-being: Control temperature and provide comfortable seating. Create a supportive and inclusive environment for all students.

8.1.2. 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.

8.1.2.1. 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. **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.

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8.1.2.2.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.

8.1.2.3.Initiatives to Ensure Student Learning (5)

Developing Research and Innovative Acumen among Students

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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

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.

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)
8.2.1. Introduction

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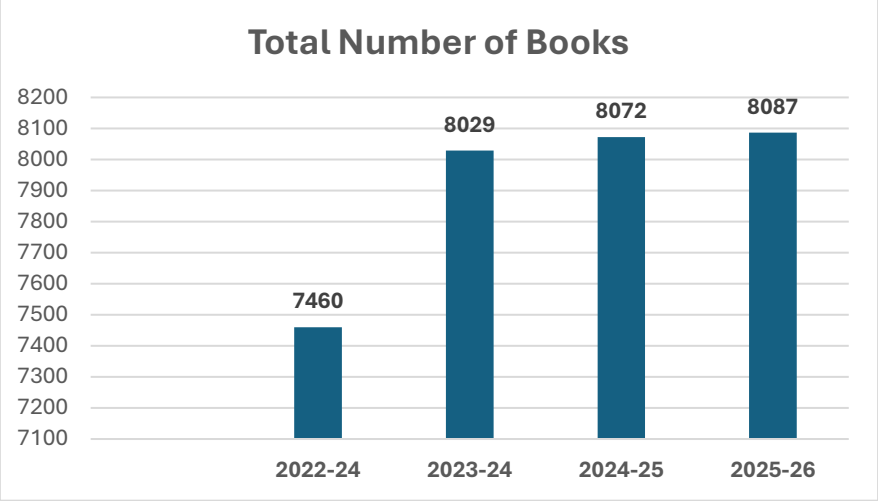
The institute has a fully computerized library that supports the academic and research requirements of students and faculty of the management programme. The library maintains a satisfactory and balanced collection of print and electronic resources, including textbooks, reference books, journals, magazines, newspapers, e-books, and e-journals, covering all major functional areas of management.

Library operations such as acquisition, cataloguing, circulation, and stock management are carried out using AutoLib Library Management Software, ensuring systematic organization and easy access to learning resources. The library is equipped with 10 multimedia computers with internet connectivity, enabling students and faculty to access e-resources, online databases, and digital learning materials.

Table 8.2.1. Shows the Availability of Learning Resources from The Academic Year 2020-21 to 2025-26 (till 27-January 2026)

Years	Total Number of Books	Periodicals				e-Resources	
		National Journals	International Journals	Magazines	Newspapers	e-books	e-Journals (Full Text)
2022-23	7460	40	1	9	5	15722	240
2023-24	8029	37	1	9	5	15722	240
2024-25	8072	39	3	9	5	17502	240
2025-26	8087	38	8	9	3	18969	240



8.2.2. Year wise Purchasing of Books (5)

Table 8.2.2.1. Year-wise Expenditure on from The Academic Year 2020-21 to 2025-26 (till 27-January 2026

Year	Titles added	Volumes added	Amount Spend in Rs.
2023-24	11	41	52579.56
2024-25	58	224	357013.94
2025-26	9	15	5975.55

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Table 8.2.2.2. Year wise books Circulation Details from The Academic Year 2020-21 to 2025-26 (till 27-January 2026)

Academic Year	Total Books Issued
2022-2023	1087
2023-2024	1001
2024-2025	731
2025-2026(till 27-1-2026)	299

Table 8.2.2.3. Subject-Wise Titles and Books Available in the Library

Subject Code	Subject	Titles	Copies/Volumes
TRIMESTER I			
PG 101	Managerial Economics	81	307
PG102	Research Methodology	40	125
PG 103	Managerial Accounting	66	213
PG 104	Organizational Behavior	62	241
PG-105	Essentials of Marketing	89	378
PG-106	Human Resource Management	89	353
PG-107	Quantitative Techniques in Management	17	123
PG -108	Production & Operations Management	92	398
PG-109	Legal Aspects of Business	30	162
PG-110	Managerial Communication	36	145
TRIMESTER II			
PG-201	Financial Management	91	343
PG-202	Marketing Research	18	52
PG-203	Corporate Governance	4	40
MARKETING			
PG-204 M	Consumer Behavior	18	55
PG-205 M	Product & Brand Management	25	82
PG206 M	Sales & Distribution Management and Metrics	11	32
FINANCE			
PG-207 F	Financial Services Management	15	60
PG-208 F	Strategic Alliances	10	43
PG-209 F	Taxation	12	112
HUMAN RESOURCE MANAGEMENT			
PG-210 H	Organization Development & Learning	8	35
PG-211 H	Performance & Compensation Management	12	66
PG 212 H	HR Information Systems and Management	5	11

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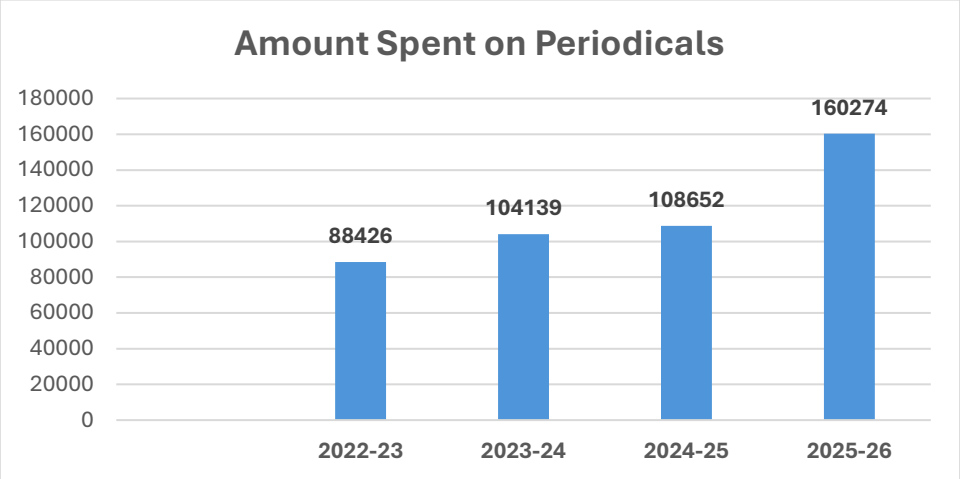
8.2.3. Year wise subscription of Periodicals (Journals/Magazines/Newspapers) (5)

The library has subscribed to printed national and international journals and magazines and it has been renewed every year.

Table 8.2.3. Journals and Magazines Subscribed from The Academic Year 2020-21 to 2025-26 (till 27-January 2026)

Academic Year	Journals	Amount Spent on Periodicals
2022-23	46	160274/-
2023-24	38	104139/-
2024-25	42	108652/-
2025-26	46	160274/-



8.2.4. E-Resources and Digital Library (5)

The library is being subscribed to database packages for online resources. The library is a member of DELNET (Developing Library Network) and also a registered member of the National Digital Library of India (NDLI). These online databases and portals provide all digital resources, such as e-books, e-journals (abstract and full text), e-newspapers, e- magazines, e-articles, e-manuscripts, online courses and theses/dissertations to students and faculties. This digital infrastructure significantly enhances the teaching-learning process and supports research activities within the institution.

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Table 8.2.4. Library e-Resources and Digital Library Facility

Sr. No.	Particulars	Details
1	E-Journal Database	**EBSCOHOST – Business Source Elite (BSE)**: 492 active full-text journals and magazines; 326 peer-reviewed journals; 166 peer-reviewed journals with no embargo; 282 journals indexed in Scopus/Web of Science; 4,341 indexed & abstracted journals, including 3,219 peer-reviewed journals
2	E-Book Databases	EBSCO E-Book Business Core (2019) – approx. 9,115 e-books; EBSCO E-Book Core Collections (2025) – 12,521 e-books (EPUB & PDF formats)
3	Digital Library Membership	National Digital Library of India (NDLI) – access to 90 million+ digital learning resources
4	Library Network Membership	DELNET – access to e-books, e-journals, articles, theses, and bibliographic databases
5	Digital Resources Coverage	E-books, E-journals (abstract & full-text), E-magazines, E-newspapers, Research articles
6	Digital Library Facilities	Access through Multimedia Computers and Campus Network
7	Number of Multimedia PCs	10
8	Internet Access	High-speed Internet available for Students and Faculty
9	Remote Access	Access remotely through Desktop, Laptop, Tablet & Mobile Devices using login credentials by clicking links
10	Users	Students and Faculty Members

8.2.5. 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.

Digital Accessibility- Students and faculty can study their study and research remotely, without needing to be physically present at the library by clicking links. Additionally, out of syllabus e-books, case studies, and research articles are shared with faculty and students based on their study requirements or educational needs.

EBSCOHOST – Business Source Elite (BSE) and eBook core collection:
For Desktop/Laptop Access Authentication
Link: (

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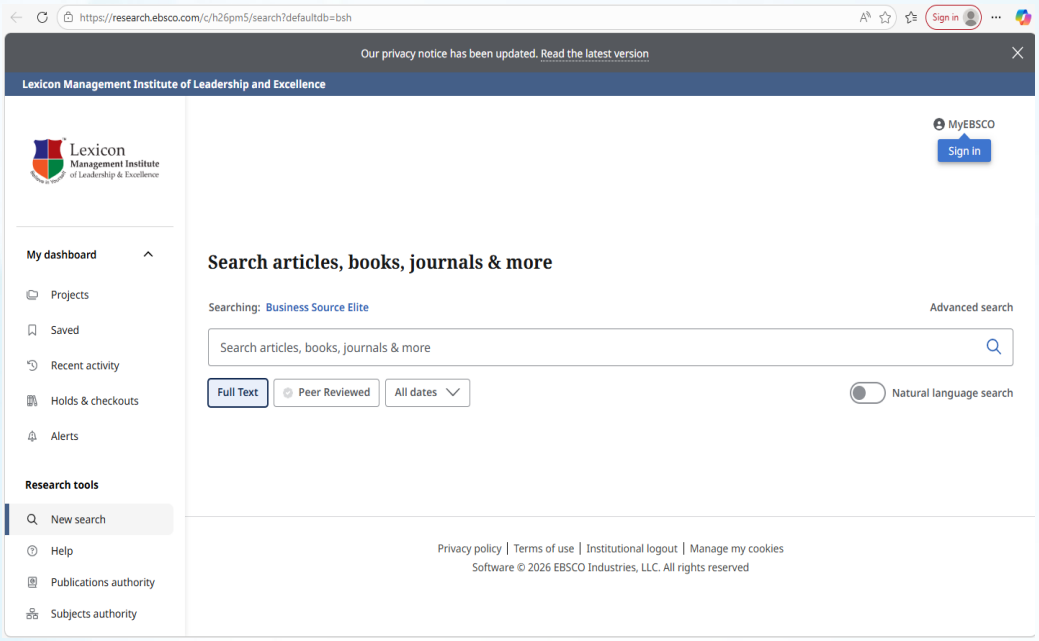

DELNET : http://www.delnet.in

NDL CLUB
https://club.ndl.iitkgp.ac.in/sign-up

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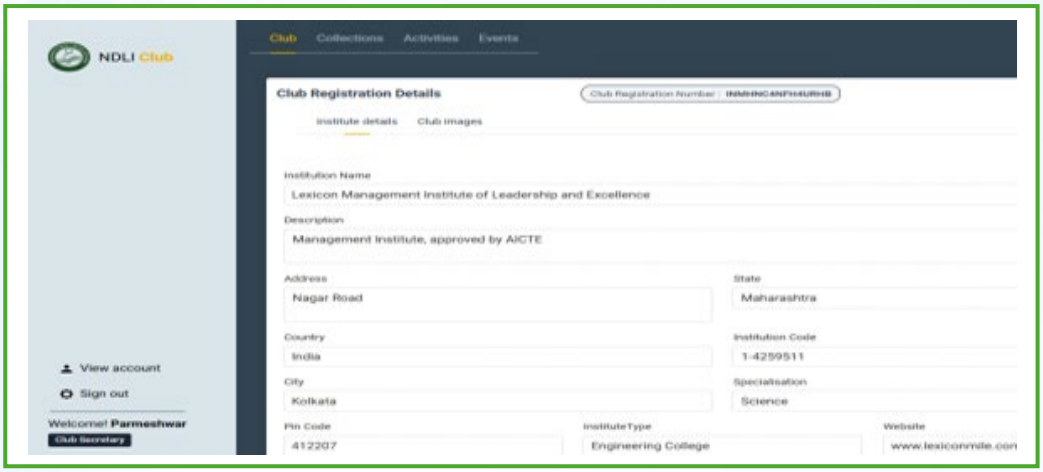

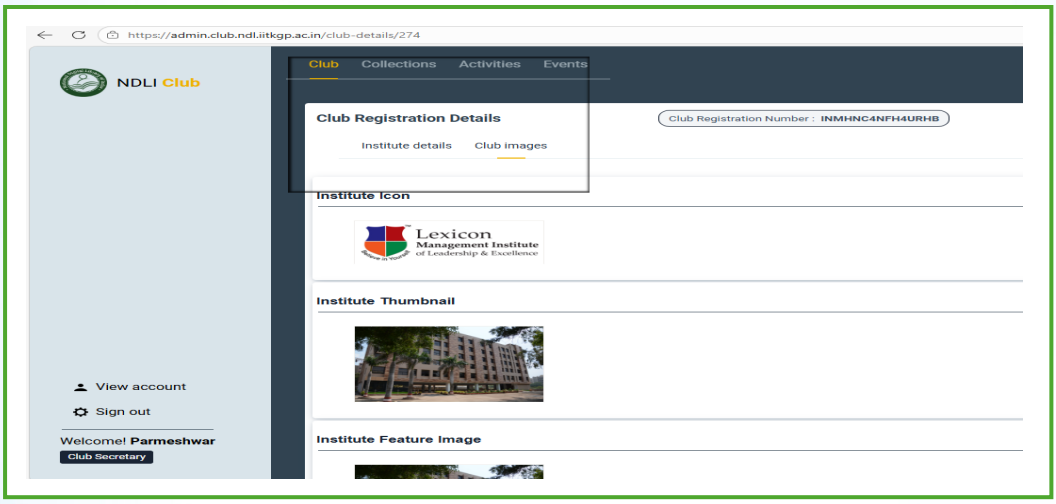

WEBOPAC

The library software Autolib NG-Library Management System 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://10.0.0.159/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.

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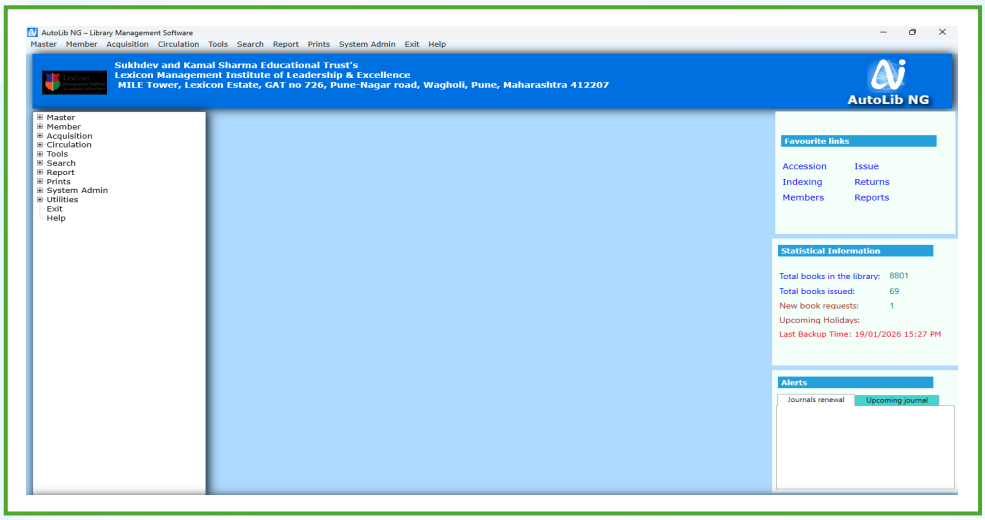

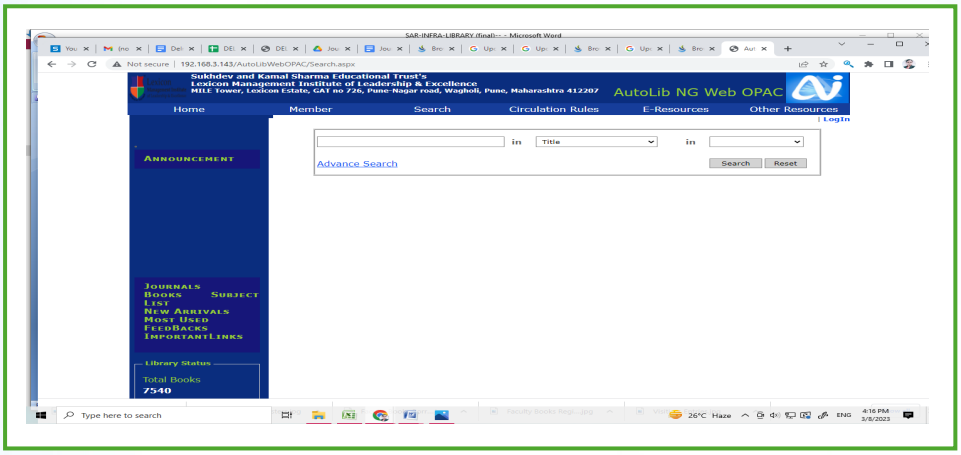

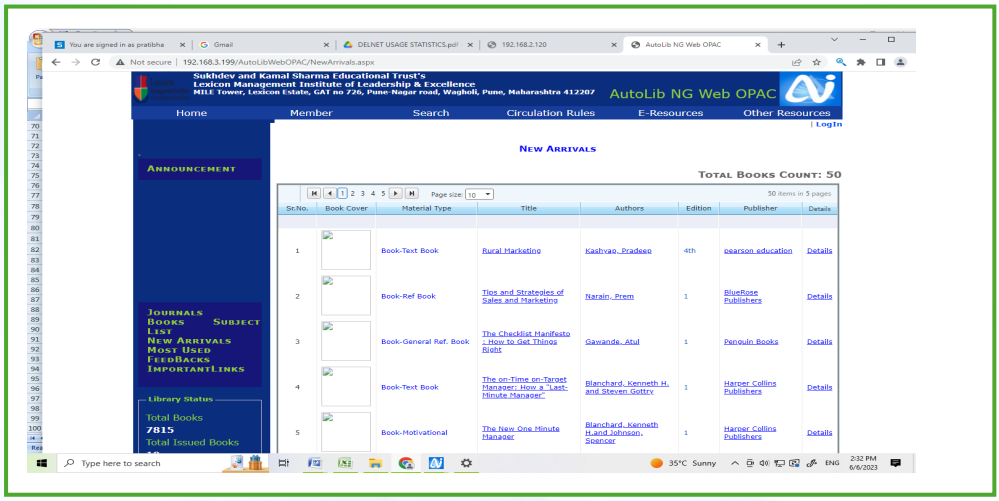

Informational Accessibility- Students are assisted in finding the perfect books for their required content, helping to locate exact resource materials for their study and assignments. They suggest precise journals for their research topics, and recommend specific magazines for gaining advanced business knowledge

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8.3. IT Infrastructure and Learning Management System (30)

8.3.1. 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 Institute ensures the availability of robust and reliable composite hardware, software, network resources, and IT services essential for the effective functioning, operation, and management of its institutional IT environment.

8.3.1.1. Composite Hardware (5)

The institute maintains adequate and well-functioning physical IT infrastructure to support academic and administrative operations. The key components include:

Server Infrastructure: The institute utilizes a reliable **Dell Server (2023 model)** to manage institutional data, applications, and workloads efficiently, ensuring high availability and minimal downtime.

Storage Systems: Network Attached Storage (NAS) system is deployed to provide secure centralized data storage, facilitating systematic backup and efficient data recovery.

Networking Equipment: High-quality networking devices including switches, routers, and related hardware are properly configured to ensure seamless internal communication and optimal network performance.

Workstations: All workstations are equipped with adequate computing resources such as processors, RAM, and storage to support daily academic and administrative tasks effectively.

Power Supply and Backup: Uninterruptible Power Supply (UPS) systems are implemented to safeguard IT equipment and ensure uninterrupted operations during power outages.

8.3.1.2. Software Resources (5)

The institute employs licensed and up-to-date software solutions to support teaching, learning, and administrative functions:

Operating Systems: Supported operating systems include **Windows 10 and Windows 11**, providing a stable and secure computing environment.

Application Software: Essential applications such as **IDS software, Microsoft Office 365, Adobe Creative Cloud**, and **Word Worthy (Language Lab software)** are utilized to enhance productivity, creativity, and language learning outcomes.

Security Software: Robust cybersecurity is ensured through **Quick Heal Antivirus** and other comprehensive security solutions, protecting systems from malware and cyber threats.

Management Software: The institute uses an **ERP/Management Information System** to streamline administrative processes, improve efficiency, and support informed decision-making.

Table 8.3.1. Institute using 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),

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4	Autolib	https://192.168.2.120/autoLibWebQPAC/	Library
5	Plagiarism Checker X	http://plagiarismcheckerx.com	Academics
6	Tally 9.0		Accounts
7	Wheebox		Examination
8	Tapsoft-ERP	https://lexicon.tapsoft.in/public/index.php	HR employee data, and Payroll,
9	Digiicampus (formerly Coll-Poll)	https://lexicon.digiicampus.com/home	Academics Department

1) **No Paper Form**

Purpose: NPF likely serves as a digital platform for managing admissions processes without the need for physical paperwork.

Functionality: It could handle online applications, document uploads, applicant tracking, and admissions-related communications.

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 into future admission projections.

2) Superset

Purpose: Superset is likely a platform dedicated to managing placement activities, such as job postings, student resumes, employer interactions, and scheduling interviews.

Functionality: It likely streamlines the entire placement process, from job listings to final hiring decisions, improving efficiency and connectivity between students and potential employers.

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:

Purpose: VAAVE appears to be specialized software for conducting examinations, possibly including online exams and assessment management.

Functionality: It may provide features for creating exam schedules, generating question papers, conducting exams online or offline, and analyzing exam results.

VAAVE facilitates alumni enrollment upon course completion, fostering alumni interaction and communication. It has served as a platform for alumni association activities and communication since the institute's inception.

4)AutoLib - Library Management System

Purpose: Autolib is likely a library management system, facilitating the organization and tracking of library resources.

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Functionality: It may include features for cataloging books, managing borrowing and returns, tracking fines, and generating reports on library usage.
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:
Purpose: This software is likely used to detect plagiarism in academic work, ensuring academic integrity.
Functionality: It likely allows users to upload documents for analysis and generates reports highlighting any instances of plagiarism or improper citation.
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:
Purpose: Tally 9.0 is accounting software used for managing financial transactions and reporting.
Functionality: It likely includes features for recording transactions, managing accounts payable and receivable, generating financial statements, and facilitating tax compliance.
Tally 9.0 software is employed by the accounts department for efficient management of payments and receipts.

7) Wheebox
Purpose: Wheebox appears to be a platform for alumni engagement and management.
Functionality: It may include features for alumni directory, event management, job postings for alumni, and communication channels to keep alumni connected with the institute.
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:
Purpose: Tap soft-ERP is likely an ERP system tailored for human resources management.
Functionality: It may encompass modules for employee data management, payroll processing, attendance tracking, performance evaluation, and recruitment.
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):
Purpose: Digi campus/ Coll-Poll seems to be a comprehensive platform for managing various academic activities.
Functionality: It likely covers aspects such as course management, class scheduling, student attendance tracking, grades management, and academic reporting.
It is a comprehensive software solution tailored for academic institutions to streamline various

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administrative and academic processes. Here is some common functionality typically found in Coll Poll (Digi campus) for academic purposes:

8.3.1.3. Network Resources and Operations and Management Services (5)

Internet Connectivity: The institute is supported by a high-speed 500 Mbps internet connection, facilitated through enterprise-grade switches, routers, and Wi-Fi access points, ensuring uninterrupted access to digital resources.

Firewall and Security Measures: Advanced security mechanisms such as Sophos web-based firewalls and cyber security solutions are implemented to prevent unauthorized access and protect data confidentiality and privacy.

Advanced Network Management: An OMADA Controller-based advanced security and network management system is employed for centralized monitoring and control.

IT Support and Maintenance Services: Dedicated IT support services provide prompt technical assistance to users. Regular hardware and software maintenance is carried out to ensure optimal performance and security compliance.

Backup, Recovery and Monitoring Services: Systematic backup and recovery mechanisms are in place to protect critical institutional data. Advanced monitoring tools enable real-time tracking of IT infrastructure health, facilitating proactive issue resolution. Remote desktop support is provided to address user issues efficiently.

8.3.2. Availability of Learning Management System (LMS) for Core Functionalities (15)

At Lexicon MILE Institute, we use Microsoft Teams and Google Workspace to create an environment where students, faculty, and staff can communicate, collaborate, and stay productive. Here's how each platform helps:

8.3.2.1. Microsoft Teams (7.5)

Classroom Communication: Teachers set up Teams for each course where students can discuss, share resources, and work on projects together.

Virtual Classes: Institute conduct online classes using Teams Meetings, allowing for interactive lectures, discussions, and presentations with video and screen sharing.

Assignment Management: Assignments and coursework are organized within Teams, making it easy for teachers to distribute tasks, give feedback, and grade submissions.

Collaborative Projects: Teams Channels are used for group projects, providing a central space for teams to communicate, coordinate, and track progress.

Integration with Microsoft 365: Teams work seamlessly with other Microsoft 365 apps like One Drive and Office Online, ensuring easy access to documents and presentations.

8.3.2.2. Google Workspace (7.5)

Email and Communication: Institute depends on Gmail for emails and integrated chat, while Google Meet is used for video conferencing, making communication efficient and straightforward.

Document Collaboration: Google Docs, Sheets, and Slides enable real-time collaboration on academic projects, allowing students and faculty to work together from anywhere.

File Storage and Sharing: Google Drive provides secure storage for educational resources,

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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.

By utilizing the collaborative capabilities of Microsoft Teams and Google Workspace, Lexicon MILE Institute cultivates an inclusive and engaging learning environment, empowering students to excel academically and professionally.

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CRITERION 9	Alumni Performance and Connect	50

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 1040 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)

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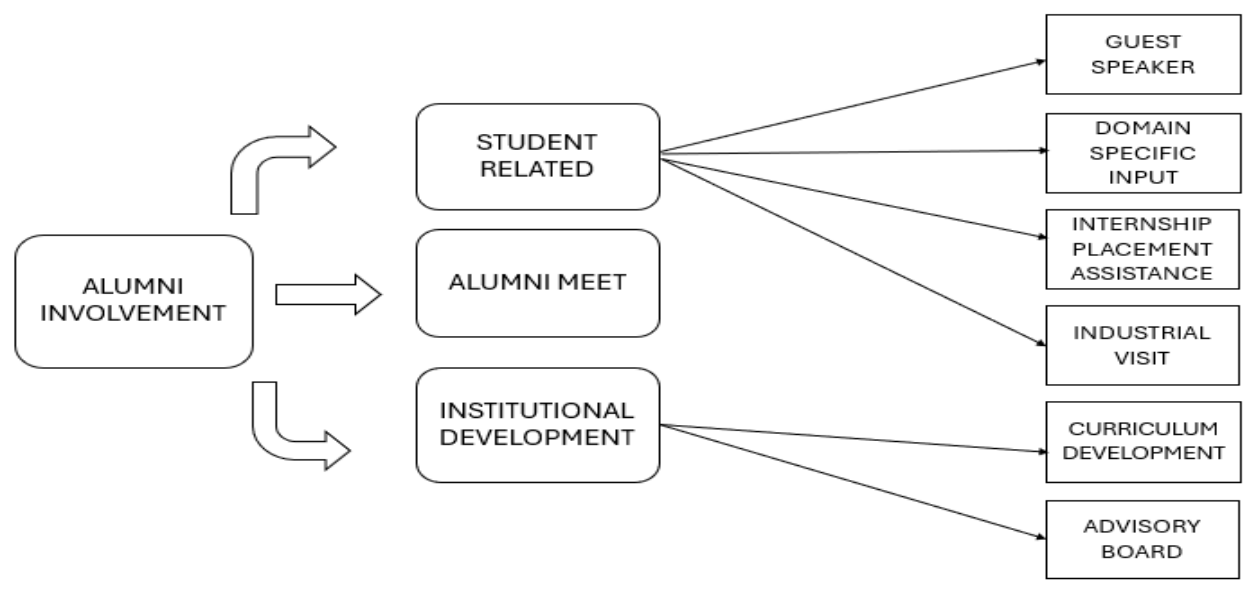
Alumni involvement at Lexicon Management Institute of Leadership and Excellence is crucial for the overall development and success of the institution. Alumni, being former students who have successfully completed their education and ventured into the professional world, bring valuable insights, experiences, and networks that can greatly benefit current students, faculty, and the college.



9.2.1. Alumni Meet

Robust Alumni Associations and connects are a necessary part of a dynamic institution. Lexicon MILE has a pool of alumni which it can connect to student development activities, trainings, placements and corporate interfaces.

Lexicon Management Institute of Leadership and Excellence celebrates an Annual Alumni event every year between the months of August 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.

The latest alumni meet was organized on campus on 23rd August,2025 from 2.30 pm onwards. The creativity of the event have been attached herewith.

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Trustee, Mr. Neeraj Sharma addressing the Alumni Meet on 23rd August,2025

Photographs of Previous Alumni Meets

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9.2.2. Students Related

1. Guest Speakers:

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.

Alumni As Guest Speakers – Ms. Rashi Pathade Batch 2020-22

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Alumni As Guest Speakers – Mr. 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:

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 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.

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Alumni as Recruiters – Mr. Siddhant Raj - Batch 21-23 Reliance Retail

Alumni as Recruiters – Mr. Aditya Kakde – Batch 10-12 IDFC First Bank

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9.2.3. 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

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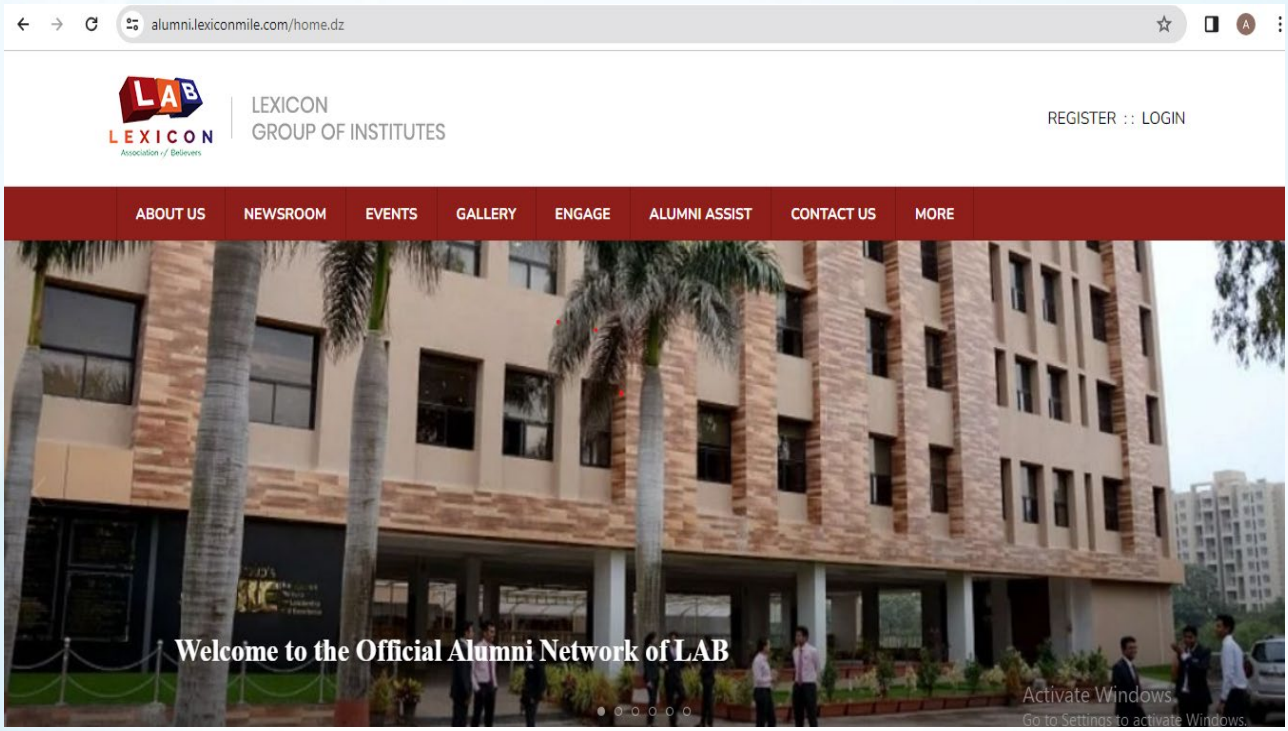

Alumni Portal

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CRITERION 10	Continuous Improvement	50

10.1. Actions taken based on the Results of Evaluation of Each of the POs and PSOs (20)

The evaluation of Program Outcomes (POs) and Program Specific Outcomes (PSOs) constitutes the primary diagnostic tool for the program's health. This process moves beyond the superficial aggregation of grades to a deep, root-cause analysis of student competency. The Institute employs a robust **"Identify-Plan-Act-Review"** cycle, ensuring that every statistical deviation in attainment triggers a specific, measurable pedagogical or curricular intervention.

10.1.1. Theoretical Framework and Assessment Methodology

The assessment of outcomes is grounded in a dual-method approach designed to capture both the explicit demonstration of skills and the implicit perception of competence.

- **Direct Assessment (80% Weightage):** This component is derived from the granular evaluation of Course Outcomes (COs) across the curriculum. As detailed in Criterion 3, COs are mapped to POs & PSOs using a weighted correlation matrix (1: Slight, 2: Moderate, 3: Substantial). The attainment of POs is thus a direct function of student performance in internal Continuous Concurrent Evaluations (CCE) and external End Trimester Examinations.
- **Indirect Assessment (20% Weightage):** This component captures the experiential dimension of learning through structured surveys administered to graduating students (Exit Survey), alumni and employers. This triangulates the data, ensuring that high grades are corroborated by stakeholder satisfaction.

The attainment levels are standardized against a rigorous benchmark:

- **Level 1:** Less than 50% of students scoring the target marks (>=60%).
- **Level 2:** Between 50% and 60% of students scoring the target marks (>=60%).
- **Level 3:** More than 60% of students scoring the target marks (>=60%).

10.1.2. Comprehensive Analysis of Program Outcome (PO) Attainment

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.

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PO5	Understand impact of business practices on stakeholders with sustainable businesses.

A longitudinal analysis of PO attainment over the past three academic cycles (2020-22, 2021-23, and 2022-24) reveals a dynamic landscape of student performance. This data serves as the baseline for all remedial interventions.

Table No. 10.1.2.1. Comparative Analysis of PO Attainment Levels (2020–2024)

Program Outcome (PO)	Description	Batch 2020-22	Batch 2021-23	Batch 2022-24	Trend Analysis (2021-23 vs 2022-24)
PO 1	Application of Management Fundamentals	2.18	2.19	**2.02**	Decline (-7.70%)
PO 2	Critical Thinking & Data-Driven Analysis	2.21	2.20	**1.93**	Decline (-11.93%)
PO 3	Leadership, Communication & Teamwork	1.97	2.01	**1.66**	Significant Decline (-17.51%)
PO 4	Innovation, Ethics & Adaptability	2.14	2.15	**2.02**	Decline (-5.98%)
PO 5	Sustainability & Social Responsibility	1.83	1.91	**1.68**	Decline (-12.10%)
Average	**Aggregate Program Performance**	**2.07**	**2.09**	**1.86**	**Overall Drop: ~11.05%**

The data indicates a systemic dip in attainment levels for the 2022-24 cohort compared to the 2021-23 batch. While the attainment for PO1 (Management Knowledge) and PO4 (Ethics/Innovation) remains relatively robust (above the 2.0 threshold), notable vulnerabilities have emerged in PO3 (Leadership/Communication) and PO5 (Sustainability), which have dropped significantly below the target levels. This decline is not viewed as a failure of instruction but as a reflection of the unique **"post-pandemic transition"** challenges. The 2022-24 cohort spent significant formative years in remote learning environments, which appears to have impacted interpersonal communication (PO3) and the depth of analytical engagement

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(PO2). The Institute has treated this quantitative signal as a mandate for the comprehensive **"Quality Restoration Plan"** detailed in the subsequent sections.

10.1.3. Detailed Remedial Actions for PO Attainment Gaps

The Institute has implemented specific, targeted interventions for each PO where attainment fell below the target or showed a concerning downward trend.

PO 1: Application of Management Knowledge

- **Status:** Attainment dropped from 2.19 to 2.02.
- **Gap Analysis:** While students demonstrate a reasonable grasp of theoretical concepts, the application of these concepts in complex, unstructured business scenarios needs reinforcement. The diversity of the intake (with significant non-commerce backgrounds) creates initial disparities in foundational understanding.
- **Remedial Interventions:**
  1. **Zero-Credit Bridge Courses:** To address the heterogeneity of the incoming batch, mandatory "Zero-Credit Bridge Courses" in *Accounting* and *Economics* were institutionalized during the induction phase. This ensures that students from B.Tech, B.A., or B.Sc. backgrounds possess the requisite foundational vocabulary to engage with core management subjects like *Managerial Accounting* and *Financial Management* from day one.
  2. **Pedagogical Shift to Active Learning:** For subjects mapped heavily to PO1 (e.g., *Economics for Managers*), faculty have shifted from traditional lectures to "Flipped Classroom" methodologies. Students review theoretical concepts pre-class, allowing classroom time to be dedicated to solving applied problems, thereby directly enhancing the "application" aspect of PO1.

PO 2: Critical Thinking and Data-Driven Decision Making

- **Status:** A significant decline (-11.93%) to 1.93.
- **Gap Analysis:** Students struggled with subjects requiring high analytical rigor, such as *Advanced Business Analytics* and *Marketing Research*. The gap analysis revealed insufficient proficiency in modern analytical tools (Excel, SPSS, R), leading to an inability to process data effectively for decision-making.
- **Remedial Interventions:**
  1. **Tool-Based Pedagogy:** The pedagogy for *Marketing Research* (Course Code 202) was thoroughly overhauled. The focus shifted from theoretical methodology to lab-based execution. Training on **R** and **Advanced MS Excel** was integrated directly into the coursework. This ensures students can execute real-time data analysis, transforming abstract concepts into tangible skills.
  2. **Live Industry Projects:** To bolster critical thinking, students were assigned live auditing and financial analysis projects with industry partners like *Kshitij Management Consultants*. These projects required students to audit real financial data, forcing them to apply critical scrutiny to genuine business artifacts rather than

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hypothetical textbook cases.

3. **Data Visualization Workshops:** Recognizing that analysis is only as good as its communication, workshops on data visualization (using Tableau/PowerBI) were introduced to help students present their analytical findings effectively.

PO 3: Leadership, Teamwork, and Communication

- **Status:** This PO witnessed the steepest decline (-17.51%), falling to 1.66.
- **Gap Analysis:** This is a critical area of concern. Feedback from recruiters and the academic audit indicated that while students were disciplined, they lacked assertiveness in communication and leadership in group settings. The "passive learning" habits formed during online education years contributed significantly to this gap.
- **Remedial Interventions:**
  1. **Targeted Soft Skills Clinics:** The placement team initiated intensive, small-group **Group Discussion (GD) and Personal Interview (PI)** training workshops. Unlike generic sessions, these were "clinics" addressing specific individual weaknesses identified in mock drills, focusing on voice modulation, assertive body language, and structured thinking.
  2. **Experiential Leadership Simulations:** The Institute implemented **Management Simulation Games** and outbound training modules. These high-pressure simulations compel students to take charge, negotiate, and resolve conflicts in real-time, thereby actively practicing leadership rather than just studying it.
  3. **Peer-Led Collaborative Projects:** Collaborative group projects were mandated in courses like *Organizational Behavior* (Course Code 104) and *HRM*. Crucially, a peer-grading component was introduced, enforcing accountability and leadership within student teams.

PO 4: Innovation, Ethics, and Adaptability

- **Status:** Relatively stable at 2.02, but with scope for improvement in the "Ethical Conduct" dimension.
- **Gap Analysis:** Students often viewed ethics as a theoretical constraint rather than a practical framework for decision-making. The "Adaptability" component also required strengthening in the face of rapid technological change.
- **Remedial Interventions:**
  1. **Corporate Governance Lecture Series:** Guest lectures by industry veterans were organized to discuss real-world ethical dilemmas and corporate governance failures. This moved the discourse from abstract deontological ethics to the gritty reality of boardroom decisions.
  2. **Ideation Bootcamps:** To foster innovation and adaptability, the Center of Design Thinking & Entrepreneurship organized "Ideation Bootcamps." Students were challenged to pivot business models in real-time based on changing market constraints, directly exercising their adaptability muscles.

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PO 5: Social Responsibility and Sustainability

- **Status:** Low attainment (1.68).
- **Gap Analysis:** The disconnect between business profitability and social impact remains a challenge. Students struggled to conceptualize "Sustainability" beyond mere compliance.
- **Remedial Interventions:**
  1. **CSR Field Immersion:** Integration of field visits to NGOs and rural centers within the *Rural Marketing* and *Sustainability* courses. This experiential learning bridged the gap between classroom concepts and societal realities, making the "Social Responsibility" aspect of PO5 tangible.
  2. **Social Impact Analytics:** In the *Social Media Analytics* course, assignments were framed around analyzing social campaigns and public sentiment regarding sustainability issues, thereby linking technical skills with social awareness.

10.1.4. Program Specific Outcome (PSO) Analysis

Beyond the broad Program Outcomes, the Institute rigorously monitors the Program Specific Outcomes (PSOs) associated with the specialized tracks in Marketing and Finance. The analysis of PSO attainment reveals domain-specific nuances that have driven targeted curricular refinements.

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 No. 10.1.4.1. - Progression of PSOs over the last three academic years

Batchwise Comparison of PSOAL					
Batch Details	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
2020-22	2.19	2.08	2.19	2.11	2.13

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2021-23	2.28	2.19	2.23	2.33	2.23
2022-24	2.16	1.78	1.88	1.67	1.92

(Reference – Chapter 3)

*** RBA introduced in 2020**

Table 10.1.4.2. PSO Attainment Gaps and Remedial Actions

PSO Focus Area	Attainment (2022-24)	Remedial Actions Implemented	Impact/Outcome
PSO 1: Global Business Problem Solving	**2.16** (Level 2)	**Interdisciplinary Case Studies:** Adopted for 17 subjects scoring low on PSO1. Integration of complex, multi-functional cases (Harvard/Ivey) that require synthesis of marketing, finance, and HR data. **Global Simulations:** Introduction of business strategy simulations mimicking global market dynamics.	Enhanced ability to handle unstructured, global business problems as evidenced in the improved quality of Capstone Projects.
PSO 2: Marketing Strategy & Research	**1.78** (Below Target)	**Tech Integration:** Introduction of digital marketing tools (SEO/SEM analyzers) in *International Marketing*. **Field Assignments:** Mandatory "Market Visit" assignments	Improved grasp of consumer behavior metrics and data-driven marketing planning.

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		to analyze retail formats for the *Retail Management* course.	
PSO 3: Financial Analysis & Risk Mgmt	**1.88** (Below Target)	**Certification Support:** Subsidized access to NISM/NCFM certifications. **Financial Modeling Workshops:** Dedicated sessions on building valuation models using Excel. **Sectoral Training:** Special sessions on "American Pension Policies" (advised by TIAA).	Increased placement conversion in financial analyst roles (e.g., BNY Mellon, eClerx) and better readiness for specialized finance roles.
PSO 4: HR Strategies & Talent Mgmt	**1.67** (Critical Gap)	**HR Tech Exposure:** Sessions on HRIS and payroll software. **Legal Workshops:** Workshops by practicing labor lawyers for *Employee Relations*. **Conflict Resolution:** Role-plays on grievance handling.	Better preparedness for HR Generalist roles; improved understanding of compliance and labor laws.
PSO 5: Business Analytics	**1.92** (Near Target)	**Data Visualization:** Exercises using	Students developed portfolios of

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		Tableau/PowerBI. **Live Projects:** Collaborative projects with industry partners to clean and analyze raw datasets.	analysis projects, significantly aiding in recruitment for analyst roles.

10.2. Academic Audit and Actions Taken thereof during the period of Assessment (10)

The Academic Audit at the Institute is not viewed as a periodic compliance checkbox but as a rigorous, multi-tiered quality assurance mechanism. It operates on the principle of "360-degree scrutiny," integrating feedback from the curriculum, the classroom, the corporate world, and the alumni network to ensure the program remains agile, relevant, and aligned with industry standards.

10.2.1. Audit Architecture and Governance

The audit process is governed by the Internal Quality Assurance Cell (IQAC) and executed through the Syllabus Review Team (SRT). The audit cycle is annual, with mid-term reviews to allow for course correction. This structure ensures that the feedback loop is closed efficiently and that insights from one semester can influence the next.

Structure of the Academic Audit:

1. **Internal Audit:** Conducted by senior faculty and the Academic Dean. This level focuses on course file compliance, session plan adherence, and the verification of CO attainment calculations.
2. **External Audit:** Conducted by academic peers from other universities and industry experts. This level focuses on curriculum relevance, assessment quality, and innovation in pedagogy.
3. **Stakeholder Audit:** A continuous feedback loop involving recruiters, alumni, and interns, providing the "market validation" of the academic product.

10.2.2. Audit of Academic Gaps and Curriculum Review

The most significant output of the academic audit is the annual **Curriculum Review**. This process benchmarks the Institute's syllabus against premier institutions and validates it with direct requirements from the industry. The audit identifies specific "lacunae" in the syllabus and mandates updates.

Specific Actions Taken Based on Curriculum Audit:

- **Finance Syllabus Overhaul (Industry-Driven):** Following the audit feedback from **Mr. Girish Iyer (MD, CITCO)**, the Finance curriculum was significantly revised. The audit revealed a gap in practical trading knowledge. Consequently, concepts from the book ***"After the Trade is Made"*** by David Weiss were incorporated to teach the lifecycle of a

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trade. This direct industry intervention bridged the gap between academic finance and investment banking operations.

- **Specialized Domain Training (TIAA):** Based on the audit of placement requirements for the financial services sector, **TIAA** advised the inclusion of specific training on *American Pension Policies*. The Institute responded by integrating this niche topic into the *Financial Services* elective, directly enhancing employability for US-based financial firms.
- **Customized Training Modules (IDFC):** Feedback from **IDFC** led to the creation of tailor-made training modules for students targeting banking roles. This ensured that graduates were "day-one ready" for the specific operational requirements of the banking sector.
- **Internship Integration (SearchBourne Consulting):** Input from the **SearchBourne Consulting LLC** representative on the Academic Council emphasized the need for longer practical exposure. This led to the formalization of the 9-month Corporate Research Learning Internship (CRLI) as a credit-bearing, rigorous academic component rather than just industry exposure.

10.2.3. Audit of Internship and Placement Feedback

The Institute conducts a unique "**performance audit**" of students during their internships and placements. This qualitative audit provides unfiltered insights into the program's efficacy and student readiness.

A. Feedback from Interning Companies:

The audit collected structured feedback from internship supervisors at partner companies like *Citta Beauty*, *Kolte Patil*, and *Varroc*.

- **Strengths Identified:** Students were praised for their "multitasking skills," "dedication," and "networking abilities." For instance, **Trupti Gupta** (intern at *Kolte Patil*) was specifically commended for handling cross-departmental communication effectively and ensuring smooth project execution. Similarly, **Tarun Bansal** (*Citta Beauty*) was noted for his proactive attitude in business development.
- **Weaknesses Identified (Gaps):**
  - **"Earning over Learning":** The audit revealed a concerning trend where some interns prioritized stipends over learning opportunities.
  - **Lack of Research:** Companies noted that some students appeared for interviews without adequately researching the organization or job description.
  - **Interview Etiquette:** Issues with punctuality and "no-shows" for interviews were flagged as professional lapses.
- **Corrective Actions:**
  - **Pre-Internship Bootcamps:** Mandatory sessions on corporate etiquette and "Researching a Company" were introduced to ensure students approach internships with the right mindset.
  - **Strict Penalty Policy:** A policy was instituted where "no-shows" for interviews resulted in debarment from future placement drives, enforcing professional discipline.

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B. Feedback from Recruiters:

Recruiters highlighted specific technical and behavioral gaps during the placement process:

- **Gap:** "Low technical knowledge" and "Poor data interpretation."
- **Action:** This feedback directly triggered the introduction of the *Advanced Business Analytics* modules and mandatory Excel certification to improve data literacy.

- **Gap:** "Resigning without notice."
- **Action:** Ethics workshops focusing on professional commitment and contract law were added to the *Legal Aspects of Business* course to address this behavioral issue.[1]

10.2.4 Audit of Teaching-Learning Processes

The audit also evaluated the faculty's delivery mechanisms through student feedback and peer review.

- **Feedback:** Students requested shorter, more focused sessions (1.15 hours vs 1.45 hours) to maintain attention spans and improve retention.
- **Action:** The timetable was completely restructured to accommodate shorter, high-intensity sessions.
- **Feedback:** A demand for more than just classroom presentations.
- **Action:** Faculty were mandated to include "News Analysis" and "Market Visits" as graded components of the pedagogy. This ensures that learning extends beyond the classroom walls and engages with current events.

10.3. Improvement in Placement, Higher Studies and Entrepreneurship (10)

The ultimate validation of any continuous improvement initiative lies in the career trajectories of the graduates. The Institute tracks three core metrics: Placement Quality, Higher Education progression, and Entrepreneurial ventures. These metrics serve as the lagging indicators of the program's quality.

10.3.1. Improvement in Placements

The placement ecosystem has evolved from a transactional "job-seeking" process to a strategic "career-building" engagement. The data reflects a volatile market (post-Covid) but demonstrates the Institute's resilience and the effectiveness of remedial actions.

Table 10.3.1.1: Placement Performance Trends (2021–2024)

Metric	2021-22	2022-23	2023-2024
Students Admitted	103	95	179
Students Placed	93	83	134
Median Salary	5,99,025	3,88,000	6,00,000

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(INR)			
Highest Salary (INR)	9,00,000	15,00,000	12,00,000

Strategic Analysis of Placement Trends:

- **Salary Growth:** The most significant indicator of quality improvement is the **Median Salary**, which surged from **3.88 LPA (2022-23)** to **6.00 LPA (2023-24)**. This 154% jump indicates that top-tier companies are recognizing the premium quality of the Institute's top graduates. This validates the success of the rigorous "Specialization Tracks" and "CRLI" interventions, which have produced students capable of commanding market-leading compensation. Consistent placement percentage (~80%) demonstrates that the employability of the "average" student remains high, thanks to the generic skill enhancements (PO3, PO4) embedded in the curriculum.
- **Internship-to-PPO Conversion:** The 9-month internship model has been a game-changer. A significant percentage of students convert their CRLI internships into Pre-Placement Offers (PPOs), reducing the friction of final placements and ensuring a smoother transition to the workforce.

10.3.2. Improvement in Higher Studies

The Institute encourages students who demonstrate research aptitude to pursue further specialization. The continuous improvement in academic rigor (PO2 - Critical Thinking) has enabled graduates to secure admissions in prestigious global universities.

Notable Progressions to Higher Education:

- **International Acceptances:** Students have successfully transitioned from the PGDM program to specialized Masters programs in the US, Canada, Germany, and Ireland.
  - *Nikunj Gabani (2012-14)* -> MBA, IU International University, Germany.
  - *Venkat Phanindra (2016-18)* -> Business Analytics, Trine University, USA.
  - *Sathish Kurapati (2017-19)* -> Data Analytics, North Texas University, USA.
  - *Himanshu Bundel (2021-23)* -> MSc Finance, North Eastern University, USA.
  - *Rajnish Borkar (2021-23)* -> MSc Business Analytics, Trinity College, Ireland.

Institutional Support for Higher Studies: To support these aspirations, the Institute has streamlined its administrative processes. The Examination Department facilitates expedited transcript processing for applicants. Furthermore, the requirement to publish research papers during the CRLI (Internship) significantly strengthens the students' profiles for application to research-intensive foreign universities.

10.3.3. Improvement in Entrepreneurship

The Institute fosters an entrepreneurial mindset through its Centre of Design Thinking,

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Innovation & Entrepreneurship. The curriculum's focus on "Innovation" (PO4) has borne fruit in the form of sustainable startups launched by alumni.

Successful Entrepreneurial Ventures:

1. **Narendra Singh Rathore (2011-13):** Founder, *Zoopero Marketing Pvt. Ltd.*
2. **Himanshu Agarwal (2015-17):** Founder, *GreenDesk* (Sustainability-focused venture).
3. **Abhinav Temak (2019-21):** Founder, *Dinchak Dabba* (Innovative Food Service).
4. **Pradyum Rathi (2020-22):** Founder, *Dumplicious* (QSR Chain).
5. **Bhushan Baldota (2022-24):** Founder, *Mr. Picano*.

Support Actions Taken:

- **Incubation Support:** The EDC provides mentorship from alumni entrepreneurs, creating a supportive ecosystem for budding founders.
- **Curriculum Integration:** Subjects like *Strategic Management* and *Legal Aspects of Business* were tweaked to include specific modules on "Starting a New Venture" and "IPR for Startups," equipping students with the legal and strategic toolkit needed for entrepreneurship.

10.4. Improvement in the quality of students admitted to the program (10)

The quality of the educational output is intrinsically linked to the quality of the input. The Institute has progressively tightened its admission filters and enhanced its diversity outreach to ensure a vibrant, high-potential cohort. This strategic shift is designed to address the PO attainment gaps identified in Section 10.1 by selecting students who already possess key baseline competencies.

10.4.1. Refinement of Admission Criteria: The Admission Evaluation Grid

To address the attainment gaps in Critical Thinking (PO2) and Communication (PO3), the admission process was completely overhauled. The selection is no longer purely based on entrance scores, which often fail to capture holistic potential. Instead, a multi-parameter **"Admission Evaluation Grid" (AED)** was introduced to ensure a comprehensive assessment.

Components of the Admission Evaluation Grid:

1. **Academic Consistency (10 Marks):** The grid rewards consistent academic performance. A student with "All Distinction" receives 10/10, while "Second Class" performance receives only 4/10. This ensures that the incoming cohort has a history of academic discipline.
2. **Entrance Exam Weightage (Scalable):** High scores in premier exams like CAT/XAT are weighted heavily (90+ percentile = 10/10) to attract rigorous academic talent. This component ensures that the Institute remains competitive in attracting top-tier test-takers.
3. **Personal Interview (PI) Rigor (80 Marks):** The PI has been transformed from a casual conversation into a structured assessment of 8 distinct parameters, each scored out of 10:
    - *Communication Skills* (Directly addresses PO3 Gap)
    - *Problem Solving Approach* (Directly addresses PO1 Gap)

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- *Industry Awareness*
- *Response to Stress* (Directly addresses PO4 Gap)
- *Leadership Potential*
- *Personal & Professional Achievements*
- *Experience*
- *Assessment of Current Affairs*.

4. **Work Experience (10 Marks):** Bonus points are awarded for work experience (>3 years = 10 marks). This is a strategic move to improve peer learning quality, as experienced students bring practical insights into the classroom.
5. **Case Study Analysis (30 Marks):** A written case analysis component was added to the selection process. This tests *Critical Analysis*, *Root Cause Identification*, and *Depth of Solution*—skills that are critical for PO2 (Critical Thinking). This ensures that admitted students have the raw cognitive ability to handle case-based pedagogy.

10.4.2. Improvement in Academic Profile of Admitted Students

The implementation of the AED and the rigorous selection process has resulted in a measurable improvement in the academic baseline of the incoming batches.

Table 10.4.2.1. Improvement in Graduation CGPA

Metric	Batch 2020-22	Batch 2021-23	Batch 2022-24	Trend Analysis
Mean Graduation CGPA	**7.18**	**7.41**	**7.91**	**Significant Improvement (+7%)**

The jump in mean Graduation CGPA to **7.91** in the 2022-24 batch is a significant indicator of improved student quality. It suggests that the Institute is successfully attracting students with better academic discipline and foundational knowledge. This creates a stronger foundation for attaining high PO levels in subsequent years, as the "raw material" entering the program is of a higher caliber.

10.4.3. Diversity Analysis (Gender, Background, and Geography)

Diversity is a key driver of peer learning quality in a management program. The Institute has actively pursued strategies to enhance diversity across multiple dimensions.

A. Gender Diversity:

- **Challenge:** The gender ratio skewed heavily towards males during the pandemic years, with the male population reaching **67.22**% in the 2022-24 batch.
- **Corrective Action:** The Institute launched targeted initiatives to attract more female candidates:
  - *Scholarships:* Dedicated scholarships for meritorious girl students.
  - *Safety & Wellness:* Implementation of robust women's safety and wellness programs, including POSH sessions and health summits (e.g., Dr. Rashmi Bhamare's session).

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- *Infrastructure:* Provision of dedicated, high-quality hostel facilities (Muktai PG Hostel) to reassure parents and students.

- **Impact:** The initiatives yielded results, with the female ratio improving from **18.95% (2021-23)** to **32.78% (2022-24)**. This restoration of gender balance enhances classroom dynamics and diverse perspectives.

B. Academic Background Diversity:

- **Observation:** The cohort has historically been dominated by B.Com (51.63%) and BBA (27.45%) graduates. While this provides a strong commercial base, it can lead to homogenous thinking.
- **Strategy:** To enhance the analytical rigour of the class (PO2), the Institute actively targeted B.Tech, B.E., and B.Sc. graduates during its outreach.
- **Trend:** The admission data shows a positive shift, with **B.Sc. intake rising from 2.13% (2020) to 11.78% (2022)**. This influx of science graduates injects more empirical and analytical thinking into the peer group, challenging the commerce-centric viewpoints.

C. Geographic Diversity:

The Institute has successfully transformed from a regional player to a national destination. The 2022-24 batch saw students admitted from **15 different states**. There is significant representation from non-traditional catchment areas like **Chhattisgarh, Gujarat, and West Bengal**, reducing the reliance on local Maharashtra domicile students. This geographic diversity enriches cultural exchange and prepares students for the multicultural workforce (PO3).

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.

The Institute remains committed to this trajectory of excellence, ensuring that every cycle of assessment feeds into a stronger, more resilient, and industry-aligned educational ecosystem. This Self-Assessment Report serves as a testament to that commitment.

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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: 31/01/2026
Place: Pune

Dr. Raju Varghese Vazhapilly
Director

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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.

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