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School Of Business and Management-BBA

BEST PRACTICE

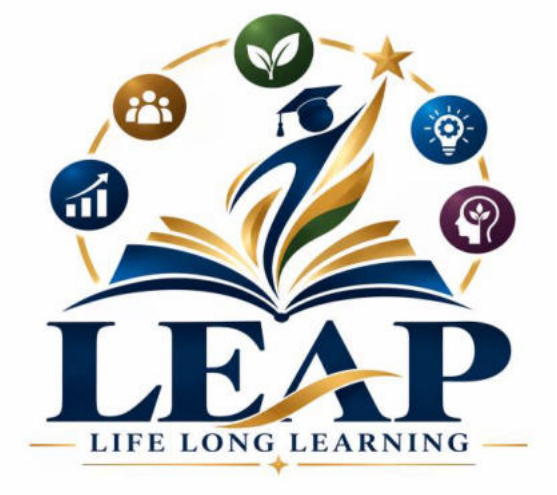
LEAP

LIFE LONG LEARNING

Life-long Engagement and Advancement Programme

A Year-Round Intervention Programme for Learning Beyond the Degree

LEAP brings academic, professional, research, social and personal-development experiences together in one framework, with mechanisms to monitor engagement and curriculum relevance.



1. Title of the Practice

Life Long Learning: Life-long Engagement and Advancement Programme (LEAP)

A year-round intervention programme for learning beyond the degree.

2. Objectives of the Practice

- Establish a structured, year-round ecosystem for lifelong learning by integrating academic, professional, social, research and personal-development initiatives under one institutional framework.
- Bridge academic learning with industry and future professional requirements through industry interactions, expert sessions, skill-development programmes, career-oriented activities and experiential learning.
- Develop socially responsible and ethically grounded graduates through constitutional awareness, gender sensitivity, social dialogue, community engagement and responsible citizenship initiatives.
- Promote sustainability, environmental consciousness and holistic well-being through experiential activities related to sustainability, resilience, environment and wellness.
- Strengthen research, innovation and intellectual development through research methodology, data analytics, intellectual property rights, innovation and student research opportunities.
- Develop personal mastery and transferable life skills through mentoring, alumni engagement, communication development, goal setting, reading initiatives and peer learning.
- Monitor student engagement through the Life Long Learning Meter (LLLM) and assess curriculum relevance through the Meaningful Curriculum Score (MCS), supporting evidence-informed review.

3. The Context

Rapid changes in professional, technological and social environments require higher education institutions to move beyond conventional classroom-based learning. Students are expected to demonstrate adaptability, professional competence, research capability, ethical awareness, social responsibility and the ability to continue acquiring knowledge.

The School of Business and Management-BBA, has undertaken co-curricular, experiential, extension, research, industry-engagement, mentoring and professional-development activities to complement formal classroom learning since its conception. When initiatives operate as separate events or platforms, thematic integration, visibility and systematic assessment can be limited.

LEAP was conceptualised as an umbrella framework to give these activities a common identity, map them to learning themes, and provide a structure for planning, participation tracking and review. It does not replace existing departmental activities; it connects them through five pillars and two complementary measurement mechanisms.

The guiding principle is that meaningful learning should contribute to continuing intellectual, professional, social and personal development beyond completion of a course or degree.

4. The Practice: Five Strategic Pillars

Pillar	Purpose and representative activities
4.1 Industry & Future Skills Readiness	Industry interactions, pre-placement activities, expert sessions, industry visits, skill-development workshops and emerging-technology awareness. Examples: Product Management with Gen & Agentic AI, Digital Marketing Workshop, Pre-Placement Talks, Industry Visit – Mumbai Port, industry collaboration sessions, expert panels and career planning.
4.2 Ethical Citizenship & Social Consciousness	Constitutional values, gender sensitivity, social awareness and community engagement. Examples: Constitutional Values & Fundamental Rights, Soul of the Constitution of India, Gender Equity Extension Activities, Breaking Stereotypes: Youth & Gender Sensitivity, Taboo Talks, Tax Conference / Fiscal Governance Dialogue and social-awareness initiatives.
4.3 Sustainability, Environment & Wellness	Experiential opportunities related to environmental responsibility,

	sustainability, resilience and well-being. Examples: Sustainability Quest, Clean-Up Drive, Disaster Management Awareness and IKS Adventure Trekking.
4.4 Research, Innovation & Intellectual Development	Inquiry, analysis, research and innovation through Foundations of Intellectual Property Rights, SPSS Research Sessions, Research Methodology Orientation, Data Analytics / Research Tools Workshops, Young Innovators Council and Student Research Accelerator Programme.
4.5 Personal Mastery & Life Skills	Long-term personal and professional growth through Alumni Perspectives Sessions, Menteezy Peer Mentoring Programme, communication skills, goal-setting workshops, reading initiatives, career planning, leadership and transferable skills.

5. LEAP Framework: From Activities to Lifelong Learning

LEAP is designed as an integrated pathway rather than a list of independent events. Each activity should be mapped to one or more pillars and documented against its intended learning contribution.

Framework stage	Function
1. Five LEAP pillars	Organise learning opportunities across industry readiness, ethical citizenship, sustainability and wellness, research and innovation, and personal mastery.
2. Learning experiences	Workshops, projects, mentoring, experiential learning, community engagement and other approved activities.
3. Life Long Learning Meter (LLLM)	Tracks the level/depth of student engagement across awareness, skill development, experience, application and creation/leadership.
4. Meaningful Curriculum Score (MCS)	Assesses curriculum relevance, skill application and knowledge extension for an activity.
5. Student development	Intended development in professional competence, research orientation, ethical citizenship and personal mastery.
6. Intended outcome	A lifelong learner who continues to develop beyond the classroom, curriculum and degree.

FIVE PILLARS → LEARNING EXPERIENCES → LLLM + MCS → STUDENT DEVELOPMENT → LIFELONG LEARNER

Suggested visual evidence: add a designed LEAP pathway diagram using the stages above. The diagram explains the framework but is not, by itself, evidence of impact.

6. Evidence of Implementation and Success

Evidence should distinguish between (a) implementation records, (b) dashboard measures, and (c) demonstrated student or stakeholder outcomes. Present impact as demonstrated only where supporting records exist.

6.1 Life Long Learning Meter (LLLM)

The source document describes a five-level learning progression:

Level	Learning type	Score
Level 1	Awareness	1
Level 2	Skill Development	2
Level 3	Experiential Learning	3
Level 4	Application	4
Level 5	Creation / Leadership	5

The source also provides these student engagement classifications:

LLL score band	Student category
0–9	Emerging Learner
10–19	Active Learner
20–29	Advanced Learner
30+	Lifelong Learning Champion

Before publication, document whether scores are awarded per activity or aggregated across a reporting period, how multiple participation records are handled, and how category bands are applied. Ensure the method matches the approved dashboard and implementation.

6.2 Dashboard and reported engagement indicators

The source document reports the figures below. They are retained as reported and should be validated against the original dashboard before final submission.

Reported indicator	Source value	Validation / evidence required
Students recorded	502	Confirm reporting period, cohort coverage and whether this is a unique-student count.
Events recorded	20	Confirm event list and reporting period.
Average score	5.74	Define the score, aggregation method and denominator.
Student reach	48.4%	Document denominator and treatment of repeat participation.
“Level 5–3 score”	“1.1%”	Verify exact dashboard label, calculation and intended meaning; do not reinterpret before validation.

EVIDENCE INSERTION REQUIRED: Insert an approved, legible LLLM dashboard screenshot/export and label it with reporting period, data source and extraction date. The dashboard itself was not included in the source material available for this revision.

6.3 Meaningful Curriculum Score (MCS)

MCS assesses whether an activity contributes meaningfully to formal academic learning. Each of its three indicators carries one point, giving a maximum score of 3 per event.

Indicator	Description	Score
Curriculum Relevance	Links to course concepts or syllabus topics.	1
Skill Application	Builds practical or analytical skills relevant to the course.	1
Knowledge Extension	Introduces advanced or interdisciplinary learning beyond the syllabus.	1
Maximum per activity	Total across the three indicators.	3

Retain the MCS assessment sheet or activity-level register and show how results are used during planning or review. LLLM and MCS measure different dimensions: engagement depth and curriculum relevance.

7. Impact of the Practice

The source identifies the following intended or reported areas of impact. These are proposed evidence indicators, not claims that outcomes have already been achieved.

Impact area	Evidence / indicator to compile	Potential source record
Industry & future skills	Number of industry interactions, expert sessions, visits and participating students.	Event register, attendance, feedback or learning assessment.
Research & innovation	Research-tool sessions, student research participation, innovation activities and documented outputs.	Workshop records, project/exhibition lists, student research records.
Ethical citizenship	Participation in constitutional awareness, gender-sensitivity and community-engagement initiatives.	Activity reports, attendance and approved photographs.
Sustainability & wellness	Activities completed, participation and documented learning or awareness outcomes where measured.	Event records, participation records and feedback instruments.
Personal mastery	Mentoring participation, communication/goal-setting activities, alumni sessions and reading initiatives.	Mentoring logs, session records and participation data.
Stakeholder engagement	Industry, alumni, community or institutional collaborations and documented outputs.	Invitations, meeting records, collaboration documents and reports.

	collaborations and documented outputs.	documents and reports.

Reporting rule: provide a reporting period, denominator, data source and evidence reference for every quantitative claim. If an outcome has not been measured, describe it as intended or planned.

8. Distinctiveness of LEAP as a Best Practice

LEAP's distinctiveness lies in bringing diverse departmental activities into a year-round framework and connecting them to a learning pathway and monitoring mechanisms. Its defining features are:

- A common identity for activities that may otherwise be organised through separate platforms.
- Five strategic pillars spanning professional, ethical, environmental, research and personal development.
- A year-round activity calendar and mapping of activities to the pillars.
- Participation tracking and a five-level learning progression through the LLLM.
- The MCS as a separate lens on curriculum relevance, skill application and knowledge extension.
- An annual review cycle intended to use participation, engagement and curriculum-mapping evidence to refine future activities.

Demonstrate distinctiveness through the framework, activity-mapping records, dashboard extracts and examples of decisions made from evidence—not through a feature list alone.

9. Problems Encountered and Resources Required

Challenge identified in source	Response / resource requirement to document
Coordinating activities within the academic calendar.	Use a consolidated year-round calendar, named activity owners and milestone reviews.
Ensuring consistent participation across cohorts.	Track participation by cohort and pillar; review reach and gaps before planning the next cycle.
Logistics for industry interactions and expert sessions.	Plan early, confirm stakeholders and record costs, attendance and delivery issues.
Financial resources for experiential and external activities.	Prepare activity-wise resource estimates and prioritise initiatives against expected learning value.
Maintaining systematic documentation and evidence.	Use a standard evidence register with activity brief, approval, attendance, outcomes and visual records.
Sustaining industry and alumni participation.	Maintain a stakeholder register, schedule engagement in advance and document follow-up.

These responses are proposed operational measures. Include them as implemented only where they can be evidenced; otherwise label them as planned actions.

10. Conclusion

Life Long Learning: Life-long Engagement and Advancement Programme (LEAP) is the School of Business and Management's framework for connecting academic, professional, research, social and personal-development experiences through a year-round approach.

By organising activities under five strategic pillars and using the LLLM and MCS to examine engagement and curriculum relevance, LEAP provides a structure for connecting participation with student development. Its long-term value should be demonstrated through consistent implementation, verified dashboard data, documented outcomes and evidence-informed review.

LEAP – LIFE LONG LEARNING

Learning that continues beyond the classroom, beyond the curriculum and beyond the degree.

Verified / Approved by

10 June 2026

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