



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**TKM INSTITUTE OF MANAGEMENT**

**MUSALIAR HILLS, KARUVELIL P.O., KOLLAM, KERALA  
691505**

**[www.tkmim.ac.in](http://www.tkmim.ac.in)**

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# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

TKM Institute of Management (TIM) has been at the forefront of management education in the state over the past thirty years. It was established in the year 1995 and is affiliated to the University of Kerala and approved by the AICTE. It was the first private B-School under the University of Kerala - a pioneer in Management education in the State. TIM has an enviable record of consistently molding committed management professionals who occupy coveted positions in leading organizations in India and abroad since last three decades. The Master of Business Administration (MBA) program of TKM Institute of Management is re-accredited by the National Board of Accreditation (NBA).

The Institute is part of the reputed TKM Group of Institutions managed by TKM College Trust founded by Jb. Thangal Kunju Musaliar in 1956. Currently the Trust is managing eight educational institutions namely TKM College of Engineering (founded in 1958), TKM College of Arts and Science (1965), TKM Institute of Management (1995), TKM Centenary Public School (1997), TKM School of Communication & Information Technology (1999), TKM Higher Secondary School (2000), TKM Institute of Technology (2002) and TKM College of Architecture (2014).

### **Vision**

To nurture thought leaders to serve diverse sectors of the economy by igniting a passion for excellence.

### **Mission**

To achieve pre-eminence in management education, innovation, entrepreneurship, start-up support and research with societal significance and global perspective.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- ♦ Institute with a legacy of 30years
- ♦ Committed and supportive management under TKM College Trust
- ♦ Excellence in imparting quality education
- ♦ Professional training to meet Industry requirements
- ♦ Industry connects and excellent placements
- ♦ MoU's with the Government bodies and leading Management Associations.
- ♦ Qualified and experienced faculty from industry and academia
- ♦ State of the Art Infrastructure
- ♦ Well-equipped Library with eLearning resources

- Student Mentoring
- Business incubation center
- Green campus

### **Institutional Weakness**

- Remote location
- Lack of student diversity
- Less academic autonomy being an affiliated college

### **Institutional Opportunity**

- Obtain Autonomous status
- To become TKM University
- Introduction of new programs
- Introduction of inter disciplinary courses
- Hub for social entrepreneurship due to the rural eco system

### **Institutional Challenge**

- Lack of research institutions and industry in Kollam District
- Less academic autonomy being an affiliated College
- Less opportunities for research and consulting

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

TKM Institute of Management, affiliated with the University of Kerala and approved by AICTE, demonstrates a strong commitment to effective curriculum planning and delivery. The institute adheres to a well-organized approach that aligns with the University calendar and incorporates comprehensive internal assessment processes. Key components of this approach include the creation of a master timetable, the establishment of clear Programme Outcomes (PO) and Course Outcomes (CO), and the development of Certificate and Value-added courses designed to boost student skills and employability. Curriculum delivery is diverse, encompassing lectures, tutorials, practical sessions, and industry consultancy projects, supported by ICT tools and experiential learning techniques. Continuous Internal Assessment (CIA) is central to tracking student progress, featuring regular evaluations and feedback mechanisms. To accommodate varied learning needs, the institute offers remedial classes for slower learners and empowerment programs for advanced students. Additionally, Faculty Development Programs (FDP) ensure that educators stay updated with industry trends and pedagogical advancements. The institute has a robust record in academic flexibility, with high student engagement in Certificate/Value-added courses and online platforms such as MOOCs, SWAYAM, and NPTEL. Over the past five years, completion rates for these courses have consistently been high, reflecting strong student involvement in supplementary education. Curriculum enrichment at TKM Institute integrates critical cross-cutting issues including Professional Ethics, Gender, Human Values, and Environment and Sustainability. The curriculum

incorporates modules focused on professional ethics and environmental stewardship, complemented by various initiatives and community projects. Activities such as ethics workshops, gender awareness programs, and environmental conservation efforts are integral to the institute's comprehensive educational approach. Community service projects, gender-inclusive policies, and sustainability practices further enhance the educational experience, ensuring students are well-rounded, socially responsible, and ethically aware.

Moreover, TKM Institute actively seeks feedback from students, teachers, employers, and alumni regarding academic performance and the institutional environment. This feedback is collected through structured surveys and interviews, analyzed to identify areas for improvement, and used to implement necessary changes. The resulting Action Taken Reports (ATRs) are published on the institution's website, ensuring transparency and continuous improvement.

### **Teaching-learning and Evaluation**

TKM Institute of Management is committed to the comprehensive development of young individuals, focusing on moulding them into people of integrity through an all-encompassing educational approach. To achieve this goal, the institute continually prioritizes and refines its teaching, learning, and evaluation methods to align with its overarching vision. The university's admission process is effectively managed via the Centralised Allotment Process (CAP), adhering to the reservation policies established by the Government of Kerala and the affiliated University. The average enrolment percentage stands at 80.83%. The HEI follows the reservation policy of the State and 23.33% of seats are filled against the reservation category. The institution cultivates a student-centric learning environment, integrating diverse methodologies such as experiential learning, participative learning, and problem-solving. The institute consistently endeavours to appoint highly proficient teachers against sanctioned post and 135% of sanctioned seats are filled. 44% of the teaching staff possesses qualifications like PDF/PhD/NET/SET credentials. The assessment processes strictly follow university rules, ensuring fair evaluation and upholding high academic standards with a commitment to integrity. The internal examinations are centrally conducted, ensuring standardised assessment procedures, while assignments and seminars take place within the respective classes, facilitating a more personalised learning experience. The student-centric approach ensures time-bound and effective resolution of grievances through multiple accessible channels which works through a three-tier system. The integration of the Outcome Based Education (OBE) paradigm ensures a curriculum centered on measurable outcomes. OBE aids both teachers and students in staying focused on expected directions and purposes. The attainment of learning outcomes (POs and COs) are evaluated and analysed using direct and indirect methods. The institute's vigilant oversight and meticulously structured approach contribute to an equitable teaching, learning, and evaluation process. This commitment is underscored by the pass percentage of 88.73%.

### **Research, Innovations and Extension**

At TKM Institute of Management, we are committed to fostering a culture of innovation, research, and extension that drives academic excellence, entrepreneurship, and social impact. The institute is actively engaged in promotion of research, innovations and extension activities. Our research activities are designed to address real-world business challenges that provides solutions to leading businesses, while our innovation and entrepreneurship initiatives support startup creation and growth. Our outreach extension activities engage with the community, promoting social responsibility among MBA students that rightly helps to mould managers with a human touch.

We encourage our faculty members to pursue Ph.D. programs and publish research articles in peer-reviewed journals indexed in Scopus, ABDC etc. Faculty team are constantly encouraged to undertake consultancy research projects with corporates as well as Non-Government agencies, which positively nurtures research skills among students too. As a positive step in promoting research and innovation, faculty members are encouraged to participate in international conferences and publish research articles or book chapters.

The institute has created an ecosystem for innovations, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident. We are constantly ranked among the top in Institution's Innovation Council (MoE's Innovation cell) rankings in South India. The incubation cell of TKM Institute of Management is having mentoring as well as seed fund support from Kerala State Industrial Development Corporation, Kerala Start up mission as well as KDISC. IIC cell at the Institute regularly conducts workshops, ideathons, seminars to promote entrepreneurship among students as well as community.

The Institute encourages students to actively participate in community service, thus sensitizing them to social issues leading to their holistic development. Participating in such activities can provide students with valuable experiences and skills, such as Teamwork, Communication, Problem Solving, Leadership etc. It also gives them a sense of social responsibility and the opportunity to make a positive impact on society. We are committed to nurture the holistic development of students and prepare them for a successful and fulfilling life beyond their academic studies. Such extension activities are regularly recognised by external bodies too.

The institute also actively collaborate with industries/institutions through MoUs or linkages that support students as well as faculty members with opportunities for internship, projects, placement opportunities, trainings etc. Such linkages are a great way to bridge the gap between academics and industry to provide students with practical exposure and hands on experience.

Thus, by focusing on research, innovation, and extension activities, we aim to create a vibrant academic ecosystem that drives business innovation, entrepreneurship and social impact.

### **Infrastructure and Learning Resources**

TKM Institute of Management (TKMIM) provides an extensive and modern infrastructure that supports academic excellence and fosters holistic student development. Spanning 9,768 m<sup>2</sup>, the institute is equipped with advanced facilities to meet the needs of both education and extracurricular activities.

The institute's classrooms are designed with modern teaching technologies, including interactive panels, Wi-Fi, and LCD projectors, creating a dynamic learning environment. ICT-enabled spaces complement diverse teaching methods, while faculty members benefit from well-equipped cabins that support academic and research activities. The central library is a hub of knowledge, featuring a collection of over 17,002 books and access to a wide range of digital resources, including e-journals through platforms such as EBSCO, DELNET, and NDLI. The library is partially automated with KOHA software, which facilitates efficient resource management and access through the Online Public Access Catalogue (OPAC).

TKMIM also offers specialized facilities like a computer lab, digital library section, and incubation centre, promoting innovation and supporting IT-based learning. The IT infrastructure features sufficient computers throughout departments and administrative offices, along with an additional 90 computers specifically allocated for student use. The institute ensures robust internet connectivity through a high-speed leased line, with Wi-Fi

available across the campus to enhance research and online learning activities.

Multipurpose seminar halls and auditoriums, equipped with advanced audiovisual tools provide ideal spaces for hosting seminars, conferences, and other academic events. These venues enable students to engage with industry professionals and broaden their exposure to real-world applications of their studies.

In addition to academic resources, TKMIM supports overall student well-being through recreational and wellness facilities, including a gym, health centre, and areas for yoga and cultural activities. The campus is well-secured with CCTV surveillance, and uninterrupted power supplies ensure the smooth functioning of both academic and administrative activities.

TKMIM's well-maintained infrastructure and continuous upgrades reflect its commitment to providing an environment that nurtures academic success and personal development for its students and faculty.

### **Student Support and Progression**

TKM Institute of Management (TIM) recognizes the importance of comprehensive student support and progression programs to enhance the academic and personal development of MBA Participants. Our programs are designed to not only support students during their studies but also to prepare them for successful careers post-graduation. Below are some of the key initiatives typically implemented at TKM Institute of Management for student support and progression:

Academic Advising and Mentorship Programs - a group of 15 to 20 students are usually allocated to one faculty thought out his or her tenure as a participant in our MBA Program.

Career Counseling, Guidance for competitive exams and strong Placement Support - a dedicated Corporate Relation Cell (CRC) consists of a team of Faculty Members and a placement manger plays an important role in shaping the careers of students from their induction and orientation, summer internships, mid-term projects, right to their final placements and even beyond.

Workshops/Guest talks and Skill Development Programs- every academic various skill development programs conducted at TIM to shape the Participants industry ready.

Student Clubs and Professional association Forums - TIM has various student clubs to like TACT, NIDHI, OXYGEN, SYNERGY, NATURE CLUB, AGORA etc. and have various professional associations like PMI, CII and NIPM. Student clubs offer a platform for students to develop and hone various skills that are essential in the business world.

Alumni Networking and Mentorship - TIM has a strong Registered Alumni Association named SMRITHI which will support all activities of Alma Matter. We have alumni chapters in Kochi, Bangalore & UAE.

Ragging free Campus & proper student grievance redressal mechanisms – TIM has proper mechanism under the leadership of faculty team to ensure a ragging free campus and time address of student grievances.

International Immersion Programs, Industrial Visits and Out Bound Training Programs - TIM conducts International Immersion Programs (IIP) for students in countries like Malaysia, Dubai, Industrial Visits in leading companies like COCA COLA, PABLO ALTO, KMML, LULU Group etc. and regular Out Bound

Training programs at Tenmala and Surayanelli.

## **Governance, Leadership and Management**

The TKM Institute of Management (TKMIM) has established a comprehensive governance framework that aligns with its vision of nurturing thought leaders through excellence in management education, innovation, and research. Governed by its approved Governance Policy, TKMIM's structures, policies, and procedures foster transparency, accountability, and continuous improvement.

**Governance and Administrative Setup:** The Governance Policy clearly defines the roles and responsibilities of institutional bodies, such as the Academic Council, Research Committee, and Student Affairs Committee, ensuring smooth operations and effective decision-making. The policy promotes merit-based recruitment and selection of faculty and staff, with defined criteria to uphold high standards. Service rules, performance evaluations, and grievance redressal mechanisms are in place to maintain a professional environment.

**Alignment with Vision and Mission:** TKMIM's governance and leadership are closely aligned with its vision of excellence and its mission to be a leader in management education with a global outlook. This alignment is evident in the implementation of the National Education Policy (NEP), emphasizing multidisciplinary education, flexibility, and vocational integration. The institution's strategic plans, encompassing both short-term and long-term goals, aim to enhance the curriculum, develop infrastructure, and foster innovation and entrepreneurship.

**Decentralization and Participative Governance:** TKMIM promotes a decentralized governance model that empowers faculty, students, and staff to participate actively in decision-making processes. This participative approach encourages inclusivity and shared responsibility, incorporating diverse perspectives into institutional planning and policy execution.

**Resource Mobilization and Optimal Utilization:** TKMIM's resource mobilization strategy focuses on financial stability, diversification of funding sources, and strategic partnerships. The institution emphasizes rigorous planning, budgeting, and transparent governance to optimize resource utilization. Prioritizing capacity building and technological integration enhances operational efficiency and long-term sustainability.

**Quality Assurance and Continuous Improvement:** The Internal Quality Assurance Cell (IQAC) plays a pivotal role in driving academic excellence through strategic initiatives, periodic reviews, and continuous monitoring. IQAC's efforts have led to significant improvements in teaching methodologies, curriculum relevance, and faculty development, aligning TKMIM's practices with national and international standards.

## **Institutional Values and Best Practices**

At TKM Institute of Management (TIM), our commitment to institutional values is deeply embedded in our culture, reflecting a strong focus on inclusivity, environmental sustainability, and ethical conduct. Criterion VII highlights TIM's proactive approach to these core areas. We are dedicated to gender equity through comprehensive policies and programs that promote a respectful and supportive environment for everyone. Our environmental sustainability efforts are evident in our implementation of eco-friendly practices across campus operations, including energy conservation, waste management, and water conservation. These practices are complemented by educational initiatives that foster environmental stewardship among the campus community,

underscoring our commitment to a sustainable future. Inclusivity at TIM goes beyond physical accessibility, aiming to build a culture of mutual respect and understanding. We celebrate diversity, encouraging harmony among students and staff from various cultural, regional, and linguistic backgrounds, ensuring that every member of our community feels valued and integrated. Ethical conduct is a cornerstone of TIM's institutional framework, with dedicated programs that emphasize the importance of professional integrity and civic responsibility. By instilling a strong sense of ethical behaviour and constitutional obligations, we prepare our students to be principled and responsible leaders. TIM distinguishes itself through the integration of social responsibility into both academic and extracurricular activities. Our community engagement efforts, including outreach programs and environmental initiatives, enrich the educational experience and create a positive impact on society. This comprehensive approach, which merges academic excellence with a commitment to social and environmental responsibility, highlights TIM's role as a leader in fostering holistic development. By embracing these values, TIM not only enhances the educational environment but also contributes meaningfully to the broader community, demonstrating our core values in action.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	TKM INSTITUTE OF MANAGEMENT
Address	MUSALIAR HILLS, KARUVELIL P.O., KOLLAM, KERALA
City	KOLLAM
State	Kerala
Pin	691505
Website	<a href="http://www.tkmim.ac.in">www.tkmim.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	VENI M. NAIR	0474-2482465	9447716071	-	mailinfo@tkmim.a c.in
Professor	THOMAS MICHAEL	0474-2482466	9443441979	-	thomas.michael@tk mim.ac.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority Institution Order.pdf</a>
If Yes, Specify minority status	
Religious	Muslim
Linguistic	
Any Other	

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Kerala	University of Kerala	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC				
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
AICTE	<a href="#">View Document</a>	15-05-2023	12	Extension of approval for the current Academic Year pending

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	MUSALIAR HILLS, KARUVELIL P.O., KOLLAM, KERALA	Rural	5	9768

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
PG	MBA, Management,	24	Any Degree	English	120	120

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	5				0				9			
Recruited	5	0	0	5	0	0	0	0	4	5	0	9
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				17
Recruited	17	0	0	17
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	0	0	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	4	0	7
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	0	0	0	1	1	0	3
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1	2	0	3	
	1	2	0	3	

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	94	0	0	0	94
	Female	94	0	0	0	94
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	1	0	2	1
	Female	0	1	1	1
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	1	0
	Female	0	0	2	1
	Others	0	0	0	0
General	Male	58	35	45	41
	Female	60	32	45	54
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>120</b>	<b>68</b>	<b>96</b>	<b>98</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>MBA program is redesigned to include a broader range of subjects, integrating knowledge from disciplines like technology, social sciences, and humanities. This aims to provide a well-rounded education that fosters critical thinking, creativity, and problem-solving. We have introduced Microsoft Excel and Business Analytics as Value-added courses keeping in times with the industry. Skill Development: There's a greater emphasis on developing skills like communication, emotional intelligence, and leadership. Professional training which includes communication, Group Discussion, Personal Interview, Panel Discussions, Guest Talks are emphasized. More importance given on practical</p>
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	<p>training, case studies, and projects relevant to real-world business challenges in the curriculum.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Institute is preparing to implement ABC system. We have enabled e Learning platform for the smooth implementation as the ABC is a digital system designed to store and manage the academic credits earned by students throughout their educational journey. Credit Accumulation: Students can accumulate credits earned from different courses, programs, or institutions. These credits can be stored in the Academic Bank of Credits, allowing students to build up their qualifications over time. Credit Transfer: The ABC allows students to transfer their earned credits between institutions. Multiple Entry and Exit Options: NEP 2020 emphasizes flexibility in education, and the ABC supports this by allowing students to enter and exit programs at different stages. In order to facilitate credit transfer, institutions under University of Kerala, have standardize their credit systems to ensure that credits are comparable and transferable across different programs and institutions. Awareness Sessions and Talks are conducted so that faculty and staff are aware of the ABC system and its benefits to fully utilize it.</p>
<p>3. Skill development:</p>	<p>The National Education Policy (NEP) 2020 in India places a strong emphasis on skill development, recognizing it as a crucial aspect of modern education. The policy aims to integrate vocational education and skill training into the educational system from an early age to make students more employable and prepared for the challenges of the 21st century. Focus on Holistic Development: The NEP stresses the importance of developing a wide range of skills beyond just academic knowledge. This includes critical thinking, problem-solving, creativity, and digital literacy. The curriculum will be restructured to focus on the holistic development of students, making them more adaptable and resilient in various professional environments. Increased Industry Collaboration: NEP promotes collaboration between educational institutions and industries to ensure that the skills taught are relevant to the needs of the job market. Industry experts will be involved in curriculum design, internships, and practical training, providing students with hands-on experience and exposure to real-world challenges. Focus on</p>



	<p>Digital and Technical Skills: Recognizing the importance of digital literacy in the modern world, the NEP emphasizes the development of technical skills, particularly in areas like coding, data analysis, and digital communication. College will be equipped with the necessary resources to teach these skills, ensuring students are prepared for the digital economy. Entrepreneurship and Innovation: The policy encourages the development of entrepreneurial skills and a mindset of innovation among students. The Institute has incubation centers and innovation hubs to nurture young entrepreneurs and innovators.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>This integration aims to connect students with India's rich cultural, philosophical, and scientific heritage, while also promoting a sense of national pride and identity. The NEP encourages the inclusion of IKS across various subjects in the curriculum, starting from primary to higher education. Traditional knowledge in areas like mathematics, astronomy, medicine (such as Ayurveda), architecture (such as Vastu Shastra), and more will be integrated into the modern curriculum. Texts and teachings from ancient scriptures like the Vedas, Upanishads, Puranas, and other classical Indian literature will be introduced in a way that is accessible and relevant to contemporary students. In the MBA syllabus, teachings from the BIBLE, QURAN and GITA are incorporates in the course Indian Ethos and Personal Etiquette.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome based education (OBE) shifts the focus from traditional teaching methods to achieving specific competencies and skills by the end of a course or program. Focus on Learning Outcomes: NEP 2020 emphasizes defining clear learning outcomes at every stage of education, from early childhood to higher education. Learning outcomes are specific skills, knowledge, and attitudes that students are expected to acquire by the end of a course or program. These outcomes guide curriculum design, teaching methods, and assessment practices. Competency-Based Curriculum: The curriculum under NEP 2020 is designed around competencies rather than merely content coverage. Competency-based learning ensures that students develop the necessary skills and knowledge required to succeed in real-world scenarios. This approach fosters critical thinking, problem-solving, creativity, and the ability to apply knowledge in practical situations.</p>

	<p>Assessment Aligned with Outcomes: Assessment methods in OBE are designed to measure whether students have achieved the specified learning outcomes. NEP 2020 promotes continuous and comprehensive evaluation that includes formative assessments (ongoing assessments) and summative assessments (end-of-term exams). The focus is on assessing higher-order thinking skills and application of knowledge, rather than rote memorization.</p>
<p>6. Distance education/online education:</p>	<p>The policy supports the expansion of Open and Distance Learning (ODL) programs, particularly at the higher education level. Institutions offering ODL programs are encouraged to upgrade their offerings, ensuring they are of high quality and meet the same rigorous standards as in-person education. Creation of Digital Infrastructure: NEP 2020 emphasizes the need for robust digital infrastructure to support online learning. This includes the development of high-quality digital content, reliable internet access, and affordable devices for students and teachers. Development of E-Content: The policy highlights the importance of creating high-quality e-content in multiple languages to cater to the diverse linguistic needs of the country. It supports the use of digital repositories, such as the National Digital Library and other open educational resources, to provide students with access to a vast range of learning materials. Use of MOOCs and Online Platforms: NEP 2020 encourages the use of Massive Open Online Courses (MOOCs) and other online learning platforms to provide flexible learning opportunities. Higher education institutions are encouraged to offer courses through platforms like SWAYAM, ensuring that students can access a wide range of subjects and skills from anywhere in the country. Flexible Learning Pathways: The policy promotes the concept of flexible learning pathways, allowing students to take courses and earn credits online that can be transferred to their degree programs. This flexibility helps accommodate different learning paces and styles, making education more personalized and accessible.</p>

**Institutional Initiatives for Electoral Literacy**

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<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, TKM Institute of Management has setup an Electoral Literacy Club (ELC) to bring awareness about 'Right to Vote' among students, faculty members and people residing in the nearby village.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, the Institute has appointed Prof. Shajin P. as faculty co-ordinator and also student members as co-ordinators for the ELC. ELC is functional and encourages every student to enroll and participate in ethical voting process.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The ELC conducted voter awareness camp in the college and in the nearby Cheerankavu village. The students encouraged the public to enroll for the electoral roll.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Created awareness related ethical voting process and encouraged youth to enroll as voters.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Voter registration drive was conducted in the Institution for students above 18 yrs of age. The extent of students above 18 who are not yet enrolled as voters can vary widely near by our institute. Efforts by Electoral Literacy Clubs (ELCs) our institute typically include organizing voter registration drives, conducting awareness campaigns about the importance of voting, and facilitating easy access to voter registration forms. Our Colleges may also collaborate with local election authorities to ensure that students are aware of registration deadlines and procedures.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
188	164	194	201	191
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 25

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

Number of teaching staff / full time teachers year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
12	12	12	12	12

### 3 Institution

#### 3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
194.18	233.78	161.75	127.16	268.73

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curricular Planning and Implementation

##### 1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

##### Response:

TKM Institute of Management, affiliated with the University of Kerala, ensures effective curriculum planning and delivery through a well-planned and documented process. This includes adherence to the Academic Calendar and the conduct of continuous internal assessment. The curriculum planning and implementation follow a structured mechanism, ensuring a complete and comprehensive educational experience. Emphasizing practical learning and industry exposure, the institute prepares students to excel in their careers.

Curriculum planning involves detailed academic discussions to develop plans at the College level, Department level, and Teacher level.

##### Institute Level Plans:

- ♦ Adhering to the University of Kerala calendar, the institute sets an annual plan which is incorporated into the institute academic and examination calendar.
- ♦ A master timetable is prepared to ensure proper curricular implementation.
- ♦ Programme Outcomes (PO), Course Outcomes (CO), and Programme files are prepared and finalized.
- ♦ Certificate and Value-added courses are designed at the beginning of the year to enhance student skills and employability.
- ♦ The institute council and IQAC meticulously construct and approve the course timetables.
- ♦ Course distribution is organized at the beginning of each semester to align with the academic goals and outcomes.
- ♦ Each teacher prepares a detailed course plan to ensure effective curriculum planning and delivery.

##### Curriculum Delivery:

- ♦ Curriculum delivery is systematically executed to address the diverse needs of all learners.

- ♦ **Outcome-Based Education (OBE) is implemented by effectively communicating Programme Outcomes (PO), Programme Specific Outcomes (PSO), and Course Outcomes (CO) to students.**
- ♦ **Induction programs are conducted at the beginning of every academic year to familiarize first-year students with the curriculum and industry expectations.**
- ♦ **Remedial coaching and additional classes is provided to slow learners to enhance their learning outcomes.**
- ♦ **Advanced learners are given empowerment program to attain university rank.**
- ♦ **Curriculum delivery is effectuated through a combination of lectures, tutorials, experiential learning, ICT-enabled tools, and flipped and blended classrooms.**
- ♦ **Supplementary learning materials, including textbooks, reference books, LMS e-content, Moodle, Google classroom content, and question banks, are readily accessible to students.**
- ♦ **Practical sessions, projects, field visits, workshops and internships are integral parts of the curriculum to facilitate experiential learning.**
- ♦ **Faculty Development Programs (FDP) is designed to keep faculty members updated with the latest advancements in their fields.**
- ♦ **The faculty community collaborates with various industries to undertake diverse consultancy projects.**
- ♦ **The college library and INFLIBNET, EBSCO provide a wealth of academic resources, both physical and digital.**
- ♦ **Computer labs, science labs, language labs, and incubation centers contribute significantly to curriculum enrichment.**

#### **Continuous Internal Assessment**

- ♦ **Continuous Internal Assessment (CIA) is conducted throughout the academic semesters.**
- ♦ **An examination calendar is prepared at the beginning of the academic year.**
- ♦ **Outcome-based seminars and assignments are given to students.**
- ♦ **The institute has an effective examination grievance redressal system.**
- ♦ **Internal marks are published and signed by students at the end of each semester**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<p><b>1.2.1</b></p> <p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p><b>Response: 71</b></p>	
File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### Other Upload Files

1

[View Document](#)

<p><b>1.2.2</b></p> <p><b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b></p> <p><b>Response: 50.85</b></p>
<p>1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p>



2023-24	2022-23	2021-22	2020-21	2019-20
126	68	159	103	21

  

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

#### Response:

**TKM Institute of Management is committed to the comprehensive development of its students by embedding core values into its curriculum. This approach aligns with the institution's Vision and Mission, incorporating cross-cutting issues of Professional Ethics, Gender, Human Values, and Environment and Sustainability.**

#### Professional Ethics

- ♦ **Curriculum Integration:** Courses like Principles & Practices of Management and Business Law feature modules on professional ethics, ensuring students understand and apply ethical principles in their careers.
- ♦ **Ethics Club:** Promotes ethical behaviour through discussions, workshops, and events such as "Ethical Eco's: Reflecting on Moral Science."
- ♦ **Awareness Initiatives:** Observes important days related to ethics, including Human Rights Day and World Blood Donors Day, with promotions via LinkedIn.
- ♦ **COVID-19 Crisis Management:** On Independence Day, students explored spiritual lessons from the Indian freedom struggle and their relevance to managing the COVID-19 crisis, supported by a video and poster contest.
- ♦ **Case Studies & Role Plays:** The Ethics Club and TIM 29 students engage in role plays and case study discussions to enhance ethical decision-making skills.

#### Gender

- ♦ **Awareness Initiatives:** Celebrates gender-related days such as International Women's Day and Women Empowerment Day through LinkedIn.
- ♦ **Summer Camp:** Organized activities for local children, including lessons on "Good Touch and Bad Touch."
- ♦ **Women as Entrepreneurs Webinar:** Focuses on challenges and opportunities for women in a COVID-19 world.
- ♦ **ICC Women Empowerment:** Hosted a talk by Beena Mol from Life Foundation on women empowerment.
- ♦ **Invest in Her:** A talk by Dr. Beenamol at Indira Nagar on women's empowerment.
- ♦ **Anti-Sexual Harassment Cell:** Addresses and resolves sexual harassment issues, ensuring a safe environment.
- ♦ **Students' Grievance Redressal Cell:** Provides a platform for students to voice and resolve gender-related grievances.

### **Human Values**

- ♦ **Curriculum Integration:** Courses such as Organizational Behaviour and Strategic Human Resources Management emphasize respect, empathy, and integrity.
- ♦ **Anti-Ragging Cell:** Prevents and addresses ragging, ensuring a respectful campus environment.
- ♦ **Community Development Initiatives:** Encourages students to contribute to local community betterment.
- ♦ **Awareness Initiatives:** Observes days like Child Labour Day and Yoga Day, promoted via LinkedIn.
- ♦ **Yoga Sessions:** Conducted by Amala K.V., founder of NUYOGA, to enhance physical and mental health.
- ♦ **Charity and NGO Visits:** Includes donations and visits to organizations such as Ashraya Charitable Society and Navajeevan, as well as participation in The Joy of Giving initiative.

### **Environment and Sustainability**

- ♦ **Curriculum Integration:** Courses like Environmental Management and Organizational Change and Development cover environmental issues and sustainability.
- ♦ **Nature Club:** Promotes environmental awareness and conservation activities.

**Awareness Initiatives: Uses posters and campaigns to raise environmental awareness, observing days like World Environment Day and World Plastic Day via LinkedIn.**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**

**Response:** 57'.98

#### 1.3.2.1 Number of students undertaking project work/field work / internships

Response: 109

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 80.83

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2023-24	2022-23	2021-22	2020-21	2019-20
120	68	96	98	103

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
120	120	120	120	120

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

**Response:** 23.33

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2023-24	2022-23	2021-22	2020-21	2019-20
2	1	6	3	2

### 2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
12	12	12	12	12

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

**Student – Full time Teacher Ratio  
(Data for the latest completed academic year)**

**Response:** 13.43

## 2.3 Teaching- Learning Process

### 2.3.1

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:****Experiential Learning:**

Through International Immersion Programmes, students are taken to various industries to gain experience on specific areas. These provide them a valuable experience in their area of study. Field trips are organized to prestigious institutions with a view to complement the concepts taught. MBA students gain hands-on experience on various concepts learnt in class by taking up live projects incorporating ICT tools. Students are taken on Industrial Visits to provide them an understanding on the working of different types of organizations and its functional units. Students take up internships which serve as a preparatory phase towards their corporate entry. Students also gain

real life exposure through Outbound training and Role plays. Conclaves and industry interaction events conducted by the various clubs also help to enhance their exposure towards industry. Students also participate in fests etc which equips students with practical skills, industry exposure, and networking opportunities that can significantly enhance their academic and professional journey in the field of management.

**Participative Learning:**

Students participate in various surveys and camps like Financial Inclusion Camp wherein they actively engage in various aspects of the learning process, from planning and executing activities to analyzing results and drawing conclusions. This active involvement not only enhances their understanding of the subject matter but also develops essential skills that are valuable beyond the classroom. Students also participate in socially relevant projects and Community Development activities which provide students with opportunities to engage meaningfully with their communities, develop essential skills, and cultivate a sense of civic responsibility that extends beyond academic achievement. Students, also go in teams, to schools and create awareness on diverse social issues. Collaborative or Group learning is also emphasized in classrooms through - role-plays, games, quiz, simulations, mind mapping, group presentations using ICT tools. Brainstorming sessions, discussions and debates are conducted to encourage group participation and to improve their communicative skills. Placement training programmes like Interactive Workshops and sessions, aptitude training, group discussions, industrial interactions, soft skills training, and Session on Personal grooming & Etiquettes are in house programmes that focuses on collaborative learning. Interaction with the eminent personalities from the corporate world help the students to get a feel of the industry and learn from these knowledge and experience-sharing sessions. Also there are various clubs like Marketing Club, Finance Club, HR Club, Operations Club, Ethics Club wherein students coordinate and conduct various programmes which helps in enriching their academic experience and preparing them for successful careers in business and management.

**Problem-Solving Methods**

Case based learnings are used which facilitate discussions where students analyze business cases. Students are encouraged to identify key issues, brainstorm solutions, and defend their reasoning. Project-based learning is implemented wherein students identify a business problem, conduct research, analyze data, and propose actionable solutions using ICT tools. Students are encouraged to participate in various fests/conferences/seminars and Startup Idea Pitch Competitions challenge

participants to identify problems, develop innovative solutions, validate ideas through feedback, and strategically plan for business success.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

**Percentage of full-time teachers against sanctioned posts during the last five years**

**Response:** 135

#### 2.4.1.1 Number of sanctioned posts year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
12	12	12	12	12

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.2

***Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)***

**Response:** 44.44

#### 2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
5	8	8	8	7



File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

#### Response:

**The Institutions' Exam Cell has developed a robust assessment and evaluation system that aligns perfectly with university guidelines. This comprehensive evaluation process includes Continuous Internal Evaluation and External Evaluation, each supported by various methods to ensure transparency and integrity.**

#### Continuous Internal Evaluation

**The internal evaluation process is meticulously structured to maintain transparency and credibility. The Institute Examination Committee oversees internal assessments, including model and series exams, which are conducted centrally to uphold quality and fairness. The committee uses a question bank to create examination papers, ensuring that questions are randomly selected from a table to preserve confidentiality. Rigorous invigilation is enforced, with CCTV cameras installed in every classroom to monitor exams according to university regulations.**

**Attendance: Attendance is recorded at the start of each class, and students can access their attendance records from the office. Students can request duty leave by completing an application form. Internal marks for attendance are awarded based on recorded attendance.**

**Assignments and Seminars: Participation in seminars is mandatory, and each course requires at least one assignment or seminar. Feedback is provided to students on their submissions to support their learning.**

**Internal Examinations:** The internal exam committee prepares the exam calendar and communicates the schedule to students via email one week before the exams. Question papers are submitted to the Examination Office promptly. Exams are conducted centrally under strict supervision. Students can review and discuss their internal marks and answer scripts to ensure accuracy and fairness.

### External Evaluation

For external evaluations, transparency is similarly emphasized. Students are notified about exam fees, and the university exam timetable and seating arrangements are shared through email and notice boards. The faculty's invigilation duties are also communicated. The professor responsible for the exams downloads the question paper from the university's exam portal in a camera-monitored room. Answer scripts are evaluated at university-centralized valuation camps, and the final semester results are published by the university. Faculty members then analyze and consolidate the results into a common pool for further evaluation.

### Grievance Redressal Mechanism

The college has a structured grievance redressal mechanism to address student concerns effectively. Students can initially raise grievances with their mentors, who attempt to resolve the issue through discussion and advice. If unresolved, the grievance can be escalated to the Dean by submitting a formal written complaint detailing the issue and prior resolution attempts. The Dean reviews the complaint, may gather additional information, and if the grievance is serious or complex, forwards it to the Director.

The Director reviews the issue comprehensively, potentially consulting with the Dean and other relevant parties. The grievance is then referred to the Grievance Redressal Committee (GRC), which consists of members from various departments and possibly student representatives. The GRC conducts hearings, gathers evidence, and formulates recommendations. The committee's findings and suggested actions are reported to the Director, who makes the final decision. The Dean communicates this decision to the student, and the resolution is documented and monitored to ensure its effectiveness.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

**Response:**

**Outcome-Based Education (OBE) is a student-centered approach that places emphasis on what students should be able to do after completing a course or program of study. It involves setting clear learning objectives, designing instructional strategies to meet those objectives, and assessing student progress based on the outcomes achieved. OBE provides educators with a framework for evaluating student progress and measuring the effectiveness of their teaching strategies.**

**The Institution has implemented the Outcome-Based Education (OBE) paradigm, aligning all curricular processes to emphasize measurable learning outcomes and providing clear guidance for both educators and students towards specific goals and purposes. The faculty members of each Department collaborated with external subject experts to create and refine the PEOs, POs and COs. COs were defined based on the Bloom's Taxonomy, in alignment with the curriculum of the University. These outcomes are then reviewed and approved by the IQAC, ensuring their alignment with the curriculum and educational objectives.**

**Students are informed of the learning outcomes through a variety of methods, including orientation meetings and the induction programme. By discussing the course plan in class, faculty members convey the course outcomes. There are PO display boards all across the campus.**

**The OBE evaluation procedure is well informed to students beforehand. Instructors take the initiative to map learning outcomes and in-semester assessment components with POs, PSOs, and COs. Every course has a defined set of COs that are connected to matching POs and PSOs. With careful planning, the internal examination questions are designed to ensure proper mapping with the COs and alignment with Bloom's Taxonomy. The software is updated using carefully documented student marks. Assignments, seminars, attendance policies, and other activities are also meticulously mapped to the planned learning outcomes. An exit survey is one of the direct and indirect techniques used to assess the accomplishments of POs, PSOs, and COs.**

**Timely communication of this information is facilitated through proper communication channels with students.**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

For each course/program, grading under 'Direct Assessment' combines University examination marks (80% weightage) and internal marks (20% weightage). After program completion, course objectives are rated on a three-point scale (3 for high, 2 for medium, 1 for low) based on how well predefined attainment levels are met. The scores from internal and external evaluations are consolidated to determine the total attainment score for each course.

The Attainment level and the marks allotted for external evaluation (University Examinations) is as follows

**Attainment Level 1: Points: 3 (If the average mark of TIM is greater than the University Average Mark)**

**Attainment Level 2: Points: 2 (If the average mark of TIM is equal to University Average Mark)**

**Attainment Level 3: Points: 1 (If the average mark of TIM is less than the University Average Mark)**

The Attainment level and the marks allotted for internal evaluation is as follows

**Attainment Level 1: Points: 3 (If 70% of students score more than 70%)**

**Attainment Level 2: Points: 2 (If 60% of students score more than 70%)**

**Attainment Level 3: Points: 1 (If less than 60% of students score more than 70%)**

The marks obtained from both internal and external evaluations are then consolidated to form the total attainment score for a particular course.

The particulars that the process owner considers for evaluating a course in comparison with the pre-defined course objectives are given below:

- **University Examination**

**Internal Evaluation**

- **Series Examination**

- **Assignments**

- **Case study**

- **Project Work (mini, minor and major)**

- **Presentations/Seminars**

- **Role Play and Discussions**

Student exit surveys and employer surveys are conducted at the end of the program to gauge the

achievement of program outcomes. Both surveys use a scoring system where 3 points indicate high accomplishment, 2 points for medium, and 1 point for low.

The Participant Performance Score (PPS) at TKM Institute of Management evaluates program outcomes through a comprehensive system, totaling 1000 points. The PPS includes parameters such as discipline, class participation, internal marks, business knowledge, aptitude skills, group discussions, interviews, achievements, and organizational skills.

**Attainment Level 1: Points: 3 (If 70% of students score more than 60%)**

**Attainment Level 2: Points: 2 (If 60% of students score more than 60%)**

**Attainment Level 3: Points: 1 (If less than 60% of students score more than 60%)**

The score obtained from the Employer survey, Student exit survey and participant performance score are considered for getting the overall score of a Program Outcome through Indirect Assessment. The Score obtained from Employer Survey and Student exit survey are factored as follows.

#### **Employer Survey & Student Exit Survey**

**Attainment Level 1: Points: 3 (If 70% of attributes score more than 60%)**

**Attainment Level 2: Points: 2 (If 60% of attributes score more than 60%)**

**Attainment Level 3: Points: 1 (If less than 60% of attributes score more than 60%)**

The weightage for the program outcome through Direct assessment (Course Outcome) is 80 % and through Indirect Assessment (Employer Survey, Student Survey, and Participant Performance Score) is 20%.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### **2.6.3**

**Pass percentage of Students during last five years (excluding backlog students)**

**Response: 88.73**

**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
89	82	94	76	92

### 2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
93	97	102	88	108

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<b>2.7.1</b>  <b>Online student satisfaction survey regarding teaching learning process</b>  <b>Response:</b>	
File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

*Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)*

**Response:** 9.00

**3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	9.00

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

**Response:**

**TKM Institute of Management has created an ecosystem for innovations , Knowledge acquirement including awareness about IPR, Incubation Centre and other initiatives for the creation and transfer of knowledge during the last five years and the outcomes of the same are well established Facilities, Infrastructure and student bodies/clubs established at TIM:**

- ♦ **TKM Business Incubation Centre set up in Association with Kerala State Industrial Development Corporation**
- ♦ **MOUs signed with Kerala State Industrial Development Corporation, Kerala Start-up Mission, Kerala Development & Innovation Strategic Council**

- ♦ **Institution's Innovation Council at TKMIM- TKMIMIIC**
- ♦ **Student Entrepreneurship Development Club, TKMIM**
- ♦ **Young Innovators Programme (YIP) Club, TKMIM Institution's Innovation council (IIC) was established in the year 2018, as per the norms and directions of Innovation Cell, Ministry of Education, Govt. of India. IIC has an excellent track record of organizing a series of events aiming at imparting Innovation Knowledge, creating awareness of legal framework prevalent in areas like IPR, generating innovative business ideas for establishing start-up firms etc.**

Few of such events are briefly furnished below:

- ♦ **Founders' day project: This event was a Mega Project carried out to find out the field level problems faced by local community living in nine Gram Panchayats in the nearby community of Kollam district and trying to find out the solutions**
- ♦ **Webinars and group discussions: Webinars and discussions conducted in collaboration with Innovation cell of central Government and Strat up Mission of state Government has strongly resulted in transfer of knowledge regarding the legal framework in areas like Intellectual property rights and technology on the participants**
- ♦ **Field study conducted by students: Visiting micro enterprises has been enormously effective in gaining knowledge regarding establishing and maintaining such units. This has also resulted in assisting students to improve their teaching and learning outlook and assures imparting capabilities for carrying out field level action research.**
- ♦ **Awareness sessions organized through webinars and class room sessions:**

**IIC has created an eco-system to help students develop deep understanding and knowledge transfer by interacting with eminent speakers from real world of business**

- ♦ **IEDC events under the leadership of IIC: Development of Entrepreneurship skills and entrepreneurship spirits hidden within the youngsters enthusing them to be active in field levels enabling establishment of start up firms in future**
- ♦ **YIP initiatives carried out by IIC : It is a proud privilege to mention the involvement of our students in YIP projects leading the team to secure high rating among the contemporary organizations of the state. Furter more IIC has been engaging students in various competitions and group discussions enhancing their knowledge levels leading to creativity in generating new ideas of business.**



The innumerable activities organized by IIC and Incubation club in collaboration with State and Central bodies and Corporates has been effective in reaching the expected outcome and impact on students.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.2.2

*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*

**Response:** 28

**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
0	8	4	6	10

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

### 3.3.1

**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**Response:** 1.12

**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	5	11	11

<b>File Description</b>	<b>Document</b>
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.3.2

**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

**Response:** 0.56

**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	6	3	4

File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4 Extension Activities

#### 3.4.1

**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

**TKM Institute of Management has been engaging students in numerous extension activities in the neighborhood community consistently for the last three decades. This has paved way for a perpetual impact on the Participants of MBA program in sensitizing them to social issues for their holistic development. The innumerable extension events organized in the last five years embrace an endless list of supporting the local children, participating in blood donation camps, creating new knowledge and awareness among local population, getting involved in the activities of NGOs etc. An overview of the impact on students and the outcome thereon can be briefed as below: A transformative impact: These activities has powerfully created a transformative impact on the participants in their outlook towards society, mainly in the neighborhood community and has instilled a sense of obligation towards social service. This fact is well understood from the reports coming in where our students continue to support children in the locality by providing necessary school accessories, food etc**

**Cultivating empathy and compassion: Engaging in heartfelt conversations and offering emotional support to the elderly and terminally ill patients has enhanced their feelings of empathy and compassion, beyond theoretical perspectives. Students keep reporting their continued involvement in the working of old age homes, orphanages etc and these stand testimony to the outcome of such strong feelings of empathy.**

**Redefining success and value: Realizing the diverse talents and skills of the socially and financially backward citizens has redefined the traditional notions of success and value, shifting their focus from material shows to holistic growth. This mind-blowing shift in attitude of students towards the elderly and financially weaker inmates of the charity homes has proved beyond doubt as observed during our recent visits to NGO units.**

**The Joy of giving:** Witnessing the joy and fulfillment of giving has shifted their priorities, promoting a sense of social responsibility forgetting personal gains. The events organized in the last few years has undeniably become a source of inspiration as we observe them taking forward such noble activities consistently, contributing in cash and kind to the needy and also as reported by the family members.

**Leadership and teamwork in action:** Collaborating events with classmates, staff of Charitable organizations, local Residents etc. has enhanced the teamwork skills and leadership capabilities enabling themselves for future professional endeavors. Some of them evidently take leadership in coordinating events to raise funds for charity and few others are volunteers in non-governmental organizations leading their team to effective social service.

**A renewed sense of purpose and direction:** The experience has provided a deeper understanding of the challenges faced by marginalized communities and the vital role the Charitable Organizations like NGOs assume in alleviating them. Some of the participants of ongoing MBA program has reported about their joining well known Charitable organizations, taking forward the spirit of social service.

**TKM Institute of Management is committed to mould a future generation dedicated to serve the society aiming at an inclusive and sustainable growth of Nation.**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

**Awards and recognitions received for extension activities from government / government recognised bodies**

**Response:**

**TKM Institute of Management is deeply committed to integrating social responsibility and ethical leadership into its MBA programs, encouraging students to make a meaningful impact on society. The institute's dedication to social work and community engagement has been recognized through several prestigious awards and honors. We have received recognitions and Certificates from various NGOs like Rotary, Ashraya Charitable Society, Holy Cross Hospital, Peace Hub, Gramabharathi Educational and Charitable Society, Kanivu, Thanal etc. for the profound commitment to the social impact projects taken by the Institute. These projects covered socio-economic, ecological, environment, human and wildlife issues facing the nation. The Institute has embedd social responsibility into the core curriculum, empowering students to tackle pressing societal challenges and contribute positively to their communities. These recognitions highlight the Institute's efforts to prioritize social responsibility as a key component of its MBA program. Through the NGO project students are equipped with the skills and knowledge to drive ethical business practices and social innovation. This work also sensitizes them to the needs of the**

underprivileged in the society.

TKM Institute of Management has won the Best Business School for maximum number of startup Ideas generated by an education institution in Kollam District by KDISC. With a dedicated incubation center, seed funding opportunities, and strong partnerships with industry leaders and venture capitalists, TKM Institute of Management has built a robust ecosystem that supports identifying grass root problems in the community and offering solutions to them.

The Institute is located in the rural area and so it is only natural to have outstanding commitment to community service and engagement. Whether it is Local community, Entrepreneurs, Small business owners, Schools, Colleges... the Institute continues to make a significant impact to these segments which are recognized.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.3

*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

**Response:** 23

**3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
9	4	2	4	4

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.5 Collaboration

#### 3.5.1

*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*

**Response:** 14

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

- ♦ teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ♦ ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

**Response:**

TKM Institute of Management (TKMIM), located in the serene environment of Musaliar Ezhukone, Kollam, is a premiere B school offering an ideal academic setting. The institute is dedicated to providing a comprehensive educational experience, supported by modern infrastructure that meets both traditional and contemporary needs. With a built-up area of 9,768 m<sup>2</sup>, TKMIM's facilities are designed to foster a dynamic learning environment, promoting academic excellence and holistic development.

Central to TKMIM's academic infrastructure are its gallery-type smart classrooms, equipped with advanced teaching technologies like interactive panels, Wi-Fi, and LCD projectors, creating an engaging learning atmosphere. Additional ICT-enabled spaces support diverse instructional methods, ensuring a well-rounded education. Faculty members have access to well-equipped cabins with essential tools, including computers, printers, and Wi-Fi, facilitating their academic and research activities.

The library at TKMIM serves as a central hub for knowledge, offering Wi-Fi-enabled access to a vast collection of books, e-journals, and online databases through the OPAC system. Complementing the library is a computer lab with 60 computers and a dedicated server room, supporting IT-based learning and research. Specialized facilities like the incubation centre and language lab, each with 20 computers, further enhance innovation and language skills among students.

TKMIM also boasts multipurpose seminar halls and auditoriums, equipped with air conditioning, Wi-Fi, LCD projectors, and Smart TVs, making them ideal for hosting seminars, conferences, and academic events. These spaces provide students with opportunities to engage with industry experts and broaden their learning experiences beyond the classroom.

In addition to academic facilities, TKMIM is committed to holistic student development. The institute's student activity centre encourages extracurricular engagement, while the placement cell prepares students for the job market through career guidance and recruitment drives. The campus also includes separate hostels for men and women, offering secure and comfortable accommodations. These are complemented by facilities such as a canteen, cafeteria, store, and dedicated lounges for men and women, catering to students' daily needs.

TKMIM's infrastructure extends to recreational and wellness facilities, including a gymnasium, health centre, and spaces for cultural activities and yoga, ensuring the overall well-being of the campus community. Administrative operations are supported by a well-organized block housing essential offices like the director's room, dean's room, and administrator's room, ensuring smooth functioning.

Additional amenities include guest lounges, security systems, a prayer room, ample parking, college buses for transportation, an Axis Bank ATM, and a power backup system (Genset), all contributing to the convenience and safety of students, faculty, and visitors.

Overall, TKMIM's infrastructure reflects its commitment to providing a world-class educational experience. By continuously upgrading its facilities, the institute ensures it meets the evolving needs of its students and faculty, fostering an environment of academic excellence and holistic development.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 4.08

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
0.43	3.68	0.036	3.60	32.45



File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*

#### Response:

The Central Library at TKM Institute of Management (TKMIM) serves as a premier learning resource centre, catering to the information and intellectual needs of students, faculty, and researchers. With a robust collection of over 17,002 books, the library is meticulously organized following the Dewey Decimal Classification (DDC) Scheme and operates an open-access system, allowing easy and systematic access to its vast resources.

To enhance user experience, the library is partially automated with the "KOHA" software, which includes a bar-coded collection and a web-enabled Online Public Access Catalogue (OPAC) that is accessible throughout the campus. This automation ensures efficient book management, with barcode readers used for scanning books during the issuance process. Gate registers are maintained to record students' entry and exit, contributing to the overall security and management of the facility.

The library is organized into separate sections for different subject areas, including journals, magazines, newspapers, project reports, internship reports, and reference materials. This segmentation helps users to easily locate specific resources relevant to their studies or research. The facility also includes a well-equipped reading room, providing a quiet and conducive environment for study and research.

Subscription to e-resources is a cornerstone of TKMIM's library services. The library subscribes to approximately 95 national and international print journals and provides access to over 8,000 electronic management journals through platforms like EBSCO, DELNET, and NDLI. These subscriptions offer seamless access to millions of journal articles from more than 8,750 publishers worldwide, ensuring that students and faculty have access to the latest research and developments in their fields. The National Digital Library of India (NDLI) serves as a repository of a vast range

of educational resources, enhancing research capabilities. DELNET (Developing Library Network) facilitates resource sharing and networking among member libraries, expanding the range of accessible resources.

To support digital learning, the library is equipped with a Digital Library section, featuring multimedia systems and broadband internet. This section offers access to more than 340 CDs/DVDs and other electronic resources, catering to a wide range of topics. Additionally, the library provides 10 computer systems dedicated to student use, further facilitating research and study activities.

The library also integrates modern educational platforms like NPTEL and SWAYAM, providing access to value-added courses and MOOCs (Massive Open Online Courses). This integration allows students to enhance their learning experience with online courses and skill development opportunities, complementing their traditional academic pursuits.

In addition to its extensive resources, the library at TKMIM offers a comprehensive range of services designed to support the academic community including curriculum support, orientation classes, provides a book bank facility, ensuring that all students have access to the necessary academic materials.

The library management also ensures that budgets are carefully maintained to support the acquisition of new resources and the continuous improvement of services, aligning with TKMIM's commitment to academic excellence. Through its extensive offerings and services, the Central Library at TKMIM plays a vital role in enriching the educational experience, fostering research, and supporting the overall intellectual growth of its users.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

The IT infrastructure at TKM Institute of Management (TIM) is meticulously designed to foster a technologically advanced environment, continually updated to meet the evolving needs of both

academic and non-academic activities. This commitment ensures that students and faculty have seamless access to the latest technologies, enhancing their overall educational experience.

TIM's internet connectivity is supported by a robust 100 Mbps BSNL 1:1 leased line connection, recently upgraded from 80 Mbps to accommodate increasing demand. This high-speed, reliable internet is crucial for a wide range of digital activities, including research, online learning, and accessing vast e-resources like EBSCO, DELNET, and NDLI. The campus is fully Wi-Fi enabled, with eight strategically placed access points ensuring uninterrupted connectivity across classrooms, administrative offices, faculty cabins and the library.

The institution's IT infrastructure includes a comprehensive network of 146 computers distributed across various departments and administrative offices, with an additional 90 computers dedicated to student use. These systems are integral to supporting research, coursework, and project development, ensuring that every student has the necessary access to technology. All systems are connected to the campus-wide network, facilitating easy access to shared resources and enabling smooth internal communication.

In terms of security and efficiency, TIM uses Bitdefender software to protect its systems from potential cyber threats, ensuring that the network and data remain secure. This cybersecurity measure is part of the institution's broader commitment to maintaining a safe and reliable IT environment for all users.

Classrooms and auditoriums at TIM are equipped with modern audiovisual equipment, including LCD projectors, microphones, speakers, and other ICT-enabled tools. These facilities support dynamic teaching methods, allowing faculty to deliver interactive lectures and multimedia presentations that significantly enhance student engagement and learning. The use of these audiovisual aids creates a more immersive and effective educational experience in both classrooms and large halls, such as auditoriums.

In addition to the audiovisual tools, TIM has installed CCTV cameras throughout the campus to ensure the safety and security of students and staff. These surveillance systems cover key areas, including classrooms, hallways, common areas, and entry/exit points, providing real-time monitoring and enhancing the overall security infrastructure.

The IT infrastructure is further supported by an uninterrupted power supply (UPS) system, which guarantees that all computer systems and classroom technologies remain operational during power outages. This reliability is essential for maintaining continuity in both academic and administrative activities.

The library at TIM also integrates IT into its operations with the use of an Online Public Access Catalogue (OPAC), accessible across the campus network. This digital resource allows students and faculty to efficiently locate and access books and other academic materials, streamlining research and study processes.

In summary, the IT infrastructure at TKM Institute of Management is characterized by its high-speed internet, comprehensive computer access, advanced classroom and auditorium technologies, strong cybersecurity measures, and extensive security through CCTV surveillance. These facilities not only support academic excellence but also provide a secure, modern, technology-driven

learning environment that empowers students and faculty alike.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

**Student – Computer ratio (Data for the latest completed academic year)**

**Response:** 2.09

**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 90

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

#### 4.4.1

*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

**Response:** 16.46

**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
34.64	54.27	57.99	23.98	25.95

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 3.41

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
9	5	8	5	5

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

*Following capacity development and skills enhancement activities are organised for improving students' capability*

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

**Response:** C. 2 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.1.3

**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 34.43

**5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
45	80	58	73	67

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

- 1. Implementation of guidelines of statutory/regulatory bodies**
- 2. Organisation wide awareness and undertakings on policies with zero tolerance**
- 3. Mechanisms for submission of online/offline students' grievances**
- 4. Timely redressal of the grievances through appropriate committees**

**Response:** B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 76.60

**5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
45	78	61	73	67

**5.2.1.2 Number of outgoing students year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
68	89	88	96	82



File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

*Percentage of students qualifying in state/national/ international level examinations during the last five years*

**Response:** 0.97

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2023-24	2022-23	2021-22	2020-21	2019-20
1	0	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

**5.3.1**

**Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years**

**Response:** 00

**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.3.2**

**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**Response:** 9.6

**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
10	12	11	6	9

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

**Response:**

‘SMRITHI’, the TIM Alumni Association, currently has strength of above 2500 members, with yearly additions. TIM Alumni are well placed in the managerial cadre of leading organizations in India as well as abroad. They actively contribute to the growth and development of TIM. “SMRITHI” organizes an annual get-together of the alumni and their families. The Alumni come forward and contribute whole-heartedly in TIM’s placement efforts. The association often serves as a vital resource for both the alumni and the institution, offering a wide range of benefits and services. **Key Functions and Activities of an Alumni Association:**

- ♦ **Networking Opportunities**
- ♦ **Events and Reunions**
- ♦ **Scholarships and Financial Aid**
- ♦ **Recognition and Awards**
- ♦ **Career Guidance & Placement support**

**Association has currently two chapters- one in Dubai, UAE and other in Kochi, Kerala**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

#### Response:

The governance and leadership at TKM Institute of Management align closely with its Vision and Mission, which guide the institution's strategic and operational practices. The Vision Statement aspires "to nurture thought leaders to serve diverse sectors of the economy by igniting a passion for excellence," and the Mission focuses on achieving pre-eminence in management education, innovation, entrepreneurship, and research with societal significance and a global perspective. These guiding principles are reflected in the institution's practices, including NEP implementation, sustained growth, decentralization, and participative governance.

A key aspect of governance is the robust implementation of the National Education Policy (NEP). TKM Institute of Management has adopted NEP directives by emphasizing holistic and multidisciplinary education, flexible learning paths, and the integration of vocational education. The updated curriculum includes a broader range of subjects and skills, promoting interdisciplinary learning and incorporating contemporary pedagogical practices. This alignment not only meets policy mandates but also echoes the institution's vision of fostering excellence among students.

The sustained growth of TKM Institute of Management highlights the effectiveness of its governance and leadership. The institution has consistently improved in academic performance, infrastructure, and faculty development, driven by a commitment to high educational standards and a continuously enhancing learning environment. The focus on sustainability ensures that growth benefits future generations, emphasizing continuous improvement and innovation.

Decentralization is a fundamental governance principle at TKM Institute of Management. The institution empowers faculty, students, and administrative staff to actively participate in decision-making processes, fostering a collaborative environment where diverse perspectives are valued. This participative governance model aligns with the institution's core values of respect, dignity, inclusivity, and ethical practices. It encourages a sense of ownership and responsibility among all stakeholders, ensuring that ideas and initiatives from all levels are considered and implemented.

The Institutional Perspective Plans at TKM Institute of Management reflect the institution's mission and vision through both short-term and long-term goals. Short-term plans focus on immediate objectives such as curriculum enhancement, infrastructure improvement, and faculty development, while long-term plans aim for broader goals like becoming a global leader in management education, fostering innovation and entrepreneurship, and contributing significantly to research with societal impact. These plans are developed with input from various stakeholders, ensuring they are comprehensive and actionable.

In conclusion, TKM Institute of Management's governance and leadership are deeply rooted in its vision and mission, guiding the institution in every aspect of its operations. Through effective NEP implementation, sustained growth, decentralization, participative governance, and strategic Institutional Perspective Plans, the institution remains committed to nurturing thought leaders and achieving excellence in management education. The core values of ethics, inclusivity, commitment, passion, integrity, respect, and dignity are not just ideals but are actively practiced and embedded in the institution's operations, ensuring a robust and holistic educational environment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

#### Response:

TKM Institute of Management (TKMIM) has effectively implemented its institutional perspective plan, ensuring the efficient functioning of its bodies through well-defined policies, administrative setup, appointment processes, and service rules, as detailed in its Governance Policy approved by the Governing Council.

The Governance Policy is a comprehensive document outlining the roles and responsibilities of various institutional bodies, creating a clear framework for governance and administration. This policy aligns institutional actions with strategic goals, fostering accountability, transparency, and continuous improvement. TKMIM's policies support its mission and vision, promoting academic excellence, research, and community engagement. They cover areas such as academic standards,

research guidelines, student conduct, and staff welfare. Policies are regularly reviewed and updated to meet the evolving needs of the institution and its stakeholders. The administrative setup at TKMIM is designed for smooth and efficient operations, with the Governance Policy defining the hierarchy and authority flow. This structure streamlines decision-making and distributes responsibilities effectively. Various committees and boards, including the Academic Council, Research Committee, and Student Affairs Committee, play key roles in the institution's functioning.

Appointment procedures at TKMIM are based on meritocracy and fairness, as outlined in the Governance Policy. It specifies criteria for recruitment and selection of faculty and staff, including qualifications, experience, and the selection process, ensuring that the best candidates are chosen. Key appointments involve the Governing Council, ensuring transparency and adherence to high standards. Service rules and procedures at TKMIM are detailed in the Governance Policy, covering employment aspects such as roles, responsibilities, code of conduct, performance evaluation, and grievance redressal. Clear expectations and procedures help maintain a professional and harmonious work environment, with employees understanding their duties and the standards required.

The implementation of TKMIM's perspective plan is closely monitored by the Governing Council and other institutional bodies through regular audits and reviews. Stakeholder feedback from faculty, staff, and students is actively sought and incorporated into the continuous improvement process. This proactive approach ensures that the institution remains adaptive and responsive to new challenges and opportunities.

In summary, TKMIM has robustly deployed its institutional perspective plan through comprehensive policies, an efficient administrative setup, transparent appointment processes, and well-defined service rules and procedures. The Governance Policy, endorsed by the Governing Council, is central to this framework, guiding the institution toward achieving its strategic goals with efficiency and integrity. The commitment to continuous improvement and stakeholder engagement further strengthens TKMIM's governance and administration, making it a model institution in management education.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2.2

*Institution implements e-governance in its operations*

1. Administration
2. Finance and Accounts

**3.Student Admission and Support****4.Examination****Response:** C. 2 of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3 Faculty Empowerment Strategies****6.3.1**

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

**TKM Institute of Management (TKMIM) welfare measures emphasize a comprehensive faculty development policy aimed at equipping faculty members with the resources, opportunities, and support needed to excel in their fields. This policy includes various initiatives such as attending training programs, conferences, and workshops; undertaking consultancy projects; engaging in industry visits and research activities; participating in international immersion programs; and joining professional associations. These initiatives reflect TKMIM's commitment to continuous learning and professional growth, fostering a dynamic and competent faculty prepared to deliver academic excellence.**

**A key component of welfare framework is the annual evaluation of faculty performance, which provides a structured and transparent mechanism for assessing contributions. This process recognizes and rewards outstanding performance while also identifying areas for improvement and professional development. The institution's promotion policy clearly outlines career advancement pathways, emphasizing meritocracy and equitable growth opportunities, which encourages a culture of aspiration and excellence.**

**Leave policy supports a healthy work-life balance, offering generous leave allowances for research, consultancy, and personal needs. Faculty members receive fifty-two days of leave for research and consultancy activities, fifty-two days of personal leave, and an additional twenty days of carry-**

forward leave, ensuring flexibility in pursuing both professional and personal interests. To enhance the comfort and productivity of its faculty and staff, TKMIM provides a range of infrastructural amenities, including independent air-conditioned cabins, free transportation, and personal computers with high-speed internet. Additional facilities such as a canteen, cafeteria, bank ATM, gymnasium, and annual tour programs further contribute to the well-being of employees.

At the heart of welfare ethos is a participative work culture that values academic autonomy, mutual respect, and supportive management. Faculty members are encouraged to innovate in their teaching, share ideas, and participate in institutional decision-making. This environment promotes collaboration, creativity, and a sense of empowerment, allowing faculty and staff to reach their full potential.

TKMIM also prioritizes the health and well-being of its faculty and staff by organizing regular on-campus medical camps. These camps offer comprehensive health check-ups, including blood pressure monitoring, diabetes screening, eye examinations, and general health consultations. Collaborations with reputable healthcare providers ensure high-quality services, contributing significantly to the overall health and productivity of the workforce.

Understanding the financial needs of its employees, the Institute has installed an ATM on campus, providing easy access to banking services like cash withdrawals and fund transfers. This facility enhances financial security and convenience, enabling employees to manage their finances efficiently without leaving the campus.

Promoting physical fitness is another key aspect of welfare programs. The institution provides a well-maintained basketball court and a modern gymnasium, accessible to all faculty and staff. Regular games, tournaments, and fitness programs are organized to foster teamwork, camaraderie, and healthy competition, which support both physical and mental well-being.

To build a sense of community, TKM Institute of Management regularly organizes get-togethers, cultural programs, and staff tours. These events offer opportunities for employees to interact, share experiences, and develop strong professional relationships beyond the formal work environment, contributing to a positive and inclusive workplace culture.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**6.3.2**

**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**



**Response: 2.47****6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
2	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3.3**

*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

**Response: 56.07****6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
18	21	18	19	21

**6.3.3.2 Number of non-teaching staff year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
19	19	18	17	19

  

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

#### **Response:**

**Resource mobilization and optimal utilization of resources from various governmental and non-governmental sources are critical for the sustainable development of institutions. This strategic framework requires meticulous planning, negotiation, and management to effectively harness financial, human, and material resources. It involves understanding diverse funding mechanisms, compliance requirements, and strategic deployment to maximize impact and efficiency.**

**Strategic Vision and Objectives: A strong resource mobilization policy begins with a strategic vision aligned with the institution's overall goals. It outlines specific objectives, such as enhancing financial stability, diversifying funding streams, and fostering partnerships, which guide mobilization efforts and ensure a cohesive approach.**

**Comprehensive Assessment: The initial step is a thorough assessment of existing resources and funding gaps, including financial audits, asset inventories, and evaluation of human capital. Identifying areas of need and growth opportunities is essential for targeted resource acquisition, and this assessment should be dynamic to reflect changes and new opportunities.**

**Strategic Partnerships and Collaborations:** Building strategic partnerships with governmental agencies, NGOs, corporate entities, and international organizations is crucial. These collaborations can offer financial support, expertise, technology transfer, and capacity-building opportunities. Negotiating agreements like MOUs should ensure mutual benefit and compliance with regulations.

**Rigorous Planning and Budgeting:** Optimal utilization of resources demands rigorous planning and budgeting. This involves developing detailed financial plans that prioritize expenditures according to strategic needs, employing cost-benefit analyses, forecasting, and scenario planning to allocate resources effectively.

**Transparent Governance and Accountability:** Transparent governance and accountability are vital in resource utilization. Establishing strong oversight structures, such as committees and internal audits, ensures ethical deployment of resources aligned with objectives. Regular financial reporting and stakeholder communication foster trust and ongoing support.

**Capacity Building and Human Resource Development:** Investing in capacity building and human resource development is key to sustainable resource utilization. Continuous training enhances staff skills, ensuring proficient resource management. Leadership development programs help cultivate a culture of excellence and innovation.

**Monitoring and Evaluation:** A robust monitoring and evaluation (M&E) system tracks resource utilization and measures outcomes against benchmarks using both quantitative and qualitative metrics. Regular evaluations support adaptive management, allowing for real-time adjustments to improve effectiveness.

**Technological Integration:** Leveraging technology, such as management information systems, financial software, and project management tools, enhances efficiency, accuracy, and transparency in resource management. Technology enables data-driven decision-making, ensuring resources are allocated based on evidence and strategic priorities.

Navigating bureaucratic challenges in resource mobilization and utilization requires negotiation skills, understanding regulatory frameworks, and effective advocacy. Strong relationships with stakeholders and policymakers can help mitigate these challenges. Risk management strategies, such as income diversification, maintaining reserves, and financial prudence, are essential to safeguard against economic volatility and ensure sustainability.

In conclusion, effective resource mobilization and utilization hinge on strategic vision, meticulous planning, and rigorous execution. Institutions can achieve their strategic goals and drive sustainable growth by leveraging governmental and non-governmental resources, fostering partnerships, and maintaining transparency and accountability. This endeavor requires commitment, skilled management, and a relentless pursuit of excellence.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

#### **Response:**

**The Internal Quality Assurance Cell (IQAC) plays a crucial role in fostering a culture of continuous quality enhancement and assurance at our institution. Through strategic initiatives and meticulous oversight, IQAC has significantly contributed to academic excellence, operational efficiency, and the institutionalization of robust quality assurance mechanisms.**

**Strategic Framework and Policy Formulation: IQAC has developed a strategic framework that outlines the institution's quality assurance policies, protocols, and benchmarks, ensuring alignment with both national and international standards. This framework, built on extensive stakeholder consultation and best practice benchmarking, serves as the foundation for all quality assurance activities, aligning with the institution's mission and vision.**

**Periodic Review Mechanism: A key component of IQAC's work is the periodic review of teaching-learning processes, structural methodologies, and operational frameworks. These biannual reviews involve detailed analyses of pedagogical practices, curriculum relevance, faculty performance, and student learning outcomes. Utilizing advanced analytics, the reviews provide actionable insights and foster evidence-based decision-making.**

**Continuous Monitoring and Evaluation: IQAC has implemented a robust monitoring and evaluation (M&E) system for continuous assessment of academic and administrative processes. This system uses both quantitative and qualitative metrics to evaluate performance, identify gaps, and implement corrective measures. Regular audits, peer reviews, and feedback mechanisms ensure comprehensive and impartial evaluations.**

**Enhancements in Teaching-Learning Processes: IQAC has been instrumental in promoting pedagogical innovations, such as experiential learning, flipped classrooms, and blended learning models. These innovations have been tailored to improve student engagement, comprehension, and retention. Additionally, IQAC has spearheaded comprehensive faculty development programs aimed at enhancing pedagogical skills, research capabilities, and professional growth through workshops, seminars, and training sessions led by leading academicians and industry experts.**

**Curriculum Revision and Development: The systematic review process led by IQAC has driven substantial curriculum revisions, aligning with contemporary academic and industry demands. This includes the addition of interdisciplinary courses, industry-relevant content, and soft skills training. The curriculum development process is inclusive, drawing on inputs from faculty, industry partners, alumni, and students.**

**Impact on Learning Outcomes and Institutional Growth:** initiatives have significantly improved student learning outcomes, leading to enhanced academic performance, higher retention rates, and improved employability of graduates. The focus on outcome-based education ensures that learning objectives are clearly defined, measurable, and aligned with industry standards.

**Institutional Accreditation and Recognition:** IQAC's commitment to quality has enhanced the institution's accreditation status and recognition. Compliance with accreditation norms and regular audits have resulted in prestigious accreditations and awards, boosting the institution's reputation within the academic community.

**Feedback Mechanisms and Stakeholder Engagement:** IQAC has established robust feedback mechanisms that promote continuous stakeholder engagement. Regular surveys, focus group discussions, and feedback sessions with students, faculty, and alumni ensure that the institution remains responsive to stakeholder needs and expectations. This participatory approach has fostered a culture of inclusivity and shared responsibility.

In summary, the Internal Quality Assurance Cell (IQAC) has been pivotal in embedding quality assurance strategies within our institution. Through strategic initiatives, rigorous reviews, and continuous monitoring, IQAC has driven significant improvements in teaching, operational methodologies, and learning outcomes, thereby enhancing academic excellence, institutional efficiency, and commitment to quality education.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5.2

**Quality assurance initiatives of the institution include:**

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

#### Response:

**Cultivating Gender Equity and Empowerment at TIM:** At TKM Institute of Management (TIM), gender equity and inclusivity are embedded in the institution's core values, driving a comprehensive approach to education, student support, and community engagement. Through targeted curricular and co-curricular activities, thoughtfully designed campus facilities, and robust support systems, TIM fosters an environment where every individual, regardless of gender, can thrive and succeed.

**Empowering Through Education and Co-Curricular Initiatives:** TIM integrates gender sensitization into its curriculum and co-curricular activities, ensuring that students are well-equipped to challenge gender-related issues. The institution conducts workshops, seminars, and discussions focusing on women's rights, gender equality, and empowerment. These initiatives are complemented by the "Campus to Corporate Training" provided by the Corporate Relations Cell (CRC), offering specialized workshops and mock interviews tailored to empower female students in the job market. TIM also ensures equal participation in industrial visits, international immersion programs, and outbound training, providing all students with valuable exposure to industry practices and global business environments.

**Inclusive and Secure Campus Facilities:** TIM is committed to creating a safe and inclusive campus environment, with facilities designed to meet the needs of female students. Separate hostels for women provide secure and comfortable living spaces, maintained to high standards of cleanliness and privacy. Gender-segregated restrooms and wash areas are available on every floor, ensuring convenience and accessibility for all. The "Happiness Corner," a nature-friendly recreational area, offers a serene space where students of all genders can relax, promoting mental well-being and social interaction.

**Safety and Security: A Priority for All:** Ensuring the safety of all students and staff is a top priority at TIM. The campus is equipped with advanced surveillance cameras strategically placed to cover entrances, exits, corridors, and other key areas, providing round-the-clock monitoring. A comprehensive movement monitoring system, supported by digital ID cards issued to all students and staff, helps track attendance and movement, further enhancing security. Additionally, TIM has established fire and safety units equipped with fire extinguishers, alarm systems, and emergency evacuation plans. A first-aid counter, stocked with essential medicines, ensures immediate medical assistance in emergencies.

**Support Systems and Community Engagement:** TIM’s commitment to gender equity extends to its support systems, such as the Mentoring & Counselling Cell, which offers continuous guidance to students through structured mentoring sessions. The Chief Mentor and faculty mentors play a crucial role in supporting students' academic and personal development, ensuring that female students receive the necessary guidance to overcome challenges and achieve their goals. Additionally, TIM’s Community Development Club, TIM Outreach, organizes activities like blood donation camps and visits to charitable societies, advocating for equal opportunities and representation in community service.

**Celebrating Diversity and Gender Equity:** TIM actively celebrates national and international commemorative days, such as International Women’s Day and Independence Day, with programs emphasizing gender equality and unity. These events, alongside the annual Sports Day, promote equal participation and foster a culture of inclusivity. Special efforts are made to include sports and activities that encourage participation from all genders, ensuring a balanced and supportive environment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**7.1.2**

**The Institution has facilities and initiatives for**

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

**Response:** A. 4 or All of the above



File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

**Response:** A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.4

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of**

**students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

**At the TKM Institute of Management (TIM), our commitment to inclusivity and constitutional values is reflected in a range of initiatives designed to foster tolerance, harmony, and social responsibility across cultural, regional, linguistic, communal, and socioeconomic dimensions.**

### **Celebrating Diversity through Events**

**TIM actively celebrates national and international commemorative days to promote unity and global citizenship. Key events include:**

- ♦ **Independence Day:** This occasion is marked by a flag-hoisting ceremony, emphasizing gender equality with alternating participation by male and female faculty. The event highlights our dedication to national unity and inclusivity.
- ♦ **International Women's Day:** We host lectures, workshops, and cultural programs focusing on gender equality and women's empowerment. These activities encourage open dialogue and reinforce our commitment to a gender-sensitive campus.
- ♦ **Sports Day:** Designed to promote gender equity, this event features a diverse range of sports, ensuring all students have the opportunity to participate and excel, breaking down traditional gender barriers.
- ♦ **Anti-Drugs Day:** Through expert-led sessions and interactive discussions, we educate students about drug abuse and foster a drug-free campus. The day culminates in a pledge ceremony to reinforce our collective commitment to a healthy environment.
- ♦ **Cultural Programs:** TIM organizes vibrant cultural fairs and performances celebrating our diverse student body, fostering an environment of mutual respect and cultural understanding.

### **Sensitization to Constitutional Values**

**TIM emphasizes the importance of constitutional values through various initiatives:**

- ♦ **SC/ST Committee:** Dedicated to supporting Scheduled Castes and Scheduled Tribes, this committee addresses specific needs, ensuring academic and personal success for these students and promoting equity.
- ♦ **Awareness Campaigns:** We conduct campaigns aligned with national observances like Independence Day and International Women's Day, integrating constitutional principles into our academic curriculum and highlighting rights and responsibilities.
- ♦ **Tolerance and Harmony:** TIM promotes interfaith dialogues and peacebuilding activities to

foster understanding among different religious and cultural groups. Our diversity training programs further sensitize faculty, staff, and students to cultural and communal diversity.

- ♦ **Support Services:** We offer counseling, mentoring, and peer support groups to create a supportive atmosphere where all students feel valued and respected.

**Code of Conduct and Compliance**

- ♦ **Code of Conduct:** TIM enforces high ethical standards through a clearly defined code of conduct accessible to all members of the community via our website and notice boards.
- ♦ **Internal Complaints Committee:** This committee ensures adherence to the code of conduct, handling disciplinary issues with transparency and fairness. It maintains detailed records of complaints and resolutions, upholding integrity and accountability.
- ♦ **Anti-Drugs Committee (ADC):** The ADC promotes a drug-free campus through educational activities and support programs, encouraging healthy lifestyle choices and creating a safe environment.
- ♦ **Ethics Club:** This student-led club, supported by faculty, conducts workshops and seminars on professional ethics, academic integrity, and ethical decision-making, fostering a culture of ethical awareness and responsible behavior.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**7.2 Best Practices**

**7.2.1**

**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**

**Response:**

**Title of the Practice:**

**Participant Performance Score (PPS) System for Enhanced Student Engagement and Performance**

**Objectives of the Practice:**

**The PPS System aims to boost student engagement, participation, and overall performance across both academic and extracurricular activities. By implementing continuous assessment and holistic**

evaluation, this system creates a competitive yet nurturing environment, encouraging students to excel. It seeks to increase participation, improve academic results, and develop well-rounded individuals.

**The Context:**

Traditional evaluation systems often focus only on academic achievements, overlooking student participation in co-curricular activities. Recognizing the need for a more comprehensive evaluation method, TIM developed the PPS System to measure and reward student engagement across academic and non-academic domains, offering a broader perspective on performance.

**The Practice:**

The PPS System is an innovative framework that assesses students based on their involvement in academic, co-curricular, and extracurricular activities. Key features include:

- ♦ **Continuous Assessment:** Students are regularly assessed on their participation in classes, seminars, workshops, and other academic activities.
- ♦ **Holistic Evaluation:** The system evaluates various aspects of student life, including participation in clubs, leadership roles, and community involvement.
- ♦ **Scoring Criteria:** A transparent scoring rubric awards points based on attendance, participation, and contributions to group activities.
- ♦ **Feedback Mechanism:** Students receive regular feedback, highlighting their strengths and areas for improvement, motivating continuous development.
- ♦ **Recognition and Rewards:** High performers are rewarded with scholarships, certificates, and other incentives, further motivating students.
- ♦ **Placement Referrals:** The PPS score is used as a reference for internship placements, ensuring active and high-performing students are prioritized for professional opportunities.

**Unique Features:**

The PPS System stands out for its:

- ♦ **Comprehensive Evaluation:** Unlike traditional methods, it assesses a broad spectrum of student activities.
- ♦ **Continuous Improvement:** The feedback mechanism helps students stay focused on growth.
- ♦ **Motivational Tool:** Rewards and recognition inspire students to engage more deeply in campus life.
- ♦ **Opportunities for Growth:** Students with high PPS scores have better chances for placements and internships.

**Constraints/Limitations:**

- ♦ **Implementation Complexity:** Developing and managing the system required considerable coordination among faculty and administration.
- ♦ **Initial Student Resistance:** While some students were initially skeptical, acceptance grew over time through effective communication and visible benefits.

**Evidence of Success:**

The PPS System has significantly improved student engagement and academic performance. Attendance has increased, co-curricular participation is up, and students are showing better academic results. High-PPS students have secured internships and job placements, demonstrating the system's role in promoting student growth. Feedback from students highlights appreciation for the continuous assessment and recognition of their efforts beyond academics.

**Problems Encountered & Resources Required:**

Challenges included resistance to change, resource demands for continuous monitoring, and additional faculty training. Key resources required were IT systems for data management and faculty workshops for successful implementation.

**Impact & Outcomes:**

The PPS System has had a transformative impact, leading to higher engagement, improved academic performance, and a more holistic development of students. By using PPS scores to guide placements and internships, the system ensures students are well-prepared for professional success.

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**BEST PRACTICE 2: Empowering Communities through Engagement and Education – Transformative Community Outreach**

**“Building Bridges: Transforming Lives through Community Outreach”**

**Title of the Practice:**

**Transformative Community Engagement: Empowering through Outreach and Education**

**Objectives of the Practice:**

TIM's community engagement initiatives aim to foster social responsibility among students while positively impacting the community. Through outreach programs, students gain real-world insights into societal issues and apply their academic knowledge to help solve them. The practice emphasizes empathy, social awareness, and holistic education.

**The Context:**

Recognizing the value of integrating community engagement into education, TIM designed programs that align students' academic growth with social responsibilities. The challenge was to create initiatives that were impactful, sustainable, and balanced with academic obligations.

**The Practice:**

**TIM's community outreach encompasses a variety of programs aimed at different segments of society:**

- ♦ **NGO Visits:** Students and faculty visit NGOs to understand their operations and provide assistance, fostering social responsibility.
- ♦ **Charitable Society Visits:** Volunteer work at charitable societies allows students to engage directly with marginalized communities.
- ♦ **Free Education for Underprivileged Children:** TIM offers free education to economically disadvantaged children, empowering them with skills and knowledge.
- ♦ **Computer Education for the Local Community:** TIM conducts programs to improve digital literacy in the community, enhancing employability.
- ♦ **Blood Donation Camps:** Regular blood donation drives on campus encourage a culture of giving and civic duty.
- ♦ **Cleanliness Drives:** TIM organized a plastic separation and cleaning drive at Ashramam Ground, demonstrating a commitment to environmental sustainability and community involvement.

**Unique Features:**

**TIM's approach to community outreach is unique due to its integration with the academic curriculum, encouraging participation from all stakeholders, and its long-term, sustainable impact on both students and the community.**

**Constraints/Limitations:**

**Balancing academic schedules with community service posed challenges, as did ensuring sustained student involvement. Logistical issues and limited resources for continuous support also presented difficulties.**

**Evidence of Success:**

**These initiatives have received positive feedback from both students and community members. Students report a stronger sense of social responsibility, while beneficiaries appreciate the tangible support and services provided. Success is measured through participant numbers, event frequency, and feedback from recipients, all indicating the effectiveness of TIM's community engagement efforts.**

**Problems Encountered & Resources Required:**

**Challenges included organizing logistics, managing student participation, and securing funding. Resources required included transport, materials, dedicated staff, and partnerships with local organizations.**

**Impact & Outcomes:**

**TIM's community engagement initiatives have fostered civic responsibility among students,**

offering practical learning experiences beyond the classroom. These programs prepare students to become socially conscious leaders ready to make a positive difference in the world.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

**DISTINCTIVENESS OF TKM INSTITUTE OF MANAGEMENT (TIM)  
empowering future leaders with integrity and success**

Since its establishment in 1995, TKM Institute of Management (TIM) has earned a reputation for excellence in management education. What sets TIM apart is its unwavering focus on student success through placements, rooted in a commitment to ethical values. This distinct approach has shaped a transformative journey for students, equipping them with both professional competence and moral integrity.

#### **Placement Excellence: A Key Strength**

Placements have always been a hallmark of TIM’s success. The Corporate Relations Cell (CRC) plays a pivotal role in ensuring students transition smoothly from academia to the professional world. Through a blend of rigorous academic training and industry exposure, TIM ensures its students are not only academically prepared but also equipped with the necessary skills to succeed in the competitive job market.

#### **Corporate Relations Cell: Shaping Success**

The CRC drives placement success through its strategic initiatives, notably the Campus to Corporate (CACO) training program, which is designed in three phases:

1. **Foundation Building:** Focuses on business communication, corporate etiquette, and essential professional skills.
2. **Skill Enhancement:** Develops leadership, teamwork, and problem-solving abilities through workshops and real-life simulations.

**3. Advanced Training: Prepares students for the placement process through aptitude training, mock interviews, and group discussions.**

#### **Industry Connect: Bridging Academia and Industry**

**TIM emphasizes strong industry connections to prepare students for the real world. Key initiatives include:**

- ♦ **Global Management Summit: An annual platform where industry leaders, entrepreneurs, and academicians discuss current business trends.**
- ♦ **Campus to Corporate & National HR Conclave: A forum where HR professionals share insights on the future of work.**
- ♦ **TIM Talks: A guest lecture series by industry experts to guide students on career paths.**
- ♦ **International Immersion & Outbound Programs: Offering global exposure and diverse business practices to enhance adaptability and cultural understanding.**

#### **Alumni Support: A Network of Success**

**TIM's vast alumni network is instrumental in mentoring current students. Alumni provide career guidance, share industry experiences, and facilitate networking opportunities. This ongoing exchange strengthens professional development and supports the institution's ecosystem of growth.**

#### **Ethical Values: The Foundation of TIM's Legacy**

**Ethical values are at the core of TIM's vision. The institution promotes a culture of integrity, professionalism, and social responsibility. Its code of ethics emphasizes:**

- ♦ **Honesty: Encouraging transparency in all endeavors.**
- ♦ **Integrity: Upholding ethical standards and moral principles.**
- ♦ **Teamwork: Fostering collaboration and mutual respect.**
- ♦ **Professionalism: Ensuring competence in professional interactions.**
- ♦ **Community Service: Promoting volunteerism and social responsibility.**
- ♦ **Environmental Stewardship: Advocating for sustainability and green practices.**

#### **Student-Centric Support: Mentorship and Counseling**



**TIM's mentorship program, led by Chief Mentor Dr. Thomas Michael, offers personalized guidance to students. Faculty mentors assist students in academic planning, career decisions, and personal growth. Peer mentoring also encourages leadership and camaraderie. TIM's comprehensive counseling services ensure holistic support, addressing both academic and personal challenges.**

### **Safe and Supportive Campus Environment**

**TIM prioritizes student welfare through various internal committees:**

- ♦ **Internal Complaints Committee: Ensures a respectful, inclusive campus.**
- ♦ **Anti-Ragging Committee: Prevents ragging and promotes a safe learning environment.**
- ♦ **Student Mentoring System: Provides psychological support to students facing challenges.**

### **State-of-the-Art Facilities**

**TIM's world-class infrastructure supports both academic and extracurricular excellence. Facilities include:**

- ♦ **Modern Classrooms: Equipped with advanced technology for interactive learning.**
- ♦ **Library: A rich collection of academic resources.**
- ♦ **Computer Labs: Offering the latest software for hands-on learning.**
- ♦ **Sports and Gym Facilities: Encouraging physical fitness and teamwork.**
- ♦ **Recreational Spaces: Promoting cultural diversity through events and activities.**

### **Celebrating Diversity: Cultural and Commemorative Events**

**TIM celebrates various events to foster community spirit, including:**

- ♦ **International Yoga Day: Promoting physical and mental well-being.**
- ♦ **Independence Day: Instilling national pride through flag hoisting.**
- ♦ **World Environment Day: Encouraging environmental conservation.**
- ♦ **Women's Day: Celebrating and empowering women.**
- ♦ **Cultural Fests and Sports Day: Promoting cultural awareness and teamwork.**

### **Institutional Innovation Cell: Fostering Entrepreneurship**

**TIM's Innovation Cell (IIC) nurtures entrepreneurial skills and innovative thinking. Key activities include:**

- ♦ **Innovation Workshops: Focused on ideation and business model development.**
- ♦ **Startup Support: Providing resources and guidance for student-led ventures.**
- ♦ **Competitions and Innovation Clubs: Encouraging creative problem-solving and entrepreneurship.**

### **Commitment to Excellence and Continuous Improvement**

**TIM's success is demonstrated by its high placement rates, with graduates securing top positions across various industries. Continuous improvement is at the heart of TIM's approach, with feedback from students, faculty, and industry partners ensuring the institute maintains the highest standards.**

### **Accreditations and Recognitions**

**TIM's MBA program is accredited by the National Board of Accreditation (NBA) for three consecutive cycles, affirming its commitment to quality education. The institution has also earned numerous awards, cementing its status as a leading management school.**

### **Environmental Sustainability**

**In addition to academic excellence, TIM integrates environmental sustainability into its operations. Initiatives like solid waste segregation, plastic recycling, and rainwater harvesting reflect TIM's commitment to building a sustainable future, supported by its Nurture club.**

### **Conclusion: A Legacy of Ethical Excellence**

**TIM's distinctive focus on placements, combined with its commitment to ethical values and holistic student support, makes it a standout institution in management education. By fostering a culture of integrity, professionalism, and continuous improvement, TIM equips students with the knowledge and moral foundation needed to excel in their careers and make a positive impact on society. Its legacy of excellence and student-centric approach continues to shape future leaders who are both successful and principled.**

<b>File Description</b>	<b>Document</b>
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

TKM Institute of Management (TIM), one of the pioneer management education institutes in Kerala, was established in 1995, by the TKM Education Trust, as its third center of excellence. Upholding the vision and values of Janab Thangal Kunju Musaliar, the TKM Trust has consistently stood for value driven education. With a vision “to nurture thought leaders to serve diverse sectors of the economy by igniting a passion for excellence”, TKM Institute of Management has been persistent in delivering quality education to its students. With the support of able, committed and inspiring faculty members, TKM Institute of Management has sustained quality education right from its inception. It is only natural that TIM is ranked 15th Top Pvt. Affiliated College in India as per Outlook I-Care, India’s Best B-School Ranking 2023. With exceptional corporate connect, TKM Institute of Management maintains multiple levels of corporate interventions for the students, be it Internships, live projects, conclaves, summits, conferences, boot-camps, guest lectures etc.

The Institute set up the Incubation center in 2014 in association with KSIDC. It is one of the few MBA Institutes to consistently feature in the rank list of Institution’s Innovation Council (IIC) program of Ministry of Education (MoE), which foster’s TIM’s culture of innovation and start-up eco system. The Incubation center has also associated with K-DISC and Kerala Startup Mission of Kerala.

TIM is associated with multiple organizations like CII, TMA, YI, NIPM and has state of the art infrastructure and a well-stocked library both in physical and digital mode to enhance the learning experience of the students.

With the exceptional values of the TKM Trust, clubbed with great infrastructure and excellent staff and students, TIM is aspiring to soar greater heights as envisioned by the legend Janab Thangal Kunju Musaliar himself.

### **Concluding Remarks :**

The report includes a brief description on introduction about the Institution, its vision, mission, strengths, weaknesses, opportunities and challenges, extended profile, Institutional preparedness for NEP 2020, Institutional Initiatives for Electoral Literacy and criteria wise summary. Detailed data pertaining to various criteria is provided under QIF.