

PRiME

*an initiative of the
United Nations Global Compact*

2025 Sharing Information on Progress **(SIP) Report**

R L Institute of Management
Studies

September 2025

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about your organization, including key details and basic institutional data. These elements serve as a starting point for your SIP report, can be copied annually, and typically require minimal updates from year to year.

1. Mission

1.1 RLIMS Mission

Subjects

- Business Administration
- Responsible Management Education
- Sustainable Development

Provide supporting context

1. We nurture our student learners to imbibe ethical standards in all aspects of learning and Practice
2. We facilitate our students gaining knowledge, skills and developing positive attitude in their approach to their Profession
3. To enable our students become a socially responsible corporate citizen of this world.

2. Vision

2.1 RLIMS Vision

Subjects

- Business Administration
- Sustainable Development

Provide supporting context

RLIMS's Vision is to become one of the most trusted and preferred business schools in India, chosen by aspiring management graduates for our strong commitment to ethics, ethos, and value systems. We aim to nurture responsible leaders who combine academic excellence with social consciousness, corporate responsibility, and sustainable practices. By embedding the principles of responsible management education across our curriculum, we seek to prepare graduates who not only excel in their careers but also contribute meaningfully to business, society, and the environment. Through continuous innovation, value-driven learning, and partnerships with industry and community, we strive to uphold integrity, inclusivity, and global standards in management education.

3. Strategy

3.1 Strategic Plan of RLIMS (2025-2030)

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Strategic Plan 2025-2030 RLIMS

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4. Strategy Alignment

4.1 Strategy Alignment: RLIMS Commitment to Sustainability, Common Good & Quality Education

Subjects

- Business Administration
- Entrepreneurship
- Ethical Leadership
- Finance
- Human Resources
- Responsible Management Education
- Sustainable Development

Provide supporting context

At **R L Institute of Management Studies (RLIMS)**, our **Strategic Plan 2025–2030** is deeply aligned with advancing **sustainable development, the common good, and quality education**.

Our flagship initiative, **Career Trek | Aathma Bodha – SDG Presentations**, actively engages students in exploring the **United Nations Sustainable Development Goals (SDGs)**. By presenting, debating, and applying these goals to real-world business and societal challenges, students not only gain awareness but also learn to design solutions that promote inclusivity, responsibility, and sustainability.

RLIMS's electives further reinforce this vision. Courses such as **Climate Risk & Sustainable Finance, Risk & Fraud Analytics, Supply Chain Analytics, Agri-Business Management, Retail Analytics**, and **Leadership Development & Management** are directly mapped to SDGs, empowering students to contribute toward **climate action, ethical governance, responsible consumption, and resilient economic growth**.

In line with our **strategic priorities**, RLIMS is committed to:

- **SDG 4 – Quality Education:** Redesigning curricula with 50% technology integration, publishing research.
- **SDG 8 – Decent Work & Economic Growth:** Building strong corporate partnerships, promoting entrepreneurship and enabling career growth with sustainable business practices.
- **SDG 9 – Industry, Innovation & Infrastructure:** Offering fintech-oriented electives, and sector-focused specialization tracks aligned with Tamil Nadu’s industrial strengths.
- **SDG 16 – Peace, Justice & Strong Institutions:** Strengthening integrity in business and finance through fraud analytics, compliance-focused courses, and ethical leadership training.

Through these integrated efforts, RLIMS not only prepares competent management professionals but also nurtures responsible changemakers who will advance the common good and contribute to a sustainable future.

5. Graduates

85

6. Degrees Offered

- Master of Business Administration (M.B.A.)

7. Faculty & Staff at the University

78

8. Faculty & Staff at the Institution

12

9. Student Enrollment at the University

1500

10. Total Student Enrollment at the Institution

88

11. Undergraduate Student Enrollment at the Institution

0

12. Graduate Student Enrollment at the Institution

88

13. Doctoral Student Enrollment at the Institution

0

14. Certificate, Professional Development, Continuing Education Student Enrollment at the Institution

0

15. Masters Degree Programmes

15.1 MBA

Degree Type

- Master of Business Administration (M.B.A.)

Department

- Business Administration

Degree Programme Subject

- Business Management Administration

Director Full Name

Dr Subramanian Mahadevan



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

16. Letter of Commitment

16.1 Letter of Commitment | From Director - RLIMS

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Letter commitment to PRME - RLIMS

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17. Define Purpose

Purpose at RLIMS is to empower students with transformative management education that blends academic excellence, industry relevance, and social responsibility. Through initiatives like Aathma Bodha SDG presentations, we nurture responsible leaders committed to advancing sustainability, ethical business practices, and the common good for society's holistic progress.

18. Institutional Engagement

76% - 100%



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



19. RME Lead

- Disciplinary efforts within business school
- Interdisciplinary efforts across business school
- Research or issue group, society, or club leading sustainability efforts
- Student contributor

20. Define Values

Values at RLIMS represent our commitment to integrity, inclusivity, and responsibility in management education. Through initiatives like Aathma Bodha SDG Presentations and value-driven electives, we nurture ethical leaders who uphold sustainability, social responsibility, and the common good while excelling in their professional and personal lives

21. Student Awareness

76% - 100%

22. Student Voices

22.1 Student Testimonial - Prayaga Bivin

Subjects

- Business Analytics
- Business Analytics

Provide supporting context

Being part of the Aathma Bodha – SDG Presentation initiative was a truly eye-opening experience. It gave me the chance to learn about the Sustainable Development Goals in a practical way and present them with confidence. More than just theory, it helped me connect global issues to real-life actions, while improving my communication and teamwork skills. I feel inspired to contribute positively to society, and I'm grateful for this platform that encouraged us to think, share, and act responsibly.

Prayaga Bivin (MBA , 2024-26 Batch)

22.2 Student Testimonial - Janani M

Subjects

- Business Analytics

Provide supporting context

Aathma Bodha's SDG Presentation initiative completely shifted my perspective. I never thought about how understanding myself could actually help make the world a better place. The whole experience was eye-opening and really made me think about my role in achieving those big global goals. Super grateful for this journey.

Janani M (MBA - 2024-26 Batch)

22.3 Student Testimonial - Rafeeq Raja

Subjects

- Business Administration
- Responsible Management Education

Provide supporting context

Working on presentations on various SDG topics has been a truly valuable experience. The preparation process gave a deeper understanding on global issues and how it is being handled. Listening to the presentations of our peers was also equally informative. Each presentation offered unique perspective and ideas that broadened our understanding. The exchange of knowledge from these presentation session has been very impactful

23. Student Engagement

76% - 100%



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



24. Define Teach

At RL Institute of Management Studies (RLIMS), the Teach Principle is defined as an approach that combines technology-driven, student-centered instruction with practical business management education. Teaching at RLIMS focuses on: Aligning course objectives with industry relevance and global standards. Delivering knowledge through interactive lectures, case studies, projects, and real-world applications. Engaging students actively to develop critical thinking, decision-making, and leadership skills. Continuously updating pedagogical methods based on research and feedback. Creating an ethical, innovative environment that fosters lifelong learning and professional growth.

25. Courses

25.1 Managerial Accounting Analysis & Reporting

Course code

25MB101

Department

- Accounting

The duration of my course is:

- 16 weeks

My course session format is:

- 45 Session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Developed with input from industry or real-world business scenarios
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- Capital Budgeting and Investment Analysis
- Cash Flow Management and Liquidity Planning
- Cost Accounting and Managerial Decision-Making
- Financial Accounting and Reporting Standards
- Managerial Accounting

My course implements the following pedagogies:

- Case Method
- Experiential Learning
- Flipped Classroom
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Blended Learning
- Collaborative Learning

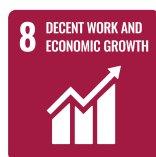
Course Description

This core course covers the fundamental elements of financial, cost, and managerial accounting, with topics including IND AS, IFRS, and US GAAP, financial statement mechanics, cost behaviour, CVP analysis, budgetary control, variance analysis, and exposure to accounting analytics and software relevant to the Indian market. Students will engage in case studies, practical problems, and analysis of real company annual reports, preparing them to handle managerial decisions with ethical considerations and technological advancements such as AI in accounting

Tell us about the impact you're making on your students

Accurately prepare and interpret financial statements for business decision-making. Analyze cost behaviour to optimize processes and pricing strategies. Apply budgeting techniques and variance analysis for effective resource allocation. Use contemporary accounting analytics and software to enhance employability. These skills foster critical thinking, practical application, and ethical awareness, empowering graduates to make a significant impact in their professional roles and contributing to improved financial sustainability within organizations

Relevant SDGs addressed through the course



Upload your syllabus

MAAR

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25.2 Entrepreneurship Skill Development

Course code

24MB302

Department

- Entrepreneurship

The duration of my course is:

- 16 weeks

My course session format is:

- 45 Session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Developed with input from industry or real-world business scenarios
- Integrated with professional and career readiness skills

My course touches on the following concepts:

- Angel Investing and Seed Funding
- Co-Founder Dynamics and Team Building
- Entrepreneurial Leadership and Mindset
- Incubators and Startup Accelerators
- Startup Failure Analysis and Lessons Learned
- Women in Entrepreneurship and Leadership

My course implements the following pedagogies:

- Blended Learning
- Collaborative Learning
- Experiential Learning
- Flipped Classroom
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning

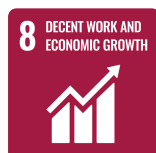
Course Description

The main impact made on students is helping them make career decisions regarding entrepreneurship and inspiring them towards becoming employers. The course covers Indian and global business environments for start-ups, encourages a mindset shift from employee to employer, and provides practical exposure in business plan preparation, financial due diligence, and start-up financing options. It includes exercises for self-assessment, creative ideation, and practical documentation like business model canvases and feasibility reports

Tell us about the impact you're making on your students

Students develop an entrepreneurial mindset and self-confidence to explore business opportunities. The curriculum provides hands-on experience in identifying opportunities, innovating ideas, and preparing detailed business plans. Learners are prepared to face challenges, cultivate resilience, and understand real-world funding processes, with exposure to state and central government support systems

Relevant SDGs addressed through the course



Upload your syllabus

ESD

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25.3 Cyber Security

Course code

24MB312

Department

- Computer Information Systems

The duration of my course is:

- 16 weeks

My course session format is:

- 40 Sessions

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Integrated with professional and career readiness skills
- Encouraging of active learning and student engagement
- Developed with input from industry or real-world business scenarios

My course touches on the following concepts:

- Artificial Intelligence and Automation
- Cybersecurity and Data Protection

- Data Warehousing and Business Intelligence
- IT Governance and Compliance
- Network Security and Infrastructure Management

My course implements the following pedagogies:

- Blended Learning
- Collaborative Learning
- Case Method
- Experiential Learning
- Flipped Classroom
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Problem-Based Learning (PBL)

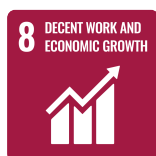
Course Description

The course systematically builds students' expertise in key aspects of cybersecurity, including network and cloud security, ethical hacking, incident response, and the implications of AI, IoT, machine learning, and blockchain on secure digital operations. Through interactive modules, the curriculum endeavors to develop technical fluency as well as strategic risk management skills needed for current and future digital landscapes.

Tell us about the impact you're making on your students

Students acquire skills to assess, manage, and mitigate cyber risks using global frameworks like NIST and ISO 27001. The program strengthens analytical abilities for fraud detection, securing e-commerce, and protecting digital payment systems. Learners develop proficiency in hands-on ethical hacking, incident response, and digital forensics, preparing them for real-world cyber threats and business continuity challenges. Exposure to AI, blockchain, IoT, and national cyberwarfare trends equips students for future-ready cybersecurity leadership.

Relevant SDGs addressed through the course



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CS

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25.4 Circular Economy and Managerial Economics

Course code

25MB103

Department

- Economics

The duration of my course is:

- 16 weeks

My course session format is:

- 45 Session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Oriented toward developing leadership, teamwork, and collaboration abilities

My course touches on the following concepts:

- Game Theory and Strategic Decision-Making
- Supply and Demand Analytics in Business
- Inflation, Interest Rates, and Monetary Policy

My course implements the following pedagogies:

- Blended Learning
- Collaborative Learning
- Case Method
- Experiential Learning
- Flipped Classroom
- Inquiry-Based Learning
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning

Course Description

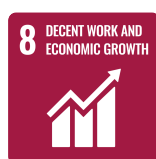
This course introduces students to circular economy concepts such as Industry 4.0 & 5.0, cradle-to-cradle approach, 10 Rs of circularity, green economy, and sustainability essentials. It covers circular economy business models, life cycle assessment, extended producer

responsibility, and ESG essentials with practical field studies for business idea generation. Managerial economics aspects include economic tools, production and cost analysis, market structures, and pricing decisions integrating AI, market ethics, and retail study exposure

Tell us about the impact you're making on your students

Students gain a fundamental understanding of sustainable business models and economic decision-making frameworks. The course fosters awareness of responsible production, resource efficiency, and sustainability in business operations. Exposure to market analysis, cost structures, and pricing strategies equips learners to make informed managerial decisions. Practical fieldwork and case studies deepen problem-solving skills aligned with environmental and economic sustainability.

Relevant SDGs addressed through the course



Upload your syllabus

CEME

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26. Educator Recognition

- Publication or research support

27. Fostering Innovation

A lot

28. Experiential Learning

A lot

29. Learning Mindset

To a great extent

30. Method of Teaching and Learning

In person



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

31. 2024 Publications

6

32. Research Barriers

- Funding challenges

33. 2024 Publications on Sustainable Development and/or RME

2

34. Research Funding

- My institution has not received funding

35. Socializing Research

- Local media
- Open-access platforms
- Public events and lectures
- Social media and digital outreach



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

36. Partners, Accreditation Bodies, Associations, etc.

- Local institutions and associations
- Ministries of Education, Higher Education, or similar national bodies
- University Councils
- National Assessment and Accreditation Council

37. Define Partner

Partnering involves sharing knowledge, resources, and expertise to advance responsible management education and practice. Through these collaborations, RLIMS enhances learning, research, and community impact, fostering accountability and sustainability in management education.

38. Student Partners

- None



Practice

We adopt responsible and accountable management principles in our own governance and operations.

39. Define Practice

At RL Institute of Management Studies (RLIMS), Practice means embracing responsible and accountable management in all governance and operational activities. RLIMS consistently applies ethical principles, transparency, and stakeholder involvement to ensure the institution's decisions and actions promote sustainability and social responsibility. Continuous improvement and adherence to best practices are embedded in administrative, academic, and campus functions to foster a sustainable and inclusive learning environment.

40. RME Practices

- Campus operations guides
- Curriculum guidelines
- Employee equity, diversity, inclusion
- Greenhouse gas emissions
- Local staff/student/faculty transportation
- Ministry of education recommendation documents
- Student equity, diversity, inclusion
- Water
- Zero-waste guides



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



41. Transparent Engagement

- Boards and advisory committees
- Community events and consultation forums
- Feedback mechanisms (e.g., surveys, suggestion boxes)
- Open faculty and student meetings and town halls
- Partnerships with local organizations
- Public events and panel discussions
- Student and staff volunteer programs

42. Audiences

- Alumni and donors
- Business and industry partners
- Prospective and current students
- Faculty and staff

SIGNATORY

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