

The Annual Quality Assurance Report (AQAR) of the IQAT 2014-15

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. *(Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)*

Part – A

I. Details of the Institution

1.1 Name of the Institution	TERI UNIVERSITY
1.2 Address Line 1	10, INSTITUTIONAL AREA
Address Line 2	VASANT KUNJ
City/Town	NEW DELHI
State	DELHI
Pin Code	110070
Institution e-mail address	Registrar@teriuniversity.ac.in
Contact Nos.	011-71800222
Name of the Head of the Institution:	DR. LEENA SRIVASTAVA
Tel. No. with STD Code:	011-26122222
Mobile:	9811009260

Name of the IQAT Co-ordinator:

DR. ARUN KANSAL

Mobile:

9213373000

IQAT e-mail address:

akansal@teri.res.in

1.3 NAAC Track ID (For ex. MHCOGN 18879)

1.4 NAAC Executive Committee No. & Date:

(For Example EC/32/A&A/143 dated 3-5-2004.
This EC no. is available in the right corner- bottom
of your institution's Accreditation Certificate)

EC/63/A&A/66 dated 23-03-2013

1.5 Website address:

www.teriuniversity.ac.in

Web-link of the AQAR:

http://www.teriuniversity.ac.in/AQAR/2014-15.docx

For ex. http://www.ladykeanecollege.edu.in/AQAR2012-13.doc

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	A	3.26	2013	5 YEARS
2	2 nd Cycle				
3	3 rd Cycle				
4	4 th Cycle				

1.7 Date of Establishment of IQAT :DD/MM/YYYY

June, 2014

1.8 AQAR for the year (for example 2010-11)

2014-15

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011)

- i. AQAR 2013-14 submitted on 30/11/2014 (DD/MM/YYYY)
 ii. AQAR _____ (DD/MM/YYYY)
 iii. AQAR _____ (DD/MM/YYYY)
 iv. AQAR _____ (DD/MM/YYYY)

1.10 Institutional Status

University State ☐ Central ☐ Deemed ☒ Private ☐

Affiliated College Yes ☐ No ☒

Constituent College Yes ☐ No ☒

Autonomous college of UGC Yes ☐ No ☒

Regulatory Agency approved Institution Yes ☒ No ☐

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education ☒ Men ☐ Women ☐

Urban ☒ Rural ☐ Tribal ☐

Financial Status Grant-in-aid ☐ UGC 2(f) ☐ UGC 12B ☐

Grant-in-aid + Self Financing ☐ Totally Self-financing ☒

1.11 Type of Faculty/Programme

Arts ☒ Science ☒ Commerce ☐ Law ☐ PEI (Phys Edu) ☐

TEI (Edu) ☐ Engineering ☒ Health Science ☐ Management ☒

Others (Specify)

1.12 Name of the Affiliating University (for the Colleges)

NOT APPLICABLE

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc. : NA

Autonomy by State/Central Govt. / University

University with Potential for Excellence	<input type="text"/>	UGC-CPE	<input type="text"/>
DST Star Scheme	<input type="text"/>	UGC-CE	<input type="text"/>
UGC-Special Assistance Programme	<input type="text"/>	DST-FIST	<input type="text"/>
UGC-Innovative PG programmes	<input type="text"/>	Any other (<i>Specify</i>)	<input type="text"/>
UGC-COP Programmes	<input type="text"/>		

2. IQAT Composition and Activities

2.1 No. of Teachers	<input type="text" value="4"/>
2.2 No. of Administrative/Technical staff	<input type="text"/>
2.3 No. of students	<input type="text" value="NO"/>
2.4 No. of Management representatives	<input type="text" value="1"/>
2.5 No. of Alumni	<input type="text" value="NO"/>
2.6 No. of any other stakeholder and community representatives	<input type="text" value="NO"/>
2.7 No. of Employers/ Industrialists	<input type="text" value="NO"/>
2.8 No. of other External Experts	<input type="text" value="NO"/>
2.9 Total No. of members	<input type="text" value="5"/>
2.10 No. of IQAT meetings held	: 4
2.11 No. of meetings with various stakeholders:	No. <input type="text"/> Faculty <input checked="" type="checkbox"/> Non-Teaching Staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Alumni <input checked="" type="checkbox"/> Others <input checked="" type="checkbox"/>
2.12 Has IQAT received any funding from UGC during the year?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If yes, mention the amount <input type="text"/>

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAT : NIL

Total Nos. International National State Institution Level

(ii) Themes

2.14 Significant Activities and contributions made by IQAT

The IQAT indicated the need for upscaling the number of applications for admissions in the various masters programmes at the university. It suggested a focus on reaching out to undergraduate students and teachers in various colleges across the country. In support of this the university instituted a short programme of five days called “Building Learning In Sustainability Sciences”. This programme exposes undergraduate students to the various facets of sustainability.

2.15 Plan of Action by IQAT/Outcome

The plan of action chalked out by the IQAT in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
Increased outreach, especially through undergraduate students and college teachers	BLISS programme commenced and will be held every year in order to give exposure to undergraduate students. The programme held in 2014-15 attracted a large number of students and teachers to the campus of the university. In order to have a larger outreach the programme was also held in a webinar mode.

* Attach the Academic Calendar of the year as **Annexure I**.

2.15 Whether the AQAR was placed in statutory body Yes ☒ No ☐

Management ☒ Syndicate ☐ Any other body ☐

Provide the details of the action taken

Executive Committee reviewed the AQAR.

Part – B

Criterion – I

I. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	6		6	6
PG	12		12	12
UG	-		-	-
PG Diploma	2		2	2
Advanced Diploma	1		1	1
Diploma				
Certificate	4		4	4
WSG		1	1	1
Others				
Total	25	1	26	26
Interdisciplinary				
Innovative				

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	✓
Trimester	
Annual	

1.3 Feedback from stakeholders* Alumni ☐ Parents ☐ Employers ☒ Students ☒
(On all aspects)

Mode of feedback : Online ☐ Manual ☒ Co-operating schools (for PEI) ☐

**Please provide an analysis of the feedback in the Annexure 2*

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Yes, TERI University undertakes regular revisions / updates of courses in the different programmes and regulations as stipulated by the UGC from time-to-time. Being a higher education institution dedicated towards education for sustainable development, all the programmes are designed to align with current discourse in the domain of sustainable development. While the programmes are inter-disciplinary in character, the TERI University ensures that it also reflects the available syllabi models of the UGC and other national and international level institutions of repute (IITs, IIMs, JNU etc.). The revisions/updates are made through a systematic process including consultations with various domain experts and stakeholders.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

Department of Water Science and Governance

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
40	23	10	7	

2.2 No. of permanent faculty with Ph.D.

36

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
7		2		1		1		11	

2.4 No. of Guest and Visiting faculty and Temporary faculty

27

28

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	12	16	2
Presented papers	13	11	
Resource Persons		2	

2.6 Innovative processes adopted by the institution in Teaching and Learning:

The University endeavours to enhance the skillsets of the students through innovative pedagogy. The M.Tech. Urban Development and Management Programme started in July 2013 introduced experiential learning through intensive semester long internships with urban local bodies and parastatals. Such exposure necessarily benefits student learning by providing an opportunity to go beyond the classroom learning and be a part of the policy making and implementation processes. Students are encouraged to participate in several workshops and conferences to facilitate interactions with researchers, scientists and academicians. The University took the initiative of institutionalizing study tours in the first semester of the academic year. Accordingly, students across the programmes were taken to sites for learning about various sustainability practices in urban, rural, industrial and natural settings. The faculty members mentor students and facilitates their learning through minor and major research projects. Guest lectures by experts in various fields are organised throughout the semesters to give a wider perspective to the students. The University collaborates with various national and foreign academic institutions through joint curriculum development and exchange of faculty and students.

2.7 Total No. of actual teaching days

during this academic year

Approx.230

2.8 Examination/ Evaluation Reforms initiated by the Institution
(for example: Open Book Examination, Bar Coding, Double Valuation,
Photocopy, Online Multiple Choice Questions)

Open Book Examination

2.9 No. of faculty members involved in curriculum
restructuring/revision/syllabus development
as member of Board of Study/Faculty/Curriculum Development workshop

All

2.10 Average percentage of attendance of students

85%

2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division*				
		Distinction %	I %	II %	III %	Pass %
M.Sc						100
MBA						100
M.Tech						100
M.A.						99
PhD						
AP PGD						
PGD						
Certificate						

*** Results are based on CGPA and no distinction/division are awarded.**

2.12 How does IQAT Contribute/Monitor/Evaluate the Teaching & Learning processes :

The IQAT provides inputs to Heads and Deans meeting.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	
UGC – Faculty Improvement Programme (Retreat)	37
HRD programmes	
Orientation programmes	14
Faculty exchange programme	
Staff training conducted by the university (Retreat and IT Training)	28
Staff training conducted by other institutions	
Summer / Winter schools, Workshops, etc.	8
Others	

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily (through deputation)
Administrative Staff				25
Technical Staff				9

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAT in Sensitizing/Promoting Research Climate in the institution

IQAT has prepared comprehensive rules and guidelines for PhD regulations as per revised UGC norms. IQAT recommended that Internal Grants Committee to continue to provide partial financial assistance to faculty and students for research projects and participation in conferences and seminars. IQAT further recommended involvement of the students in faculty research projects.

3.2 Details regarding major projects :

	Completed	Ongoing	Sanctioned	Submitted
Number	16	11	17	17
Outlay in Rs. Lakhs	352	309	433	433

3.3 Details regarding minor projects :

	Completed	Ongoing	Sanctioned	Submitted
Number	8	1	6	6
Outlay in Rs. Lakhs	23.26	1.30	12.87	12.87

3.4 Details on research publications

	International	National	Others
Peer Review Journals	76	15	
Non-Peer Review Journals		4	8
e-Journals	75	20	
Conference proceedings	7	3	

3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations:-

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects			43399476/-	43399476/-
Minor Projects			1287472/-	1287472/-
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects (other than compulsory by the University)				
Any other(Specify)				
Total				

3.7 No. of books published i) With ISBN No. Chapters in Edited Books

ii) Without ISBN

3.8 No. of University Departments receiving funds from : N.A.

UGC-SAP CAS DST-FIST
DPE DBT Scheme/funds

3.9 For colleges

Autonomy CPE DBT Star Scheme
INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	4	11		8	
Sponsoring agencies	UNDP, UNEP, World Bank, South Asia, OSF etc.	MoEF, MNRE, Brainwiz, DST, DBT, Global Development Network, IGNFA, PHFI			

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency From Management of University/College

Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	NIL
	Granted	
International	Applied	
	Granted	
Commercialised	Applied	
	Granted	

3.17 No. of research awards/ recognitions received by faculty and research fellows
Of the institute in the year

Total	International	National	State	University	Dist	College
3	1	2				

3.18 No. of faculty from the Institution
who are Ph. D. Guides
and students registered under them

20

38

3.19 No. of Ph.D. awarded by faculty from the Institution

08

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events: **N.A.**

University level State level
National level International level

3.22 No. of students participated in NCC events: **N.A.**

University level State level
National level International level

3.23 No. of Awards won in NSS: **N.A.**

University level State level
National level International level

3.24 No. of Awards won in NCC: **N.A.**

University level State level
National level International level

3.25 No. of Extension activities organized : **N.A.**

University forum College forum
NCC NSS Any other

6.4 Major Activities during the year in the sphere of extension activities and Institutional Social
Responsibility : **Annexure 3**

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities: N.A.

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	2 acres			2 acres
Class rooms	10		University fund	10
Laboratories	8			8
Seminar Halls	1			1
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	As per Balance sheet enclosed (Annexure 4)	NIL		NIL
Value of the equipment purchased during the year (Rs. in Lakhs)	As per Balance sheet enclosed (Annexure 4)	17.66	Own resources, DST & DBT	17.66
Others				

4.2 Computerization of administration and library :

Yes it is computerised.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	3999	5468	439	477	4438	5945
Reference Books	356	361	12	12	368	373
e-Books						
Journals	5				5	
e-Journals	37				37	
Digital Database	6				6	
CD & Video	185	276	8	12	193	288
Others (specify)						

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	187	3	20+2 Mbps		1		06	02
Added	20							
Total								

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

Regular Training organised by the IT Department on existing systems and new systems (as and when added)

4.6 Amount spent on maintenance in lakhs :

i) ICT	27.37
ii) Campus Infrastructure and facilities	144.65
iii) Equipments	78.58
iv) Others	42.30
Total :	292.90

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAT in enhancing awareness about Student Support Services

On advice of IQAT the University organized orientation /induction programme for freshers during the first week of the new Academic session. The orientation programme aims to introduce the new batch of students to University's environment. As part of the Orientation Programme, several activities on team building are carried out with the students. Through these activities, the students are introduced to the inter-disciplinary approach of learning and the wider area of sustainable development. Upon the recommendation of the IQAT, a medical room and a Creche has been set up.

5.2 Efforts made by the institution for tracking the progression

The University has a mechanism of collecting student feedback on all the courses taught during a semester to facilitate mid-course correction, the feedback is collected once during the middle of the semester and the second time at the end of the semester. This feedback is studied by the Deans and discussed with faculty members wherever necessary with the objective of optimizing the learning outcomes. In addition, there exists an open approach for suggestions and complaints brought by the students to the concerned authority at any time. A regular interaction between the students, faculty and Heads/Deans/Registrar ensures that students are provided a platform for sharing their views.

5.3 (a) Total Number of

UG	PG	Ph. D.	Others
-	218	39	

students

(b) No. of students outside the state

87

(c) No. of international students

9

Men	No	%
	94	

Women

No	%
124	

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total

Demand ratio 1320/226

Dropout %

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

NA

No. of students beneficiaries

5.5 No. of students qualified in these examinations

NET	7	SET/SLET		GATE	4	CAT	
IAS/IPS etc		State PSC		UPSC		Others	4

5.6 Details of student counselling and career guidance

Sessions with HoD, PC and faculty are organized at the commencement of the semester to orient the students to the programme plan for the semester. The students are provided regular guidance on choice of elective courses which align with their interests and career goals. The University offers a mandatory course on Technical Writing and Communication Skills for enhancing writing and presentation skills of the students, which are often a key attribute for evaluation at interviews and a necessity in profession.

The University has a Placement Manager who facilitates student placement process for Major Projects as well as final placements. At the individual programme level, there is a faculty assigned as the Placement Coordinator who works in close unison with the placement manager and provides area specific guidance for placements. In addition, each programme identifies student placement coordinators for interacting with the Placement Cell and the students.

Regular workshops for CV, soft skills are organized.

No. of students benefitted

All

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
107	123	77	39

5.8 Details of gender sensitization programmes

One lecture conducted.

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events : **N.A.**

State/ University level National level International level

No. of students participated in cultural events : **N.A.**

State/ University level National level International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events :

Sports : State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	1	Rs.191955/-
Financial support from government	12	Rs.4656075/-
Financial support from other sources (CSLA)	5	Rs.5982486/-
HSBC	4	Rs.2410645/-
SCCF	4	Rs.2944922/-
Number of students who received International/ National recognitions		

5.11 Student organised / initiatives

Fairs : State/ University level National level International level

Exhibition: State/ University level National level International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed:

_____ Nil _____

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

The TERI University aspires to contribute globally by serving society as a seat of advanced learning and to promote learning through teaching and through creating and sharing knowledge. The University commits itself to academic excellence and an environment which would encourage personal and intellectual growth.

The TERI University provides world-class facilities and resources to its students and faculty to usher in innovative and multidisciplinary research.

6.2 Does the Institution has a management Information System :

Yes through UMS

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

Curriculum is designed by the concerned programme faculty through a very rigorous process involving a series of deliberations with faculty, experts (academicians and researchers) and key stakeholders (industry, consultancies, donor agencies, multilaterals, Government, etc.) in the concerned area. The curriculum is then reviewed by Board of Studies (BOS), consisting of faculty and external domain experts. The recommendations of the BOS are presented to the Academic Council of the University for approval. Based on inputs received through feedback system the curriculum is regularly updated and revised. The process ensures that the market needs are built into the curriculum and that the students are market ready and at the same time also contributes to towards creating market in newer areas. In addition, this process ensures that the skill development is embedded in the revised curriculum. Further, being a research driven higher education institution, emphasis is laid on orienting students towards research. Collaboration with other national and international institutions facilitates knowledge sharing for research and curriculum development.

6.3.2 Teaching and Learning

In line with the mission and objective of the university to impart knowledge on sustainable development, the courses taught at the university have an underlying theme related to Sustainable Development. The university follows a research-led and practice-based teaching-learning system, incorporating innovative pedagogical tools for enhancing students learning and creativity. The university harnesses the best of modern technology to support the intellectual curiosity of its students and faculty. The academic programmes are envisioned to provide students a well-rounded understanding of the subject area and at the same time built upon specialised courses offered as electives. The classroom teachings are supplemented by field visits, live industry projects, internship and hands-on applications. The University has a system of quality assurance and quality enhancement through the involvement of academic peers and industry experts.

6.3.3 Examination and Evaluation

The course outlines for each of the programmes are provided to students at the commencement of the semester. The evaluation is based on a mixed set of criteria which are listed in the course outlines and is approved by the Board of Studies and the Academic Council. These include quizzes, assignments, presentations, assignment reports, minor tests and final examination. Each of the evaluation criteria carries specific weightage.

The academic calendar that is set at the beginning of the new academic year includes the dates of examination, MPEC and result declaration. The Master Programme Evaluation Committee (MPEC) consisting of programme specific faculty members, programme coordinator and chaired by the Head of the Department deliberates on the grading for each course.

The results are made available to the students individually through their personal accounts on university online portal. The evaluation procedures are extremely transparent. Test papers are always shown to the students. Marks assigned for presentation/assignments etc. are also passed on to the students.

6.3.4 Research and Development

At the Department level, there exists the Department/Centre Research Committees under the Chairmanship of the HOD to prepare and periodically review the research plans of the department/centres, such that they align with the overall vision of the university. In addition, students research at the doctoral level is monitored and facilitated by Students Research Committees which are constituted for each doctoral student. The Masters students' research is conducted as part of the Major Project within the Programme Curriculum and is supervised by the faculty.

6.3.5 Library, ICT and physical infrastructure / instrumentation

The University Library houses books, e-books, journals, databases, TERI University Ph.D. theses, photographs, newspaper clippings and multimedia resources. Digital resources are centrally organized and available to students, researchers, and faculty via single-window access on their desktops. The web interface serves as a one-stop shop where users find links to digital services and resources all in one place. The Library is equipped with the latest tools and techniques to collect, store, retrieve and disseminate information. The Library is part of network of libraries such as the DELNET which enable access to a wide array of resources. User terminals in the library permit access to the library resources and services. The library uses bar-code technology that enables automated circulation and management of resources. The library uses the web-enabled digital information system as a communication tool for providing the updated information about other libraries, list of journals, CDs, links to e-resources, news about special programs, events, feedback, and information about the library.

6.3.6 Human Resource Management

A career progression scheme ensures rewarding competent faculty through higher promotion/re-designation. Performance linked awards have been instituted to recognize efforts put in by faculty members in teaching, research and administrative contributions. The overall HR policy, while addressing motivational needs of the faculty aims to bring out high quality of contribution from faculty which intends to meet the changing requirements of the curriculum.

6.3.7 Faculty and Staff recruitment

TERI University follows an open system of faculty recruitment, where applications are invited from eligible candidates all through the year. The applications are processed and shortlisted candidates are interviewed by a Selection Committee consisting of experts in the related area and University Management. Staff are on deputation from TERI.

6.3.8 Industry Interaction / Collaboration

The University regularly engages with the industry experts and experts from other institutions e.g. consultancies, donor agencies, multilaterals etc. towards curriculum design, capacity building of various stakeholders, research and development and student placement.

6.3.9 Admission of Students

TERI University is an inter-disciplinary university committed to sustainable development. The University offers Post-Graduate and Doctoral Programmes in areas related to sustainable development. Most of the programmes are inter-disciplinary in nature and, therefore, students from different disciplines, meeting the minimum eligibility requirement for a particular programme are encouraged to apply to the various programmes. The students are admitted through a common entrance examination at all India level followed by an interview in all the programmes; group discussion is an additional component for the management programmes. The entrance examination comprises of proficiency in language, quantitative and analytical skills.

6.4 Welfare schemes for

Teaching	Medical insurance, gratuity, Provident fund, loans, sabbatical leaves, salary advance, study leaves, house lease, flexi timings
Non teaching	Medical insurance, gratuity, Provident fund, loans, salary advance and house lease
Students	Bank loans, scholarships, internal grants (travel)

6.5 Total corpus fund generated

1896 Lacs

6.6 Whether annual financial audit has been done

Yes



No



6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	BoS/AC	Yes	BoS/AC
Administrative	Yes	Sanjay Rastogi & Associates, New Delhi	Yes	Rajan K Gupta & Co., New Delhi

6.8 Does the University/ Autonomous College declares results within 30 days? :

For UG Programmes	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
For PG Programmes	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

This evaluation system is flexible which allows for a variety of methods of conduct of examination including closed book, and open book examination, take home assignments, presentations, etc. The evaluation system is designed depending upon the needs of the course and approved by the Academic Council. The University follows a continuous evaluation system consisting of two mid-semester examinations, one final semester examination, quizzes, class assignments etc. Evaluation and grading is done by the Course instructor and then reviewed by the Masters Programme Executive Committee (MPEC). Mid-term examination results are usually declared within 10 days of the examination. Final grades at the end of the semester are usually declared with 3 weeks of the date of the last examination. The evaluation method in each course is part of the course outline which is available on the University website for ready reference of the students.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

N.A.

6.11 Activities and support from the Alumni Association :

The University has a strong Alumni Association which has helped in strengthening the alumni network. This network has contributed towards connecting the University and existing students with the alumni and helped towards sharing relevant internship and employment opportunities for students. Some of the Alumni are also recruiting the students for their Major Project internships and final placements. They also visit TU campus for interactive session with the students and share their experience, learnings with them.

6.12 Activities and support from the Parent – Teacher Association

No formal association exists . However need based inputs are obtained on case to case basis.

6.13 Development programmes for support staff

TERI University being a small, niche area University, the management interacts with the staff daily. The issues discussed range from academic work being carried out, administrative issues, and growth of the University. For enhancing efficiency and building capacity, training programmes are held during the term end on various issues like leadership, time management etc.

6.14 Initiatives taken by the institution to make the campus eco-friendly

Eco Club initiative

Criterion – VII

7. Innovations and Best Practices

- 7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

Major Project Part 1 (Third Semester): A new innovative learning method was introduced in the Third semester students M.Tech Urban Development and Management Programme. The students undertook five months of intensive internship with municipal corporations in Delhi NCR, viz. South Delhi, East Delhi, Faridabad and Gurgaon. Students got exposure to the role and functioning of different departments of these municipal corporations such as finance, engineering, and town planning. Their key learnings were:

- Active involvement in on-going projects of the municipal corporations
- Enhanced capacities in terms of knowledge base, analytical skills and career opportunities
- Awareness and understanding about the challenges faced in the delivery of services and implementation of various schemes of the municipal corporations.

Outcomes of the initiative: Students prepared reports based on field investigations coupled with secondary data analysis and literature review on related best practices. Reports covered diverse thematic areas on urban development such as:

- Urban service delivery and management with a focus on ground water
- Non-motorized transport, multi-level parking
- Solid waste management including waste-to-energy technological option
- Urban village redevelopment strategy

- 7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

Serial 2.5 refers.

- 7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)

7.3.1.1 Title of the practice: Major Project Part 1 (Third Semester), M.Tech Urban Development and Management Programme- Engagement with the Urban Local Bodies and Parastatals

7.3.1.2 Objectives:

- Exposure to role and functioning of municipal corporations and experience of working on solutions for cities.

7.3.1.3 Context:

The students undertook five months of intensive internship with municipal corporations in Delhi NCR, viz. South Delhi, East Delhi, Faridabad and Gurgaon. Students got exposure to the role and functioning of different departments of these municipal corporations such as finance, engineering, and town planning.

7.3.1.4 Practice:

- Active involvement in on-going projects of the municipal corporations
- Enhanced capacities in terms of knowledge base, analytical skills and career opportunities
- Awareness and understanding about the challenges faced in the delivery of services and implementation of various schemes of the municipal corporations.

7.3.1.5 Evidence of success:

Students prepared reports based on field investigations coupled with secondary data analysis and literature review on related best practices. Reports covered diverse thematic areas on urban development such as:

- Urban service delivery and management with a focus on ground water
- Non-motorized transport, multi-level parking
- Solid waste management including waste-to-energy technological option
- Urban village redevelopment strategy
- Smart and sustainable development of slum pockets.

"It gives me immense pleasure to say that the work done by TERI University students, are remarkable during their short stay at North DMC, given the time constraints and the magnitude of work. Their dedication and sincerity towards the work assigned is appreciable. I assume, TERI University will continue to imbibe the spirit of sincerity and quality work among its students."

Dr. Dinesh Kumar Kathpalia, Assistant Engineer - Civil, DEMS, North DMC

7.3.1.6 Problems encountered:

The understanding of multiple challenges faced by the ULBs and parastatals in the delivery of urban services and proposing necessary solutions is an intensive process.

7.3.2.1 **Title of the practice:** Building Learning in Sustainability Science (BLISS) School on Sustainability

7.3.2.2 **Objective:**

Given the mission of TERI University to deliver quality education on Sustainable Development, the University organized the BLISS school on sustainability. This was a 5 day on-campus event with the objective of building capacity among key stakeholders, particularly students and researchers.

7.3.2.3 **Context:**

BLISS 2014, under the broad theme of 'Embracing people and planet', was an attempt to train and prepare the youth for the forthcoming environmental challenges and instill in them a sensitivity towards people and planet. The school highlighted the inter-linkages between environment, economy and society and discussed different policies and solutions required in both the local and global context.

7.3.2.4 **Practice:**

The BLISS summer school was conducted both online and face-to-face simultaneously. The course pedagogy was a mix of theory and applied course modules with more practical approach. The delivery was made through interactive lectures, case discussions, problem solving exercises, and video modules.

The resource persons comprised of the faculty at TERI University, research professionals at TERI and visiting faculty from industry/academia/international organizations who possess in-depth expertise in these areas through their teaching and research.

7.3.2.5 **Evidence of success:**

A total of 150 participants attended the BLISS School though both on campus and online mode.

7.3.2.6 **Problems encountered and resources required:**

TERI University is a not-for-profit organization and therefore there were financial constraints in upscaling the event.

**Provide the details in annexure (annexure need to be numbered as i, ii,iii)*

7.4 Contribution to environmental awareness / protection

To reduce the water demand, buildings in the campus have been provided with low flow fixtures such as dual flush toilets, low flow taps and sensor taps that would result in 25% savings in water use. Further, the wastewater generated from the hostel building equivalent to 8 KL/day will be treated through efficient biological process using a combination of microorganisms and bio-media filter. The treatment system requires low area and energy. The treated water meets the prescribed standards for landscape irrigation. Rainwater run-off from roof and the site would be used for recharge of aquifer. This would enhance the sustainable yield in areas where over-development has depleted the aquifer.

7.5 Whether environmental audit was conducted?

Yes

☒

No

☐

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

NA

8. Plans of institution for next year

Launch Scholarship scheme.

Introduce Summer School Programme .

Strengthen Interdisciplinarity by regular curriculum review.

Name Am Kansal

DRARUN KANSAL

Signature of the Coordinator, IQAC

Name LEENA SRIVASTAVA

Leena Srivastava

Signature of the Chairperson, IQAC

Academic calendar**Semester schedule for the Academic Year 2014/15**

Sl. No.	Event	Dates
1.	Orientation and registration for 1st semester 2014/15 - Ph.D., M.Sc., M.B.A., M.A. and M.Tech programmes	21 July 2014
2.	Commencement of classes	22 July 2014
3.	First minor tests	25 - 30 August 2014
4.	Display of marks – first minor tests	5 September 2014
5.	Study tours (where relevant)	21 September – 28 September 2014
6.	Break	29 September – 05 October 2014
7.	Second minor tests	13 - 18 October 2014
8.	Display of marks - second minor tests	24 October 2014
9.	Last day of classes	22 November 2014
10.	Final tests	24 November – 6 December 2014
11.	MPEC meetings	22 December 2014
12.	Display of grades	29 December 2014
13.	Meetings of SRCs	22 – 27 December 2014
14.	Registration for second semester	5 January 2015
15.	Commencement of all classes & second semester	6 January 2015
16.	First minor tests	9 – 14 February 2015
17.	Display of marks - first minor tests	20 February 2015
18.	Study tours + Mid semester break	01 – 08 March 2015
19.	Open week for parents and prospective students to meet VC/Registrar/Faculty members	23 – 28 March 2015
20.	Second minor tests	30 March – 4 April 2015
21.	Display of marks – second minor tests	10 April 2015
22.	Last day of classes	2 May 2015
23.	Final tests	4 – 16 May 2015
24.	MPEC meetings	01 June 2015
25.	Display of grades	08 June 2015
26.	Meetings of SRCs	13 – 17 July 2015
27.	Orientation and registration for first semester 2014/15	20 July 2015
28.	Commencement of classes	21 July 2015

Annexure 2

Course ID	Course Name	Faculty Name	No.of Students	Feedb ack	WTG
277	Renewable energy conversion technologies - I(ENR 124)	xxxxxxx	24	20	2.66
627	Water economics and financial management(WSW 122)	xxxxxxx	19	18	2.95
69	Economics of regulation: theory and evidence(PPM 147)	xxxxxxx	4	3	2.96
295	Game theory(MPE 147)	xxxxxxx	23	22	3.15
555	Geoinformatics for Urban Development(MEU 172)	xxxxxxx	20	18	3.24
278	Renewable energy conversion technologies - II(ENR 126)	xxxxxxx	24	20	3.37
542	Climate change: Vulnerability, Impacts Adaptation & Resilience(NRC 182)	xxxxxxx	21	19	3.48
558	Regeneration and City Competitiveness(MEU 154)	xxxxxxx	17	17	3.51
490	Water quality management(NRE 142)	xxxxxxx	12	12	3.58
554	City and Regional Planning and Management(MEU 152)	xxxxxxx	17	17	3.59
342	Community relationship(PPM 182)	xxxxxxx	24	18	3.61
247	Environmental economics(MPP 147)	xxxxxxx	16	16	3.62
616	Strategic communication(PPS 109)	xxxxxxx	16	10	3.63
488	Solid and hazardous waste management(NRE 189)	xxxxxxx	23	22	3.64
275	Energy auditing, energy efficiency and energy conservation(ENR 114)	xxxxxxx	24	20	3.65
631	Geoinformatics for water resources(WSW 172)	xxxxxxx	12	11	3.66
380	Integrated impact assessment(MPD 145)	xxxxxxx	24	22	3.67
263	Economics of natural resources(MPE 146)	xxxxxxx	23	19	3.7
651	Energy efficient buildings(MEU 112)	xxxxxxx	10	10	3.71
564	Sustainable Urban Transport(MEU 144)	xxxxxxx	24	18	3.71
626	Traditional knowledge and water management(WSW 142)	xxxxxxx	19	18	3.75
440	Customer relationship management(PPM 154)	xxxxxxx	4	3	3.81
279	Applied numerical methods (thru	xxxxxxx	24	22	3.82

	MATLAB)(ENR 172)				
633	Water supply and sanitation(WSW 184)	xxxxxxx	17	16	3.82
474	Environmental health and risk assessment(NRE 144)	xxxxxxx	20	19	3.83
258	Air pollution and climate change(NRC 134)	xxxxxxx	8	8	3.86
639	Water audit and demand management(WSW 124)	xxxxxxx	19	18	3.87
635	Industrial pollution control(WSW 132)	xxxxxxx	13	12	3.88
612	Society, Development and Social Policy(PPS 106)	xxxxxxx	23	15	3.88
481	Basic course in environmental and resource economics(NRE 141)	xxxxxxx	49	47	3.89
637	Integrated watershed and river basin management(WSW 164)	xxxxxxx	15	14	3.89
183	Plant biotechnology laboratory - Part 2(BBP 102)	xxxxxxx	7	5	3.89
265	Econometrics(MPE 172)	xxxxxxx	23	22	3.9
280	Statistics for engineers(ENR 174)	xxxxxxx	27	24	3.9
640	Wetland conservation and management(WSW 168)	xxxxxxx	8	8	3.9
650	Urban water supply and waste water(MEU 178)	xxxxxxx	18	12	3.93
439	Corporate finance(PPM 122)	xxxxxxx	26	22	3.95
485	Biodiversity assessment and conservation(NRE 123)	xxxxxxx	21	17	3.96
484	Air quality management(NRE 134)	xxxxxxx	13	13	3.97
390	Indian economics and development(MPE 141)	xxxxxxx	23	21	3.97
348	Key concepts of cultural and political ecology(MPD 126)	xxxxxxx	21	19	3.97
634	Water quality modelling and application(WSW 176)	xxxxxxx	12	10	3.97
628	Water related disasters: management and planning(WSW 152)	xxxxxxx	19	18	3.97
340	Contemporary issues in change management(PPM 186)	xxxxxxx	22	15	3.99
636	Glacier hydrology(WSW 134)	xxxxxxx	7	6	3.99
76	Management information system(PPM 171)	xxxxxxx	14	14	4
350	Group practicum 2(MPD 102)	xxxxxxx	22	17	4.01

NRE 144-Environmental Health and Risk Assessment

Faculty: Dr Suresh Jain

(No. of feedback = 25 Total Students = 29)

	Course Organisation	Average Score
1	Objectives and plan of the course were specified	4.48
2	Coverage and depth of course plan was	4.20
3	The topics provided new knowledge	4.32
4	Prescribed reading material was available	3.76
Overall Average		4.19

	Presentation and Interaction	Average Score
1.	In terms of organisation, clarity and presentation of fundamental concepts, the lectures were	4.36
2.	Instructor's oral presentation in terms of audibility and articulation was	4.32
3.	Instructor's presentation in terms of organization and legibility was	4.36
4.	The instructors efforts to make this subject more interesting were	4.40
5.	Encouragement given by the Instructor to think and reason, logically and objectively was	4.63
6.	Instructor's response to the questions asked in the class hours was	4.60
7.	The availability and approachability of the Instructor outside class hours were	4.76
8.	Instructor's attitude towards teaching of this course was	4.63
9.	The lectures were held on time as per the schedule	4.68
10.	The overall quality of teaching in this course was	4.12

Overall Average	4.49
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	Tutorials and Practicals	Average Score
1.	The correlation of tutorials with lectures were	4.55
2.	Clarifications on basic concepts taught in the lectures were	4.35
3.	The tutorials helped to learn problem solving in a methodical way	4.73
4.	The Instructor's attitude towards taking tutorials	4.68
5.	Discussions between teacher and students were	4.74
6.	Your preparation (in terms of reading lectures notes/books and attempting problems) before coming to the tutorials was	3.45
7.	Your participation in terms of asking questions doubts and clarifications of doubts was	3.78
8.	Overall, the tutorials were	4.73
Overall Average		4.38

	Examination/Tests	Average Score
1.	The tests reflected the course plan	4.32
2.	Rather than rote learning, understanding was tested	4.52
3.	Examinations were of appropriate level/length	4.48
4.	The grading was fair and transparent	4.44
5.	The evaluations helped in understanding the subject better	4.50
Overall Average		4.45

Additional Comments

Course Content

Presentation & Interaction

Tutorials

Laboratories/Field Work

- Till date no lab work was done, but field work was planned and guided at students
- Lab not applicable
- There have been no field trips. Although I appreciate the concept of demonstrating videos and pictures in class
- There has been no field trip as of now

Examination/Tests

- Have not received the evaluation results, henceforth can't evaluate the examination
- Can't really say about grading and evaluation, as we haven't got the result

General Comments

- The practical applicability of the course and research
- Dislike: Repetitive and less frequent classes
- The project work is very interesting
- It would be really helpful if assignments/case studies are promoted in the class
- Interactive way of teaching is highlight of this course
- The project assessment
- It clear and good
- It helped us in understanding the application of the subject and presented various challenges that still prevail in the application of theoretical knowledge
- Tutorials-The tutorials are very helpful in understanding the practical aspect of the subject. I feel a little more emphasis on solving tutorials shall prove more helpful and a bit more time should be given for the same.
- The application based approached coupled with assignment which makes us think. Moreover, the tutorial class gives us confidence that we can do numerical problems especially to people with non-math background.
- The course has project component, help us relate the subject and broaden our thought process
- I liked the health aspect that is related to environment. It is very important to quantify and understand the quality of pollutants that we face in day to day life.
- It would help to carry out the risk assessment and to understand the importance of going with a correct methodology
- The best part about the course is that it is completely application based.
- We have a project we are currently working on as part of the course work and it has taught me a lot. This is the first time we are doing field work and learning how to work in this field
- It addresses the recent and very pressing issues of risk assessment and risk management
- The course is interesting and the project work is really helpful

NRE 134 - Air quality management

Faculty: Dr Suresh Jain

(No. of feedback = 24

Total Students = 27)

	Course Organisation	Average Score
1	Objectives and plan of the course were specified	4.13
2	Coverage and depth of course plan was	4.00
3	The topics provided new knowledge	4.25
4	Prescribed reading material was available	3.63
Overall Average		4.00

	Presentation and Interaction	Average Score
1.	In terms of organisation, clarity and presentation of fundamental concepts, the lectures were	4.13
2.	Instructor's oral presentation in terms of audibility and articulation was	4.21
3.	Instructor's presentation in terms of organization and legibility was	4.13
4.	The instructors efforts to make this subject more interesting were	4.43
5.	Encouragement given by the Instructor to think and reason, logically and objectively was	4.38
6.	Instructor's response to the questions asked in the class hours was	4.67
7.	The availability and approachability of the Instructor outside class hours were	4.63
8.	Instructor's attitude towards teaching of this course was	4.58
9.	The lectures were held on time as per the schedule	4.83
10.	The overall quality of teaching in this course was	4.21

Overall Average	4.42
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	Tutorials and Practicals	Average Score
1.	The correlation of tutorials with lectures were	4.33
2.	Clarifications on basic concepts taught in the lectures were	4.20
3.	The tutorials helped to learn problem solving in a methodical way	4.23
4.	The Instructor's attitude towards taking tutorials	4.71
5.	Discussions between teacher and students were	4.60
6.	Your preparation (in terms of reading lectures notes/books and attempting problems) before coming to the tutorials was	3.50
7.	Your participation in terms of asking questions doubts and clarifications of doubts was	3.87
8.	Overall, the tutorials were	4.25
Overall Average		4.21

	Examination/Tests	Average Score
1.	The tests reflected the course plan	4.17
2.	Rather than rote learning, understanding was tested	4.54
3.	Examinations were of appropriate level/length	4.42
4.	The grading was fair and transparent	4.36
5.	The evaluations helped in understanding the subject better	4.27
Overall Average		4.35

Additional Comments

Course Content

Presentation & Interaction

Tutorials

Laboratories/Field Work

- Not applicable as of now
- Till date no field work was done, but discussion and implementation of the field work in research was discussed at students end.

Examination/Tests

- Examination level was good but there is problem in relating the questions coming in exams and the teaching done in class.
- Haven't received the grades, yet

General Comments

- So far it is good and clean
- I think it is technical and I find it difficult
- This course was enhanced and increased my knowledge and interest for the subject
- Dislike: Progressing very slowly
- DSDS – 2014 had some components related to Air Pollution and Climate Change which was enriching
- The course is very practical. It is extremely important from the point of view of minor project as it has a good level of industrial importance.
- Self-study is always important for self-analysis of classroom teaching
- If more practicals would have been there, it would have been better
- Laboratory work should also be a part of this course
- Projects are given which are helping do understand things practically
- Practical aspect are make clear
- The course provides practical and applied knowledge along with theoretical knowledge
- General conceptualization of the air quality and understanding its importance and vulnerability
- Project to be held in mid-March
- I like that we learn about the connection between methodology and air pollution, which I didn't realize earlier.
- Also, social angle is also brought in which makes it wholesome subject in its scope
- Like-Certain topics are ?; Dislike: Slow progress especially when compared to the other courses

NRG 172 - Digital image processing and information extraction

Faculty: Dr Chander Kumar Singh
= 13)

(No. of feedback = 13

Total Students

	Course Organisation	Average Score
1	Objectives and plan of the course were specified	4.08
2	Coverage and depth of course plan was	4.15
3	The topics provided new knowledge	4.23
4	Prescribed reading material was available	4.15
Overall Average		4.15

	Presentation and Interaction	Average Score
1.	In terms of organisation, clarity and presentation of fundamental concepts, the lectures were	3.85
2.	Instructor's oral presentation in terms of audibility and articulation was	3.54
3.	Instructor's presentation in terms of organization and legibility was	3.85
4.	The instructors efforts to make this subject more interesting were	3.77
5.	Encouragement given by the Instructor to think and reason, logically and objectively was	3.77
6.	Instructor's response to the questions asked in the class hours was	3.92
7.	The availability and approachability of the Instructor outside class hours were	4.00
8.	Instructor's attitude towards teaching of this course was	3.92
9.	The lectures were held on time as per the schedule	3.85

10.	The overall quality of teaching in this course was	3.92
Overall Average		3.84

	Tutorials and Practicals	Average Score
1.	The correlation of tutorials with lectures were	3.85
2.	Clarifications on basic concepts taught in the lectures were	3.92
3.	The tutorials helped to learn problem solving in a methodical way	4.08
4.	The Instructor's attitude towards taking tutorials	3.77
5.	Discussions between teacher and students were	3.85
6.	Your preparation (in terms of reading lectures notes/books and attempting problems) before coming to the tutorials was	3.92
7.	Your participation in terms of asking questions doubts and clarifications of doubts was	4.15
8.	Overall, the tutorials were	4.15
Overall Average		3.96

	Examination/Tests	Average Score
1.	The tests reflected the course plan	4.08
2.	Rather than rote learning, understanding was tested	4.00
3.	Examinations were of appropriate level/length	4.08
4.	The grading was fair and transparent	4.08
5.	The evaluations helped in understanding the subject better	4.15
Overall Average		4.08

Additional Comments

Course Content

Presentation & Interaction

Tutorials

Laboratories/Field Work

Examination/Tests

General Comments

- About the course structure. It is very much relevant to the course
- Would like if sir could explain each practical in class on projector so that we can get a better understanding of the practical
- Yes, it would be helpful
- The lectures were not adequate and lab work were not done
- There was lack of clarity in teaching
- No field trips

NRG 170 – Photogrammetry

Faculty: Dr Anu Rani Sharma

(No. of feedback = 13

Total Students = 13)

	Course Organisation	Average Score
1	Objectives and plan of the course were specified	4.08
2	Coverage and depth of course plan was	3.77
3	The topics provided new knowledge	3.85
4	Prescribed reading material was available	3.62
Overall Average		3.83

	Presentation and Interaction	Average Score
1.	In terms of organisation, clarity and presentation of fundamental concepts, the lectures were	3.77
2.	Instructor's oral presentation in terms of audibility and articulation was	3.23
3.	Instructor's presentation in terms of organization and legibility was	3.46
4.	The instructors efforts to make this subject more interesting were	3.38
5.	Encouragement given by the Instructor to think and reason, logically and objectively was	3.15
6.	Instructor's response to the questions asked in the class hours was	3.31
7.	The availability and approachability of the Instructor outside class hours were	3.92
8.	Instructor's attitude towards teaching of this course was	3.46
9.	The lectures were held on time as per the schedule	3.54
10.	The overall quality of teaching in this course was	3.46

Overall Average	3.47
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	Tutorials and Practicals	Average Score
1.	The correlation of tutorials with lectures were	3.85
2.	Clarifications on basic concepts taught in the lectures were	3.31
3.	The tutorials helped to learn problem solving in a methodical way	3.38
4.	The Instructor's attitude towards taking tutorials	3.23
5.	Discussions between teacher and students were	3.62
6.	Your preparation (in terms of reading lectures notes/books and attempting problems) before coming to the tutorials was	3.62
7.	Your participation in terms of asking questions doubts and clarifications of doubts was	3.69
8.	Overall, the tutorials were	3.77
Overall Average		3.56

	Examination/Tests	Average Score
1.	The tests reflected the course plan	3.46
2.	Rather than rote learning, understanding was tested	3.08
3.	Examinations were of appropriate level/length	3.38
4.	The grading was fair and transparent	2.77
5.	The evaluations helped in understanding the subject better	3.08
Overall Average		3.15

Additional Comments

Course Content

Presentation & Interaction

Tutorials

Laboratories/Field Work

Examination/Tests

General Comments

- Distribution of marks is not done properly
- Liked the way madam had explained the numericals

NRG 174 - Spatial data modelling and GIS applications

Faculty: Dr Bakim Oinam

(No. of feedback = 14 Total Students = 13)

	Course Organisation	Average Score
1	Objectives and plan of the course were specified	4.79
2	Coverage and depth of course plan was	4.71
3	The topics provided new knowledge	4.86
4	Prescribed reading material was available	4.86
Overall Average		4.80

	Presentation and Interaction	Average Score
1.	In terms of organisation, clarity and presentation of fundamental concepts, the lectures were	4.50
2.	Instructor's oral presentation in terms of audibility and articulation was	4.71
3.	Instructor's presentation in terms of organization and legibility was	4.43
4.	The instructors efforts to make this subject more interesting were	4.21
5.	Encouragement given by the Instructor to think and reason, logically and objectively was	4.57
6.	Instructor's response to the questions asked in the class hours was	4.57
7.	The availability and approachability of the Instructor outside class hours were	4.36
8.	Instructor's attitude towards teaching of this course was	4.71
9.	The lectures were held on time as per the schedule	4.36
10.	The overall quality of teaching in this course was	4.57

Overall Average	4.50
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	Tutorials and Practicals	Average Score
1.	The correlation of tutorials with lectures were	4.64
2.	Clarifications on basic concepts taught in the lectures were	4.29
3.	The tutorials helped to learn problem solving in a methodical way	4.71
4.	The Instructor's attitude towards taking tutorials	4.36
5.	Discussions between teacher and students were	4.36
6.	Your preparation (in terms of reading lectures notes/books and attempting problems) before coming to the tutorials was	3.93
7.	Your participation in terms of asking questions doubts and clarifications of doubts was	4.14
8.	Overall, the tutorials were	4.43
Overall Average		4.36

	Examination/Tests	Average Score
1.	The tests reflected the course plan	4.43
2.	Rather than rote learning, understanding was tested	4.43
3.	Examinations were of appropriate level/length	4.43
4.	The grading was fair and transparent	4.57
5.	The evaluations helped in understanding the subject better	4.36
Overall Average		4.44

Additional Comments

Course Content

- Very good study material

Presentation & Interaction

Tutorials

Laboratories/Field Work

- There should be field work on DGPS and more mobile mapping technologies

Examination/Tests

General Comments

- It is helpful for doing practicals
- It is a realistic knowledge
- The practicals are really very interesting and is helpful for us to link it with the theory
- It is helpful to relate it to the practicals and applied knowledge
- It provides us with a tool to work in GIS domain
- About the computer systems which are available in the laboratory. They are slow classes should be more frequent.
- The availability of teacher after class for doubts in practice. The frequency of classes is very less.
- Just one class in a week
- Slow working of the computer
- It helped to learn new tools to acquire new skills
- Like the tutorials lectures prepared
- Dislike the absence of field work
- Dislike: Too much was fed at same time
- Yes, it would be helpful
- Lab assignments were not taught in a well manner
- Many topics covered in a day

NRG 160 - Law and policy for maps and remote sensing

Faculty: Mr MV Shiju (No. of feedback = 13

Total Students = 13)

	Course Organisation	Average Score
1	Objectives and plan of the course were specified	4.54
2	Coverage and depth of course plan was	4.54
3	The topics provided new knowledge	4.62
4	Prescribed reading material was available	4.54
Overall Average		4.56

	Presentation and Interaction	Average Score
1.	In terms of organisation, clarity and presentation of fundamental concepts, the lectures were	4.69
2.	Instructor's oral presentation in terms of audibility and articulation was	4.62
3.	Instructor's presentation in terms of organization and legibility was	4.62
4.	The instructors efforts to make this subject more interesting were	4.62
5.	Encouragement given by the Instructor to think and reason, logically and objectively was	4.62
6.	Instructor's response to the questions asked in the class hours was	4.69
7.	The availability and approachability of the Instructor outside class hours were	4.46
8.	Instructor's attitude towards teaching of this course was	4.69
9.	The lectures were held on time as per the schedule	4.69
10.	The overall quality of teaching in this course was	4.62

Overall Average	4.63
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	Tutorials and Practicals	Average Score
1.	The correlation of tutorials with lectures were	4.38
2.	Clarifications on basic concepts taught in the lectures were	4.54
3.	The tutorials helped to learn problem solving in a methodical way	4.46
4.	The Instructor's attitude towards taking tutorials	4.54
5.	Discussions between teacher and students were	4.46
6.	Your preparation (in terms of reading lectures notes/books and attempting problems) before coming to the tutorials was	4.31
7.	Your participation in terms of asking questions doubts and clarifications of doubts was	4.38
8.	Overall, the tutorials were	4.62
Overall Average		4.46

	Examination/Tests	Average Score
1.	The tests reflected the course plan	4.77
2.	Rather than rote learning, understanding was tested	4.77
3.	Examinations were of appropriate level/length	4.69
4.	The grading was fair and transparent	4.85
5.	The evaluations helped in understanding the subject better	4.77
Overall Average		4.77

Additional Comments

Course Content

Presentation & Interaction

Tutorials

Laboratories/Field Work

Examination/Tests

General Comments

- The attitude of the instructors towards the courses and the class, his punctuality and knowledge
- The way of teaching is excellent and the explanation about the course is very good
- Style of teaching
- Very clear way of teaching

NRE 123 - Biodiversity assessment and conservation

Faculty: Dr Joachim Schmerbeck (No. of feedback = 06

Total Students = 11)

	Course Organisation	Average Score
1	Objectives and plan of the course were specified	4.83
2	Coverage and depth of course plan was	4.67
3	The topics provided new knowledge	4.83
4	Prescribed reading material was available	4.67
Overall Average		4.75

	Presentation and Interaction	Average Score
1.	In terms of organisation, clarity and presentation of fundamental concepts, the lectures were	4.00
2.	Instructor's oral presentation in terms of audibility and articulation was	3.67
3.	Instructor's presentation in terms of organization and legibility was	3.67
4.	The instructors efforts to make this subject more interesting were	4.00
5.	Encouragement given by the Instructor to think and reason, logically and objectively was	4.50
6.	Instructor's response to the questions asked in the class hours was	4.17
7.	The availability and approachability of the Instructor outside class hours were	4.00
8.	Instructor's attitude towards teaching of this course was	4.33
9.	The lectures were held on time as per the schedule	4.33
10.	The overall quality of teaching in this course was	4.33

Overall Average	4.10
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	Tutorials and Practicals	Average Score
1.	The correlation of tutorials with lectures were	4.00
2.	Clarifications on basic concepts taught in the lectures were	4.00
3.	The tutorials helped to learn problem solving in a methodical way	4.00
4.	The Instructor's attitude towards taking tutorials	4.00
5.	Discussions between teacher and students were	4.50
6.	Your preparation (in terms of reading lectures notes/books and attempting problems) before coming to the tutorials was	3.50
7.	Your participation in terms of asking questions doubts and clarifications of doubts was	4.00
8.	Overall, the tutorials were	4.00
Overall Average		4.00

	Examination/Tests	Average Score
1.	The tests reflected the course plan	4.20
2.	Rather than rote learning, understanding was tested	4.50
3.	Examinations were of appropriate level/length	4.33
4.	The grading was fair and transparent	4.33
5.	The evaluations helped in understanding the subject better	4.00
Overall Average		4.27

Additional Comments

Course Content

Presentation & Interaction

Tutorials

Laboratories/Field Work

- Courses like biodiversity should have more practical hours. This should be included in the fee structure

Examination/Tests

- Other examinations should follow this model

General Comments

- Papers that were assigned encouraged further investigations and inspired fresh outlooks at issues taken for granted otherwise.
- I like the field work and the hands on approach
- I disliked the lack of time spent on the same. It requires more of a field components

NRE 142 - Water quality management

Faculty: Dr Arun Kansal

(No. of feedback = 13

Total Students = 25)

	Course Organisation	Average Score
1	Objectives and plan of the course were specified	4.31
2	Coverage and depth of course plan was	4.31
3	The topics provided new knowledge	4.38
4	Prescribed reading material was available	3.85
Overall Average		4.21

	Presentation and Interaction	Average Score
1.	In terms of organisation, clarity and presentation of fundamental concepts, the lectures were	4.23
2.	Instructor's oral presentation in terms of audibility and articulation was	4.46
3.	Instructor's presentation in terms of organization and legibility was	4.38
4.	The instructors efforts to make this subject more interesting were	4.00
5.	Encouragement given by the Instructor to think and reason, logically and objectively was	4.08
6.	Instructor's response to the questions asked in the class hours was	3.62
7.	The availability and approachability of the Instructor outside class hours were	3.85
8.	Instructor's attitude towards teaching of this course was	4.08
9.	The lectures were held on time as per the schedule	4.46
10.	The overall quality of teaching in this course was	4.00

Overall Average	4.12
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	Tutorials and Practicals	Average Score
1.	The correlation of tutorials with lectures were	4.00
2.	Clarifications on basic concepts taught in the lectures were	4.40
3.	The tutorials helped to learn problem solving in a methodical way	3.80
4.	The Instructor's attitude towards taking tutorials	3.80
5.	Discussions between teacher and students were	4.00
6.	Your preparation (in terms of reading lectures notes/books and attempting problems) before coming to the tutorials was	2.50
7.	Your participation in terms of asking questions doubts and clarifications of doubts was	3.40
8.	Overall, the tutorials were	3.75
Overall Average		3.71

	Examination/Tests	Average Score
1.	The tests reflected the course plan	4.23
2.	Rather than rote learning, understanding was tested	4.15
3.	Examinations were of appropriate level/length	4.08
4.	The grading was fair and transparent	3.77
5.	The evaluations helped in understanding the subject better	4.00
Overall Average		4.05

Additional Comments

Course Content

Presentation & Interaction

Tutorials

No tutorials

Laboratories/Field Work

No lab work

Not applicable

Examination/Tests

General Comments

NRE 189 - Solid and hazardous waste management

Faculty: Dr Arun Kansal

(No. of feedback = 16

Total Students = 29)

	Course Organisation	Average Score
1	Objectives and plan of the course were specified	4.19
2	Coverage and depth of course plan was	4.13
3	The topics provided new knowledge	4.38
4	Prescribed reading material was available	3.75
Overall Average		4.11

	Presentation and Interaction	Average Score
1.	In terms of organisation, clarity and presentation of fundamental concepts, the lectures were	4.31
2.	Instructor's oral presentation in terms of audibility and articulation was	4.19
3.	Instructor's presentation in terms of organization and legibility was	4.31
4.	The instructors efforts to make this subject more interesting were	4.06
5.	Encouragement given by the Instructor to think and reason, logically and objectively was	4.07
6.	Instructor's response to the questions asked in the class hours was	3.63
7.	The availability and approachability of the Instructor outside class hours were	4.13
8.	Instructor's attitude towards teaching of this course was	4.06
9.	The lectures were held on time as per the schedule	4.19
10.	The overall quality of teaching in this course was	4.13

Overall Average	4.11
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	Tutorials and Practicals	Average Score
1.	The correlation of tutorials with lectures were	3.57
2.	Clarifications on basic concepts taught in the lectures were	4.43
3.	The tutorials helped to learn problem solving in a methodical way	3.71
4.	The Instructor's attitude towards taking tutorials	3.57
5.	Discussions between teacher and students were	4.00
6.	Your preparation (in terms of reading lectures notes/books and attempting problems) before coming to the tutorials was	3.86
7.	Your participation in terms of asking questions doubts and clarifications of doubts was	3.71
8.	Overall, the tutorials were	4.00
Overall Average		3.86

	Examination/Tests	Average Score
1.	The tests reflected the course plan	4.07
2.	Rather than rote learning, understanding was tested	4.07
3.	Examinations were of appropriate level/length	3.79
4.	The grading was fair and transparent	3.93
5.	The evaluations helped in understanding the subject better	3.85
Overall Average		3.94

Additional Comments

Course Content

Presentation & Interaction

Tutorials

Laboratories/Field Work

- Not applicable

Examination/Tests

- The exam was a little long

General Comments

NRE 185 - Water conservation

Ms Ranjana Roy Choudhary

(No. of feedback = 03

Total Students =05)

	Course Organisation	Average Score
1	Objectives and plan of the course were specified	5.00
2	Coverage and depth of course plan was	4.67
3	The topics provided new knowledge	5.00
4	Prescribed reading material was available	4.33
Overall Average		4.75

	Presentation and Interaction	Average Score
1.	In terms of organisation, clarity and presentation of fundamental concepts, the lectures were	5.00
2.	Instructor's oral presentation in terms of audibility and articulation was	5.00
3.	Instructor's presentation in terms of organization and legibility was	5.00
4.	The instructors efforts to make this subject more interesting were	5.00
5.	Encouragement given by the Instructor to think and reason, logically and objectively was	4.67
6.	Instructor's response to the questions asked in the class hours was	5.00
7.	The availability and approachability of the Instructor outside class hours were	4.33
8.	Instructor's attitude towards teaching of this course was	5.00
9.	The lectures were held on time as per the schedule	5.00
10.	The overall quality of teaching in this course was	5.00

Overall Average	4.90
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	Tutorials and Practicals	Average Score
1.	The correlation of tutorials with lectures were	4.33
2.	Clarifications on basic concepts taught in the lectures were	5.00
3.	The tutorials helped to learn problem solving in a methodical way	5.00
4.	The Instructor's attitude towards taking tutorials	5.00
5.	Discussions between teacher and students were	5.00
6.	Your preparation (in terms of reading lectures notes/books and attempting problems) before coming to the tutorials was	4.33
7.	Your participation in terms of asking questions doubts and clarifications of doubts was	4.00
8.	Overall, the tutorials were	5.00
Overall Average		4.71

	Examination/Tests	Average Score
1.	The tests reflected the course plan	4.67
2.	Rather than rote learning, understanding was tested	4.67
3.	Examinations were of appropriate level/length	4.33
4.	The grading was fair and transparent	5.00
5.	The evaluations helped in understanding the subject better	5.00
Overall Average		4.73

Additional Comments

Course Content

Presentation & Interaction

Tutorials

Laboratories/Field Work

- More laboratory/field work required

Examination/Tests

General Comments

1. The assignments were interesting and inspired me to more into the topics covered in class
2. The indepth knowledge of the professor and enthusiasm to impart the knowledge to the students
3. The course being very new to me helped me in understanding the application prospect of the structures and designs we have about in our theory classes and their significance
4. I liked the object oriented teaching. Whatever discussion we have during our classes we do not wonder and stick to the objective of the course which helps us in understanding the various aspects of the different components of the objective of the course.
5. Like: Clarity in concepts explained
6. Dislike: Nothing as of now

NRE 162 - Hydrology

Faculty: Ms Ranjana Roy Choudhary
= 33)

(No. of feedback =27

Total Students

	Course Organisation	Average Score
1	Objectives and plan of the course were specified	4.48
2	Coverage and depth of course plan was	4.67
3	The topics provided new knowledge	4.64
4	Prescribed reading material was available	4.50
Overall Average		4.57

	Presentation and Interaction	Average Score
1.	In terms of organisation, clarity and presentation of fundamental concepts, the lectures were	4.46
2.	Instructor's oral presentation in terms of audibility and articulation was	4.68
3.	Instructor's presentation in terms of organization and legibility was	4.56
4.	The instructors efforts to make this subject more interesting were	4.39
5.	Encouragement given by the Instructor to think and reason, logically and objectively was	4.59
6.	Instructor's response to the questions asked in the class hours was	4.67
7.	The availability and approachability of the Instructor outside class hours were	4.52
8.	Instructor's attitude towards teaching of this course was	4.67
9.	The lectures were held on time as per the schedule	4.63

10.	The overall quality of teaching in this course was	4.46
Overall Average		4.56

	Tutorials and Practicals	Average Score
1.	The correlation of tutorials with lectures were	4.57
2.	Clarifications on basic concepts taught in the lectures were	4.62
3.	The tutorials helped to learn problem solving in a methodical way	4.14
4.	The Instructor's attitude towards taking tutorials	4.62
5.	Discussions between teacher and students were	4.31
6.	Your preparation (in terms of reading lectures notes/books and attempting problems) before coming to the tutorials was	4.00
7.	Your participation in terms of asking questions doubts and clarifications of doubts was	4.31
8.	Overall, the tutorials were	4.31
Overall Average		4.36

	Examination/Tests	Average Score
1.	The tests reflected the course plan	4.52
2.	Rather than rote learning, understanding was tested	4.26
3.	Examinations were of appropriate level/length	4.30
4.	The grading was fair and transparent	4.42
5.	The evaluations helped in understanding the subject better	4.30
Overall Average		4.32

Additional Comments

Course Content

- Teaching speed is high expect her to reduce her speed

Presentation & Interaction

- It would be nice, if she can reduce her speed
- Although I like the subject and the professor is taking well, I would appreciate it, if the teacher covered the course a little slowly

Tutorials

Laboratories/Field Work

- Not applicable

Examination/Tests

- Ma'am's speed was good enough initially but in the last 2-3 classes, she caught in a hurry

General Comments

- Dislike: I feel that she is going fast, which is difficult for most of the students to keep up
- Good, I got reminded of my school days
- Very interesting
- Extremely interesting
- Questions and interactions in class
- Ma'am goes a bit fast a few times
- Easy interaction with the teacher

NRE 112 - Multivariate data analysis

Faculty: Prof. Prateek Sharma (No. of feedback = 15

Total Students = 41)

	Course Organisation	Average Score
1	Objectives and plan of the course were specified	4.53
2	Coverage and depth of course plan was	4.47
3	The topics provided new knowledge	4.60
4	Prescribed reading material was available	4.40
Overall Average		4.50

	Presentation and Interaction	Average Score
1.	In terms of organisation, clarity and presentation of fundamental concepts, the lectures were	4.53
2.	Instructor's oral presentation in terms of audibility and articulation was	4.40
3.	Instructor's presentation in terms of organization and legibility was	4.64
4.	The instructors efforts to make this subject more interesting were	4.43
5.	Encouragement given by the Instructor to think and reason, logically and objectively was	4.73
6.	Instructor's response to the questions asked in the class hours was	4.40
7.	The availability and approachability of the Instructor outside class hours were	4.50
8.	Instructor's attitude towards teaching of this course was	4.57
9.	The lectures were held on time as per the schedule	4.29
10.	The overall quality of teaching in this course was	4.57

Overall Average	4.51
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	Tutorials and Practicals	Average Score
1.	The correlation of tutorials with lectures were	4.64
2.	Clarifications on basic concepts taught in the lectures were	4.50
3.	The tutorials helped to learn problem solving in a methodical way	4.33
4.	The Instructor's attitude towards taking tutorials	4.55
5.	Discussions between teacher and students were	4.50
6.	Your preparation (in terms of reading lectures notes/books and attempting problems) before coming to the tutorials was	4.42
7.	Your participation in terms of asking questions doubts and clarifications of doubts was	4.58
8.	Overall, the tutorials were	4.50
Overall Average		4.50

	Examination/Tests	Average Score
1.	The tests reflected the course plan	4.57
2.	Rather than rote learning, understanding was tested	4.50
3.	Examinations were of appropriate level/length	4.77
4.	The grading was fair and transparent	4.64
5.	The evaluations helped in understanding the subject better	4.64
Overall Average		4.62

Additional Comments

Course Content

Presentation & Interaction

Tutorials

Laboratories/Field Work

Examination/Tests

General Comments

- A lot of knowledge is related to my research studies and have provided new insights for the same.
- Best subject and awesome teacher
- The way the tutor makes the subject easy

NRC 132 - Mitigation of climate change

Faculty: Dr Kamna Sachdeva

(No. of feedback = 05

Total Students = 08)

	Course Organisation	Average Score
1	Objectives and plan of the course were specified	4.50
2	Coverage and depth of course plan was	4.00
3	The topics provided new knowledge	4.50
4	Prescribed reading material was available	4.50
Overall Average		4.38

	Presentation and Interaction	Average Score
1.	In terms of organisation, clarity and presentation of fundamental concepts, the lectures were	3.60
2.	Instructor's oral presentation in terms of audibility and articulation was	4.00
3.	Instructor's presentation in terms of organization and legibility was	4.00
4.	The instructors efforts to make this subject more interesting were	4.20
5.	Encouragement given by the Instructor to think and reason, logically and objectively was	4.40
6.	Instructor's response to the questions asked in the class hours was	4.20
7.	The availability and approachability of the Instructor outside class hours were	4.40
8.	Instructor's attitude towards teaching of this course was	4.00
9.	The lectures were held on time as per the schedule	4.20
10.	The overall quality of teaching in this course was	3.80

Overall Average	4.08
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	Tutorials and Practicals	Average Score
1.	The correlation of tutorials with lectures were	3.50
2.	Clarifications on basic concepts taught in the lectures were	3.75
3.	The tutorials helped to learn problem solving in a methodical way	3.25
4.	The Instructor's attitude towards taking tutorials	3.50
5.	Discussions between teacher and students were	3.75
6.	Your preparation (in terms of reading lectures notes/books and attempting problems) before coming to the tutorials was	3.50
7.	Your participation in terms of asking questions doubts and clarifications of doubts was	3.75
8.	Overall, the tutorials were	3.50
Overall Average		3.56

	Examination/Tests	Average Score
1.	The tests reflected the course plan	4.00
2.	Rather than rote learning, understanding was tested	4.40
3.	Examinations were of appropriate level/length	4.40
4.	The grading was fair and transparent	4.20
5.	The evaluations helped in understanding the subject better	4.00
Overall Average		4.20

Additional Comments

Course Content

Presentation & Interaction

- The guest faculty which was called, helped us a lot. Madam arranges very nice lectures for us and also expose us to various helpful seminars

Tutorials

Laboratories/Field Work

Examination/Tests

General Comments

- I would for sure like to visit TERI, IHC, once to learn recent developments in mitigation strategies
- Madam creates a very friendly vibe in the class which adds to the fun element of learning and eventually improves our attention in the class.

NRC 134 - Air pollution and climate change

Faculty: Dr Suresh Jain

(No. of feedback = 05

Total Students = 07)

	Course Organisation	Average Score
1	Objectives and plan of the course were specified	3.80
2	Coverage and depth of course plan was	3.60
3	The topics provided new knowledge	3.40
4	Prescribed reading material was available	3.80
Overall Average		3.65

	Presentation and Interaction	Average Score
1.	In terms of organisation, clarity and presentation of fundamental concepts, the lectures were	4.00
2.	Instructor's oral presentation in terms of audibility and articulation was	3.60
3.	Instructor's presentation in terms of organization and legibility was	3.80
4.	The instructors efforts to make this subject more interesting were	4.00
5.	Encouragement given by the Instructor to think and reason, logically and objectively was	3.80
6.	Instructor's response to the questions asked in the class hours was	3.80
7.	The availability and approachability of the Instructor outside class hours were	4.20
8.	Instructor's attitude towards teaching of this course was	3.80
9.	The lectures were held on time as per the schedule	4.00
10.	The overall quality of teaching in this course was	3.80

Overall Average	3.88
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	Tutorials and Practicals	Average Score
1.	The correlation of tutorials with lectures were	3.75
2.	Clarifications on basic concepts taught in the lectures were	3.75
3.	The tutorials helped to learn problem solving in a methodical way	3.75
4.	The Instructor's attitude towards taking tutorials	4.00
5.	Discussions between teacher and students were	4.00
6.	Your preparation (in terms of reading lectures notes/books and attempting problems) before coming to the tutorials was	3.75
7.	Your participation in terms of asking questions doubts and clarifications of doubts was	4.00
8.	Overall, the tutorials were	4.00
Overall Average		3.88

	Examination/Tests	Average Score
1.	The tests reflected the course plan	4.00
2.	Rather than rote learning, understanding was tested	4.00
3.	Examinations were of appropriate level/length	3.40
4.	The grading was fair and transparent	3.67
5.	The evaluations helped in understanding the subject better	3.67
Overall Average		3.75

Additional Comments

Course Content

- I would want sir to start taking separate classes for our subject and not only carry on with combined classes with air Quality Management

Presentation & Interaction

- The best part is sir not only gives us bookish knowledge but also real life examples

Tutorials

- The kind of effort sir puts in explaining stuff to every single student individually is remarkable
- Only one tutorial given, cannot comment/rate

Laboratories/Field Work

Examination/Tests

- Sir encourages us not to remain confined to books which proves useful to us

General Comments

- In my view, the kind of teaching sir follows feels like we ask actually into the field and working. The kind of examples he give from his experience is useful and interesting
- I adore his teaching style. The lectures does not feel heavy but its like a fun interaction

NRE 141 - Basic course in environmental and resource economics

Faculty: Dr Eshita Gupta

(No. of feedback = 16

Total Students =39)

	Course Organisation	Average Score
1	Objectives and plan of the course were specified	2.88
2	Coverage and depth of course plan was	2.69
3	The topics provided new knowledge	2.81
4	Prescribed reading material was available	3.19
Overall Average		2.89

	Presentation and Interaction	Average Score
1.	In terms of organisation, clarity and presentation of fundamental concepts, the lectures were	2.63
2.	Instructor's oral presentation in terms of audibility and articulation was	2.69
3.	Instructor's presentation in terms of organization and legibility was	2.63
4.	The instructors efforts to make this subject more interesting were	2.50
5.	Encouragement given by the Instructor to think and reason, logically and objectively was	2.63
6.	Instructor's response to the questions asked in the class hours was	2.40
7.	The availability and approachability of the Instructor outside class hours were	2.88
8.	Instructor's attitude towards teaching of this course was	3.13
9.	The lectures were held on time as per the schedule	3.19

10.	The overall quality of teaching in this course was	2.56
Overall Average		2.72

	Tutorials and Practicals	Average Score
1.	The correlation of tutorials with lectures were	2.38
2.	Clarifications on basic concepts taught in the lectures were	2.00
3.	The tutorials helped to learn problem solving in a methodical way	2.14
4.	The Instructor's attitude towards taking tutorials	2.14
5.	Discussions between teacher and students were	2.57
6.	Your preparation (in terms of reading lectures notes/books and attempting problems) before coming to the tutorials was	2.57
7.	Your participation in terms of asking questions doubts and clarifications of doubts was	2.57
8.	Overall, the tutorials were	2.29
Overall Average		2.33

	Examination/Tests	Average Score
1.	The tests reflected the course plan	3.29
2.	Rather than rote learning, understanding was tested	3.00
3.	Examinations were of appropriate level/length	3.29
4.	The grading was fair and transparent	3.25
5.	The evaluations helped in understanding the subject better	2.85
Overall Average		3.13

Additional Comments

Course Content

Presentation & Interaction

Tutorials

Laboratories/Field Work

- Not applicable

Examination/Tests

General Comments

- She is not clear, its really hard to understand there is no flow or a proper structure. I don't understand what she is trying to say even after I put my effort to listens
- Very fast, all going above our heads!
- Didn't get any yet. Even had we got one it would have been very difficult as the subject is very new for us and we are not able to understand anything.
- Dislike: Everything; reason: Cannot understand any concept
- The teacher has been trying really hard to make the course interesting

NRC 182 - Climate change: Vulnerability, Impacts Adaptation & Resilience

Faculty: Dr Chubamenla Jamir (No. of feedback = 05

Total Students = 06)

	Course Organisation	Average Score
1	Objectives and plan of the course were specified	5.00
2	Coverage and depth of course plan was	4.60
3	The topics provided new knowledge	4.40
4	Prescribed reading material was available	4.20
Overall Average		4.55

	Presentation and Interaction	Average Score
1.	In terms of organisation, clarity and presentation of fundamental concepts, the lectures were	4.60
2.	Instructor's oral presentation in terms of audibility and articulation was	4.40
3.	Instructor's presentation in terms of organization and legibility was	4.60
4.	The instructors efforts to make this subject more interesting were	4.80
5.	Encouragement given by the Instructor to think and reason, logically and objectively was	4.80
6.	Instructor's response to the questions asked in the class hours was	4.80
7.	The availability and approachability of the Instructor outside class hours were	4.80
8.	Instructor's attitude towards teaching of this course was	4.80
9.	The lectures were held on time as per the schedule	4.80
10.	The overall quality of teaching in this course was	4.40

Overall Average	4.68
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	Tutorials and Practicals	Average Score
1.	The correlation of tutorials with lectures were	4.33
2.	Clarifications on basic concepts taught in the lectures were	4.33
3.	The tutorials helped to learn problem solving in a methodical way	4.67
4.	The Instructor's attitude towards taking tutorials	4.33
5.	Discussions between teacher and students were	4.33
6.	Your preparation (in terms of reading lectures notes/books and attempting problems) before coming to the tutorials was	4.67
7.	Your participation in terms of asking questions doubts and clarifications of doubts was	4.33
8.	Overall, the tutorials were	4.67
Overall Average		4.46

	Examination/Tests	Average Score
1.	The tests reflected the course plan	5.00
2.	Rather than rote learning, understanding was tested	5.00
3.	Examinations were of appropriate level/length	5.00
4.	The grading was fair and transparent	5.00
5.	The evaluations helped in understanding the subject better	4.60
Overall Average		4.92

Additional Comments

Course Content

Presentation & Interaction

Tutorials

Laboratories/Field Work

Examination/Tests

- She is awesome

General Comments

- She is just perfect a teacher

NRE 172 - Principles of geoinformatics

Faculty: Prof. PK Joshi

(No. of feedback = 17

Total Students = 39)

	Course Organisation	Average Score
1	Objectives and plan of the course were specified	4.71
2	Coverage and depth of course plan was	4.53
3	The topics provided new knowledge	4.59
4	Prescribed reading material was available	4.12
Overall Average		4.49

	Presentation and Interaction	Average Score
1.	In terms of organisation, clarity and presentation of fundamental concepts, the lectures were	4.71
2.	Instructor's oral presentation in terms of audibility and articulation was	4.65
3.	Instructor's presentation in terms of organization and legibility was	4.53
4.	The instructors efforts to make this subject more interesting were	4.53
5.	Encouragement given by the Instructor to think and reason, logically and objectively was	4.59
6.	Instructor's response to the questions asked in the class hours was	4.59
7.	The availability and approachability of the Instructor outside class hours were	4.29
8.	Instructor's attitude towards teaching of this course was	4.76
9.	The lectures were held on time as per the schedule	4.47
10.	The overall quality of teaching in this course was	4.75

Overall Average	4.59
------------------------	-------------

	Tutorials and Practicals	Average Score
1.	The correlation of tutorials with lectures were	4.25
2.	Clarifications on basic concepts taught in the lectures were	4.75
3.	The tutorials helped to learn problem solving in a methodical way	4.25
4.	The Instructor's attitude towards taking tutorials	4.50
5.	Discussions between teacher and students were	4.25
6.	Your preparation (in terms of reading lectures notes/books and attempting problems) before coming to the tutorials was	4.50
7.	Your participation in terms of asking questions doubts and clarifications of doubts was	4.25
8.	Overall, the tutorials were	
Overall Average		4.38

	Examination/Tests	Average Score
1.	The tests reflected the course plan	4.13
2.	Rather than rote learning, understanding was tested	4.25
3.	Examinations were of appropriate level/length	4.25
4.	The grading was fair and transparent	4.43
5.	The evaluations helped in understanding the subject better	4.63
Overall Average		4.34

Additional Comments

Course Content

Presentation & Interaction

Tutorials

Laboratories/Field Work

Examination/Tests




General Comments

- Like: Excellent teaching
- The subject being very new to me helped me understand it better when I undertook assignment etc.
- Like: Confinement of the objective and strict adherence to it
- Dislike: too much map training

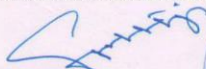
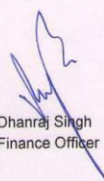

Annexure 3

24 June 2015	Celebrating International Yoga Day at the TERI Uni...	TERI University
27 April 2015	Institutional seminar on "Third Pole and its Water...	TERI University
21 April 2015	Institutional seminar on "Swachh Bharat Mission an...	TERI University
17 April 2015	Workshop on "Qualitative Research Methods"...	TERI University
11 April 2015	Pravaah 2015 - Annual Students' conclave...	TERI University
7 April 2015	Institutional seminar "Use of SCADA and ICT tools ...	TERI University
23 March 2015	Institutional seminar "Challenges in the Sanitatio...	TERI University
20 March 2015	S.W.A.S.H 2015 - Save Water and Save Humanity...	TERI University
17 March 2015	Workshop on Business Communication...	TERI University
16 March 2015	BLISS 2015: Towards Cleaner and Greener Societies...	TERI University
20 February 2015	Interaction of TERI University Students with Stude...	TERI University
17 February 2015	River Bank Filtration-Measures For providing Clean...	TERI University
12 February 2015	Two days seminar on "Building climate resilient ci...	TERI University
5 February 2015	Young Researchers' South Asian Symposium on Sustai...	TERI University
4 February 2015	Seventh Convocation Ceremony...	TERI University
23 January 2015	Saraswati Pooja Celebrations in TU...	TERI University
19 January 2015	Biotikos 2015...	TERI University
1 December 2014	Course on Vegetation Science and Site Classificati...	TERI University
17 November 2014	REtopia 2014...	TERI University
16 November 2014	Reminiscence 2014 - the TERI University's Annual A...	TERI University
14 November 2014	TERI University Book Fair 2014...	TERI University
14 November 2014	EnVenture 2014...	TERI University
6 November 2014	Two-day training programme on Outdoor/Indoor Air Q...	TERI University

31 October 2014	Rastriya Ekta Diwas Celebrated by TERI University...	TERI University
20 October 2014	Ethnic Day...	TERI University
20 October 2014	Rangoli Competition...	TERI University
11 October 2014	Vegetation Science Seminar...	TERI University
8 October 2014	Environment and Social Exclusion...	TERI University
15 September 2014	Pan-India Inter-University Competition on Water Re...	TERI University
9 September 2014	Celebrating Onam at the TERI University...	TERI University
4 September 2014	TERI UNIVERSITY SPORTS MEET 2014...	TERI University Amphitheatre
2 September 2014	<u>GRAND FRESHERS' EVE 2014...</u>	TERI University
13 August 2014	<u>Independence Day Celebrations on Campus...</u>	TERI Univesity
12 August 2014	<u>Green Drive for a Secured Future...</u>	TERI University
5 August 2014	<u>Discussion on the science of the Intergovernmental...</u>	TERI University
22 July 2014	<u>TERI University and IL&FS Academy of Applied Devel...</u>	TERI University
6 July 2014	<u>Launch of SDSN South Asia...</u>	TERI University

TERI UNIVERSITY New Delhi STATEMENT OF FINANCIAL POSITION AS AT 31ST MARCH 2015				
Schedule			Amount in INR	
			As on 31.3.2015	As on 31.3.2014
Sources of Funds				
Grant From TERI				
Opening Balance		82,742,701		
Received during the year		-	82,742,701	82,742,701
Corpus Fund - Wildlife Conservations Trust		2,500,000	2,500,000	2,500,000
Corpus Fund - Coca Cola		44,639,524.00		
Less : 10% Transferred for Project Activities		- 4,463,953.00	40,175,571	-
Income & Expenditure Account			64,246,849	50,209,672
Total			189,665,121	135,452,373
Application of Funds				
Fixed Assets				
Balance as on 31.03.2015	1	53,361,512		
Less: Depreciation		1,773,158	51,588,354	51,622,901
Investments				
Fixed Deposits & Bonds			161,739,000	107,099,000
Current Assets, Loans & Advances	2	111,535,355		
Less:				
Current Liabilities and Provisions				
Liabilities	3	135,197,588		
Net Current Assets			- 23,662,233	- 23,269,528
Total			189,665,121	135,452,373
Significant Accounting Policies and Notes to the Accounts				
	8			
Schedule 1 to 8 form an integral part of the Accounts				
This is the balance sheet referred to in our report of even date				
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  Sanjay Rastogi For and on behalf of Sanjay Rastogi & Associates Chartered Accountants, New Delhi </div> <div style="text-align: center;">  Dhanraj Singh Finance Officer </div> <div style="text-align: center;">  Dr. Rajiv Seth Acting Vice Chancellor </div> </div>				
Place : New Delhi				
Date : 30/09/2015				

TERI UNIVERSITY
New Delhi
Income & Expenditure Account for the year ended on March 31, 2015

(Amount in INR)			
	Schedule	As on 31.3.2015	As on 31.3.2014
Income			
Academic Receipts	4 (a)	79,216,672	77,384,346
Interest Receipts	4 (b)	15,156,151	11,098,230
Others Receipts	4 (c)	10,305,374	10,357,783
Receipts from Completed Research Projects/Training Programme/Seminars & Workshop		104,373,548	54,169,815
Total Income		209,051,745	153,010,174
Expenditure			
Salary	5	63,915,854	48,754,751
Academic Course Expenses	6	18,683,910	16,237,864
Office Contingencies & Miscellaneous	7	42,333,820	46,091,770
Expenditure of Completed Research Projects/Training Programme/Seminars & Workshop		68,307,826	19,029,325
Depreciation		1,773,158	2,183,843
Total Expenditure		195,014,568	132,297,553
Excess of Receipts over Expenditure (Surplus)		14,037,177	20,712,621
Balance available for Appropriation		14,037,177	20,712,621
Less : Transferred in to Reserve & Surplus Account		14,037,177	20,712,621
Surplus/Deficit brought forward		50,209,672	29,497,051
Surplus/ Deficit Carried over to Income & Expenditure		64,246,849	50,209,672
Significant Accounting Policies and Notes to the Accounts	8		
Schedule 1 to 8 form an integral part of the Accounts			
This is the balance sheet referred to in our report of even date			
 Sanjay Rastogi For and on behalf of Sanjay Rastogi & Associates Chartered Accountants, New Delhi	 Dhanraj Singh Finance Officer	 Dr. Rajiv Seth Acting Vice Chancellor	
Place : New Delhi			
Date : 30/09/2015			

Schedule 1 - Fixed Assets (Gross)								
Particulars	Rate %	W.D.V. As on 01.04.2014	Additions		Discarded	Balance as on 31.03.15	Depreciation for the year	W.D.V. As on 31.03.15
			less than 180 days	more than 180 days				
Computer	60	938,725	622,924		-	1,561,649	750,112	811,537
Computer (project)	60	23,115			-	23,115	13,869	9,246
Office Equipment	15	4,019,664	787,279	124,805	-	4,931,748	680,716	4,251,032
Office Equipment (Project)	15	2,390,018	9,450	18,000	-	2,417,468	361,911	2,055,557
Scientific Equipment	15	582,882	30,000	17,663	-	630,545	92,332	538,213
Scientific Equipment (project)	15	7,387,725			-	7,387,725	1,108,159	6,279,566
Furniture	10	2,431,093	137,756		-	2,568,849	249,997	2,318,852
Furniture (Project)	10	42,872			-	42,872	4,287	38,585
Land - Delhi Campus		43,634,798				43,634,798	-	43,634,798
Capital Work in Progress - Mysore Campus		15,737	18,184		-	33,921	-	33,921
Total		61,466,629	1,605,593	160,468	-	63,232,690	3,261,384	59,971,306



Schedule 1 - Fixed Assets (Funded from Own Resources)									
Particulars	Rate %	W.D.V. As on 01.04.2014	Additions		Discarded	Balance as on 31.03.15	Depreciation for the year	W.D.V. As on 31.03.15	
			less than 180 days	more than 180 days					
Computer	60	938,725	622,924	-		1,561,649	750,112	811,537	
Office Equipment	15	4,019,666	787,279	124,805		4,931,750	680,717	4,251,033	
Scientific Equipment	15	582,882	30,000	17,663		630,545	92,332	538,213	
Furniture	10	2,431,093	137,756	-		2,568,849	249,997	2,318,852	
And - Delhi Campus		43,634,798	-	-		43,634,798	-	43,634,798	
Capital Work in Progress - Mysore Campus		15,737	18,184	-		33,921	-	33,921	
Total		51,622,901	1,596,143	142,468	-	53,361,512	1,773,158	51,588,354	

Schedule 1 - Fixed Assets (Funded from Projects)									
Particulars	Rate %	W.D.V. As on 01.04.2014	Additions		Discarded	Balance as on 31.03.15	Depreciation for the year	W.D.V. As on 31.03.15	
			less than 180 days	more than 180 days					
Computer (project)	60	23,115	-	-		23,115	13,869	9,246	
Office Equipment (Project)	15	2,390,018	-	-		2,390,018	358,503	2,031,515	
Scientific Equipment (project)	15	7,387,725	9,450	18,000		7,415,175	1,111,568	6,303,607	
Furniture (Project)	10	42,872	-	-		42,872	4,287	38,585	
Total		9,843,730	9,450	18,000	-	9,871,180	1,488,227	8,382,953	



TERI UNIVERSITY	As on 31.3.2015	As on 31.3.2014
Schedule 2: Current Assets		
Loan & Advances	9,384,982	5,852,813
Interest Accrued but not due	393,333	393,333
Interest Accrued and due but not received	3,171,410	5,276
Project Work in Progress	51,575,170	72,304,143
Prepaid Expenses	1,131,761	1,262,468
Imprest Accounts	1,218,329	1,245,713
TERI - Students Fellowship	7,419,502	4,453,097
Amount Recoverable from Student - Course Fee	3,824,885	3,391,565
Amount Recoverable for Completed Projects & Workshops	3,835,186	-
Earnest Money Deposit With Govt. Department	10,000	110,000
Amount Recoverable from Mr. Suneel Kumar	31,451	259,245
Amount Recoverable from Mr. T.D. Gupta	2,100	2,100
Amount Recoverable from State Bank of Hyderabad	41,644	-
Amount Recoverable from Dr. Leena Srivastava	21,000	-
Security Deposit with Landlords	385,200	531,000
Service Tax Recoverable	420,022	481,822
TDS Recoverable	4,489,401	3,443,889
Water & Electricity Charges Receivable	1,853,091	1,147,771
Cash & Bank Balance		
State Bank of Hyderabad		
SB A/c no. 52142908571	500,753	973,558
State Bank of Hyderabad		
SB A/c no. 52142908560	2,104,261	345,805
HDFC Bank A/c - 02731110000021	1,166,736	838,294
HDFC Bank FCRA A/c - 000311700000088	9,820,427	3,885,303
ICICI Bank - 000701263993	610,198	818,299
Canara Bank - 31591010000096	4,411,143	4,888,515
Canara Bank - 3159101001448	2,672,644	-
Cheque in Hand	9,588	-
Cash in Hand	1,031,138	679,820
Total	111,535,355	107,313,829



TERI UNIVERSITY	As on 31.3.2015	As on 31.3.2014
Schedule 3: Current Liabilities		
Sundry Creditors	7,260,814	2,626,111
Amount Payable to Students	9,315	-
Project Contribution Received in Advance	115,669,915	115,425,076
Amount Payable to State Bank of India - Credit Card	31,432	-
Security Deposit Received from Suppliers	25,000	25,000
Amount payable to TERI (Vehicle Loan & Home Loan & Interest - Deputation Staff)	-	169,367
Audit Fees Payable	65,000	56,000
Stale & Cancelled Cheques	32,945	132,025
Unutilised Contingent Grants - CSIR	73,097	119,061
Unutilised Contingent Grant - DBT	245,000	174,717
Unutilised Contingent Grant - UGC	72,914	16,000
Unutilised Contingent Grant - DST	40,000	-
Grant Received from DST (Inspire) for Students	104,000	-
Grant received from DBT for Students	530,400	249,600
Grant received from UGC for Students	31,000	207,000
Grant received for Manish Manjunath Fellowship	55,000	-
Misc. Fellowship Received	64,640	-
Amount transferred from Previous Employer for Retirement Benefits	1,273,429	-
Amount Payable to CSIR - Unutilised Grant - Aniruddha Ghosh	47,362	-
Outstanding Expenses	2,360,344	3,190,864
Provision - Faculty/Student Development Programme	342,494	462,897
Student Activities Fund	470,000	1,171,720
LTC Payable	-	9,323
Advance Money Received for Field Work - Dr. Sapna Narula	85,277	-
Received from Daikin University for PhD Student	-	90,000
Received from University of Guelph for PhD Student	133,900	133,900
Received from University of Utrecht for PhD Student	-	299,372
Duties & Taxes Payable	1,112,897	860,521
Security Deposits Refundable	4,551,803	3,963,803
Security Deposit from Employee - House Lease	166,000	146,000
Security Deposit Hostel Students	315,000	365,000
Course Fee Received in Advance	28,610	600,000
Vegetation Fund	-	90,000
Total	135,197,588	130,583,357
Schedule 4: Income Receipts		
A. Academic Receipts		
Course fees	77,311,071	75,548,411
Sale of Application Form	1,905,601	1,835,935
	79,216,672	77,384,346
B. Interest Receipts		
Interest Received on Deposits	11,063,630	7,515,753
Interest Received on Reserve Bank of India Bond	2,400,000	2,400,000
Interest Received on Tax Deducted at Sources	-	54,068
Interest on Home Loan/Vehicle Loan	627,700	445,444
Interest - Others	122,400	122,400
Interest on Saving Bank	942,421	560,565
	15,156,151	11,098,230
C. Other Receipts		
Sponsorship	270,000	255,000
Admission Cancellation Fees	1,296,890	823,090
Amount Written back	205,375	437,251
Miscellaneous income	2,061,831	371,439
Receipts from Hostel Fees	5,154,470	5,659,367
Recoveries against Notice Pay & Leave Encashment	75,426	70,622
Receipts from Seminar & Workshop.	1,108,822	2,475,391
Transit Residence	132,560	265,623
	10,305,374	10,357,783

TERI UNIVERSITY	As on 31.3.2015	As on 31.3.2014
Schedule 5: Salary Components		
Pay & Allowances	54,610,487	42,075,647
Performance Linked Gratuity (Faculty)	1,149,673	585,000
Employer's Provident Fund Contribution	4,874,541	3,859,465
Telephone Reimbursement	58,666	42,250
Medical Reimbursements	394,502	428,163
Gratuity Expenses	930,936	313,993
Leave Encashment	483,630	237,932
Leave Travel Allowance	1,413,419	1,212,301
Total	63,915,854	48,754,751
Schedule 6: Academic Course Expenses		
Advertisement	1,741,410	1,452,667
Bank Charges	8,493	1,234
Books & Periodicals - (Library)	1,083,867	989,517
Computer Software Maintenance Charges	464,624	602,746
Laboratory, Chemical, Glassware & Consumable Expenses	430,070	272,408
Conveyance & Hiring Expenses	596,274	841,948
Electrical & Repairs Maintenance Expenses	-	3,013
Meeting & Refreshment Expenses	141,111	108,033
Fellowship, Honorarium, Stipend & Internship Payment	1,222,441	897,733
Students Field Expenses	3,033,907	638,554
Misc. Expenses	6,046	68,914
Photo & Picture Charges	-	4,634
Postage Expenses	11,175	4,896
Printing & Stationery	225,334	204,023
Professional Time Other Consultants	8,843,907	9,627,927
Repair & Maintenance Expenses	97,381	26,919
Seminar & Workshop	320,324	16,497
Travelling Expenses	457,546	279,089
Travelling Expenses (Foreign)	-	197,112
Total	18,683,910	16,237,864



TERI UNIVERSITY	As on 31.3.2015	As on 31.3.2014
Schedule 7: Office Contingencies and Miscellaneous		
NAAC Expenses	-	143,097
Annual Maintenance Contract	2,612,847	3,743,193
Alumni Meeting Expenses	58,022	51,785
Audit Fees	65,000	56,000
Annual Sports Day Expenses	13,420	14,889
Bank & Finance Charges	357,463	262,865
Celebration & Festival Exepnses	97,606	215,639
Computer Software and Repairs & Maintenance	1,272,766	446,769
Consumable	-	168,901
Conveyance Expenses	83,494	70,001
Convocation Expenses	1,287,119	1,100,121
Entertainment/Event/ Hostel Operating Expenses	3,163,566	4,992,974
Electrcial & Hardware Items	235,182	331,749
Guest House Operating Exp.	201,289	190,212
Hiring charge - Vehicle	1,073,411	725,803
Hostel Hiring Charges	285,411	1,009,330
Student Fellowship, Contingency & Honorarium Expenses	66,800	480,259
Insurance Premium	241,713	220,680
Email/Internet/LAN Network Expenses	1,009,253	1,138,339
Postage Expenses	80,122	222,383
Printing & Stationery	977,323	945,478
Misc. Expenses	212,270	203,358
Movie Production Charges	1,521,770	-
Provident Fund - Administration charges	428,959	357,669
Provident Fund - EDLI Charges	25,039	12,807
Provident Fund - Inspection Charge	504	255
Housekeeping Charges, Office Maintenance Charges & Other		
Professional Charges	8,064,176	7,822,839
Repair & Office Maintenance - Building	1,135,003	918,581
Registration Fee/ Renewal Fees /Subscription Fee	640,572	1,474,699
Repair & Maintance - Others	127,269	156,209
Repair & Maintenance - Furniture	353,983	432,961
Repair & Maintenance Office Equipment	915,935	1,139,970
Repair & Maintenance Vehicle	173,246	9,004
Salary - Staff on Deputation	-	2,500,000
Security Service Charges	3,209,639	3,449,036
Service Tax Paid	1,676,144	2,086,710
Transit Residence	638,824	581,140
Telephone Expenses	386,040	232,788
Travelling Expenses	982,084	527,228
Vice Chancellor - Car Running Expenses	119,383	21,343
Water/Electricity/Diesel A/c	8,541,173	7,634,706
Total	42,333,820	46,091,770



SCHEDULE 8 : SIGNIFICANT ACCOUNTING POLICIES AND NOTES TO THE ACCOUNTS

Significant Accounting Policies:

Accounting Convention:

The accounts have been prepared on accrual basis.

Revenue recognition

- a) Course Fee & Hostel Fee are recognized as income on accrual basis.
- b) Sponsorship fees is recognized as income on receipts basis.
- c) Contribution & Expenditure related to Research Activities, Training Programme, Seminar & Workshop are recognized as income / expenditure in Income and Expenditure Account at the time of completion of the activities.
- d) Income from investment is recognized on accrual basis.

Fixed Assets:

Fixed assets are stated at cost of acquisition / construction less accumulated depreciation.

The cost of acquisition is inclusive of borrowing cost, freight, taxes and other incidental expenses incurred up to the date of installation and commissioning of the assets.

No write-off is made in respect of leasehold land.

Depreciation

Depreciation of fixed assets has been provided on the written down value method at the following rates :

Office and Scientific Equipment,	
Electric installations, Air – Conditioning plants,	
Generators	15%
Furniture & Fixtures	10%
Car	15%
Computers	60%



Investment

Long term investment is stated at cost. Current investment is stated at cost or net realizable value whichever is lower.

NOTES TO THE ACCOUNTS

The Trust is registered under section 12A (a) of the Income Tax Act 1961 and therefore, eligible for benefit of section 11 of the Income Tax Act. The donations made to the trust are exempt under section 80(G)(5)(V) of the Income Tax Act 1961.

Previous year figures have been regrouped – rearranged wherever considered necessary.

Signature to Schedule 1 to 8 of the Balance Sheet.



Dhanraj Singh
Finance Officer



Dr. Rajiv Seth
Acting Vice Chancellor

As per Reports of even date attached:

For Sanjay Rastogi & Associates
Chartered Accountants



(Sanjay Rastogi)
M.No. 75033



Place : New Delhi
Date : 30/08/2014