

The Annual Quality Assurance Report (AQAR) of the IQAC 2015-16

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

1. 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 RAJIV SETH (Officiating)
Tel. No. with STD Code:	011-26122222
Mobile:	9811660903

Name of the IQAC Co-ordinator:

Dr. Sapna A Narula

Mobile:

9910255027

IQAC e-mail address:

Sapna.narula@teriuniversity.ac.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/2015-16.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 IQAC :

DD/MM/YYYY

June, 2015

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

2015-16

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)

- AQAR 2013-14 submitted on 30/11/2014 (DD/MM/YYYY)
- AQAR 2014-15 submitted on 15/11/2015 (DD/MM/YYYY)
- AQAR _____ (DD/MM/YYYY)
- AQAR _____ (DD/MM/YYYY)

* We have upload the reports on the University website

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. : **N.A.**

Autonomy by State/Central Govt. / University

University with Potential for Excellence

UGC-CPE

DST Star Scheme

UGC-CE

UGC-Special Assistance Programme

DST-FIST

UGC-Innovative PG programmes

Any other (*Specify*)

UGC-COP Programmes

2. IQAC Composition and Activities

2.1 No. of Teachers

3

2.2 No. of Administrative/Technical staff

2.3 No. of students

NO

2.4 No. of Management representatives

1

2.5 No. of Alumni

NO

2.6 No. of any other stakeholder and
community representatives

NO

2.7 No. of Employers/ Industrialists

NO

2.8 No. of other External Experts

NO

2.9 Total No. of members

4

2.10 No. of IQAC meetings held : 4

2.11 No. of meetings with various stakeholders:

No.

Faculty

☒

Non-Teaching Staff Students

Alumni

Others

2.12 Has IQAC received any funding from UGC during the year? Yes No

If yes, mention the amount

☒

2.13 Seminars and Conferences (only quality related)

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

Total Nos.

International

National

State

Institution Level

(ii) Themes

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2.14 Significant Activities and contributions made by IQAC

IQAC Report enclosed (<i>Annexure 1</i>)
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2.15 Plan of Action by IQAC/Outcome

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

Plan of Action	Achievements
Report enclosed (<i>Annexure 1</i>)	

* Attach the Academic Calendar of the year as *Annexure 1A*.

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

Management ☒ Syndicate ☐ Any other body ☐

Provide the details of the action taken

Presented to BoM on 24 October 2017. Members noted the activities.
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Part – B

Criterion – I

1. 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	14		14	14
UG	-		-	-
PG Diploma	2		2	2
Advanced Diploma	1		1	1
Diploma				
Certificate	4		4	4
Others				
Total	27		27	27

Interdisciplinary	27			
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. The syllabi is reviewed at periodic intervals and put up to Academic Council for approval.

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

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Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
50	32	9	7	2

2.2 No. of permanent faculty with Ph.D.

48

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
4		1				3		8	

2.4 No. of Guest and Visiting faculty and Temporary faculty

24

3

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	6	11	-
Presented papers	7	5	1
Resource Persons	5	11	2

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

The institution, apart from the conventional classroom teaching, uses other innovative pedagogical approaches in teaching and learning. This includes teaching from original research articles, case study based approach in imparting knowledge, use of ICT infrastructure, student seminars, invited talks and lectures from the academia, industry, research institution and practitioners, field studies, study tours, minor and major projects, assignments, tutorials, undertaking exposure to industry through real time projects as part of the major project and summer internship. The University is also associated in developing e-learning resources for different post-graduation level courses for the environmental studies programme under the MHRD sponsored National Mission on Education through Information and Communication Technology (NMEICT). Under this programme the University has been able to establish a multimedia lab facility in which facilities have been created for recording and delivering lectures. The University is committed to provide blended form of teaching and learning and encouraging young and mature faculty members in the creation and dissemination of knowledge by adopting innovative processes in teaching and learning.

2.7 Total No. of actual teaching days

Approx.230

during this academic year

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

88%

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 IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes :

As an integral part of achieving the goal, IQAC followed a process which has two stages. **Stage I** is designed for reflection on collective ethos of the University, underlying key strengths and identify specific areas that need to be addressed and improved. This is accomplished through a set of pre-defined questions, administered in a discussion mode with a group of university representatives such as Head of Departments, few faculty members, staff, students as well as alumni, to answer questions with consensus.

Stage II is more objective where each academic unit (or Department) was audited on its academic performance on criteria as defined by NAAC.

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)	47
HRD programmes	
Orientation programmes (Once in a year)	8
Faculty exchange programme	
Staff training conducted by the university (Retreat, IT Training)	28
Staff training conducted by other institutions	
Summer / Winter schools, Workshops, etc. (Bliss and WASH)	8
Others	Retreat (48)

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
Administrative Staff	25	Nil	-	-
Technical Staff	9	Nil	-	-

Criterion – III

3. Research, Consultancy and Extension

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

IQAC has prepared comprehensive rules and guidelines for PhD regulations and also for post-doc positions. In addition, IQAC has suggested for introduction of e-governance methods for coordination of funded projects.

3.2 Details regarding major projects : **Annexure 3 attached**

	Completed	Ongoing	Sanctioned	Submitted
Number	7	28	8	8
Outlay in Rs. Lakhs	868	863	107	107

3.3 Details regarding minor projects : **Annexure 4 attached**

	Completed	Ongoing	Sanctioned	Submitted
Number	1	8	4	4
Outlay in Rs. Lakhs	1.60	16	9	9

3.4 Details on research publications

	International	National	Others
Peer Review Journals	83	12	
Non-Peer Review Journals	0	10	
e-Journals	86	12	
Conference proceedings	2	0	

3.5 Details on Impact factor of publications:

Range 0.547-13.038 Average 3.104 h-index 25 Nos. in SCOPUS 73

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations : **Annexure 5 attached**

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects			107.52	107.52
Minor Projects			9.00	9.00
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 :

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	9	18			
Sponsoring agencies	USAID, SELP, Embassy of Kazakhstan, Rockfeller Foundation, Prosper.net, AIT-Bangkok, SASA	CPCB, DBT, DST			

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	<input type="text" value="600 L"/>	From Management of University/College	<input type="text" value="NIL"/>
Total	<input type="text" value="600 L"/>		

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
1	1					

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

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

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	<input type="text"/>	State level	<input type="text"/>
National level	<input type="text"/>	International level	<input type="text"/>

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

University level	<input type="text"/>	State level	<input type="text"/>
National level	<input type="text"/>	International level	<input type="text"/>

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

University level	<input type="text"/>	State level	<input type="text"/>
National level	<input type="text"/>	International level	<input type="text"/>

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

University level	<input type="text"/>	State level	<input type="text"/>
National level	<input type="text"/>	International level	<input type="text"/>

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

University forum	<input type="text"/>	College forum	<input type="text"/>
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NCC	<input type="text"/>	NSS	<input type="text"/>	Any other	<input type="text"/>
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3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility (**Annexure 6**).

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 7)	-		
Value of the equipment purchased during the year (Rs. in Lakhs)	As per Balance sheet enclosed (Annexure 7)	36 L	Own resources, DST & DBT	36 L
Others		2 (Stores)		2

4.2 Computerization of administration and library :

Academic, Administration & Library processes are computerized.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	4438	5945	301	344	4739	6289
Reference Books	368	373	11	11	379	384
e-Books						
Journals	6				6	
e-Journals	36				36	
Digital Database	6				6	
CD & Video	193	288	9	13	202	301
Others (specify)						

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Centres
Existing		1	Campus wifi		1		06	02
Added	26							
Total	26							

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

Rs.22.78

ii) Campus Infrastructure and facilities

Rs.92.27

iii) Equipments

Rs.21.85

iv) Others

Rs.47.73

Total :

Rs.184.63

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

The University has a mechanism to address the differential requirement of the student population with respect to academics and culture. While the Master programme executive committee on a regular basis analyses the term end results and accordingly provides necessary assistance to weak students. This is then indicated to Programme coordinators and faculty members when special guidance is required. Similarly the university allowed different cultural groups to conduct cultural shows and celebrate their national/state festivals, thus adequately addressing cultural needs of the students. A number of clubs on variety of skills has been set up to provide ample opportunity to students to enhance their potential in the fields of Music/Ethnic/Sports etc. Programme coordinators are assigned for each programme at the TERI University. The strength of students in each of the programmes being limited to not more than 30, this method works well for the counselling of students both for academic and personal guidance.

5.2 Efforts made by the institution for tracking the progression

Each programme has Masters Programme Executive Committee (MPEC) which meets at least two times per semester to assess the academic progression of students. The University follows continuous evaluation system in which students performance is regularly assessed and evaluated by various means which include quizzes, minor test, major test, presentations, viva voce, assignments, tutorials, seminars, project reports, development of case studies among others. The performance is monitored by the MPEC which is chaired by the Programme Coordinator; the MPEC advises through the course coordinator the students not performing satisfactorily in the various evaluation mechanisms mentioned above adopted by the different course coordinators within the programme. At the end of the semester a final MPEC is held in which the final grades based on different criteria are decided after due deliberation and discussion.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
-	295	31	

(b) No. of students outside the state

81

(c) No. of international students

6

No	%
148	

Men

Women

No	%
147	

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

Demand ratio : 1340/243

Dropout % : 1.3

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	<input type="text" value="8"/>	SET/SLET	<input type="text"/>	GATE	<input type="text"/>	CAT	<input type="text"/>
IAS/IPS etc	<input type="text"/>	State PSC	<input type="text"/>	UPSC	<input type="text"/>	Others	<input type="text" value="3"/>

5.6 Details of student counselling and career guidance

In each programme, there is a committee called the Master's Programme Executive Committee comprising of faculty members involved in the programme, which reviewed the performance of students at the end of each semester. The MPEC indicates to the relevant faculty member the need for counselling and extra attention required advanced learners. The university strives to create capacities for enabling students to pursue career in industry by imparting a wide variety of skills to students. A collaborative inter-disciplinary effort between industry and academia is envisioned wherein manpower is trained in accordance with the changing needs of industry. Mock interviews were conducted. Sessions from representatives from organisations like ETI Dynamics, JPal, Pradan, India Infrastructure, HCL foundation, KPMG, GE were also scheduled.

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
110	151	94	37

5.8 Details of gender sensitization programmes

A workshop on gender sensitization was conducted on 27.01.2016. The speaker was Ms. Khadijah Faruqi, a lawyer and human rights consultant. She briefed about the *sexual harassment at workplace*.

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events : 54

State / University level ☒ National level ☐ International level ☐

No. of students participated in cultural events : **Intra-departmental**

State/ University level ☒ National level ☐ International level ☐

5.9.2 No. of medals /awards won by students in Sports, Games and other events : 8

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 (IGC)	-	
Financial support from Government	10	Rs.3864080/-
Financial support from other sources (CSLA)	8	Rs.3750851/-
HSBC	6	Rs.1657752/-
SCCF	8	Rs.2665903/-
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
(No paper cup)

1

5.13 Major grievances of students (if any) redressed: Canteen services

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 so as to usher in innovative and multidisciplinary research.

6.2 Does the Institution has a management Information System :

Yes, University Management System

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

A very rigorous academic process is followed in curriculum development. This includes both in developing new programmes and courses and revision of existing programmes. A standardized procedure is followed in developing individual courses which are designed according to our standard template which provides description of course, distribution of lectures, tutorials, practicals, learning objectives, detailed course outline, learning outcomes, pedagogical approach, readings and additional readings. The course is designed by individual faculty member which is sent for review to minimum two experts for their comments. The comments received are duly incorporated and are then presented to the Board of Studies (BoS) member which comprise of at least two subject experts invited from different institutions along with department faculty members. All the courses of the programme are presented and due approval is sought from the BoS and addition/deletion/suggestions by the BoS members are duly incorporated in the course outline. Presentation of the overall programme objectives and outcomes is also made in the BoS. In case of launch of new programmes the information is gathered regarding the background, context and need of the programme from different stakeholders which include academia, industry, NGOs, students and alumni. In such cases the BoS is preceded by a presentation of the curriculum developed internally by the faculty members along with different courses offered in different semesters. This is usually followed by a curriculum development workshop. The curriculum development workshop results in ideal course curriculum which is further sent for comments to subject experts in different institutions and then subsequently presented in the BoS. Finally, the curriculum and individual courses are presented in the Academic Council for their final approval. Thus, different checks and balances are adopted, which include inputs from wide variety of stakeholders to improve the quality at different levels and stages as part of quality improvement strategy.

6.3.2 Teaching and Learning

Various measures and strategies are adopted to improve the objective of learning process both at the faculty and student level. At the faculty level emphasis is laid on the pedagogical approaches used to achieve, learning objectives and outcome specified for a particular course and also linking these outcomes to the overall programme outcomes. The design of an ideal curriculum and course line is one of the important strategies to achieve quality teaching standards. In addition, to conventional classroom black/white board teaching, the faculty members use alternative approaches to enhance the learning process which include guided independent study, hands on laboratory experiment, project based learning (minor and major projects) industry exposure, field trips, study tours, multimedia presentations including use of recent technology and specially created multimedia facility, invited talks and lectures among others. Students are encouraged to undertake research projects in different institutions to enhance collaborative learning which is also encouraged within the institution among a batch of students working together towards a commonly identified research problem. The TERI University being a research University, lot of emphasis is laid on research-led teaching. This helps in creating knowledge and imparting the same to the students which is relevant and updated, emerging from research undertaken by the faculty members. In certain programmes case study based project is also used as a means for providing a context based knowledge and learning. In general, in order to foster quality teaching, strategies are adopted

At the institution level regular bi-annual Retreats are organized in formal and informal settings and very rigorous brainstorming sessions are organized. In these sessions resource persons from different institutions who are renowned academicians, teachers, researchers, academic leaders, trainers are invited to share their experiences with the faculty members. Retreat also provides an opportunity for the faculty members and the academic leadership of the university to contemplate and introspect on issues related to enhancing the quality of teaching and learning. In most of the cases Retreats have resulted in creating a roadmap with well defined actionable points to be implemented at the institution level to enhance the learning and teaching process. Faculty members are encouraged further to attend various refresher, orientation courses, training programmes organized by different institutions in order to hone their teaching and research skills.

At the programme level a system has been created to continuously update, design the content and delivery of the various programmes offered by a department. Each programme has a programme coordinator who is directly responsible for all academic activities related to the programme which essentially include teaching and learning. Masters Programme Executive Committee (MPEC) regularly meets under the Chairmanship of the programme coordinator to monitor execution of established quality standards in sync with the learning objectives and outcomes of the programme. Students performance in the examination is assessed and monitored; corrective measures are taken for each student, in case there are any.

At course level, the course instructors strive to achieve highest teaching standards by adopting different pedagogical approaches as mentioned above. The emphasis is more on research led teaching and use of technology.

An important component of quality improvement strategy is assessing the impact and effectiveness of teaching. Towards this end, emphasis is laid towards outcome-based learning as measured through various mechanisms which include examinations, research projects, case studies, presentations, assignments, quizzes, tutorials, minor and major projects, laboratory experiments, etc. One of the USP of the University is emphasis on research led teaching which has resulted in bridging the gap between teaching and research. Keeping abreast with the changing needs of the industry, the curriculum is regularly updated

6.3.3 Examination and Evaluation

TERI University follows a system of continuous evaluation based on tests, assignments, quizzes, term papers, presentations etc. The faculty is encouraged to come up with innovative methods of evaluation that help in assessing student knowledge of the subject matter as well as inculcating a repertoire of skills (such as critical thinking, oral communication, etc.) rather than mere rote learning in the students. The grading guidelines are provided in the Student Handbook 2015-16. This adds transparency to the process by which grading is undertaken. All the rules and regulations of the Institution with respect to examination and evaluation have been carefully documented to ensure awareness and transparency among the students and faculty.

Chapter VI of the Compendium of Policies, Rules and Guidelines for TERI University, Part II, outlines the guidelines for conduct of major examinations; eligibility and responsibility of invigilator for examination and declaration of results for the faculty members. This chapter also documents the instructions to be provided for the students prior to an examination and the policy and procedure for student appeal of final course and project grade. Also, Chapter XV of the Compendium of Policies, Rules and Guidelines for TERI University, Part I, outlines the procedure of disciplinary action that may be undertaken in case of misconduct during the examinations.

6.3.4 Research and Development

Since its inception, the University has paid attention to facilitate research, innovation and impact; and has put policies and mechanisms to raise its profile and reach of research. Research projects are an integral feature of academic programmes at TERI University and student-led research opportunities exist at all stages of study. The university has played a leadership role in demonstrating the extension of research in the curriculum of Master's degree programmes, leapfrogging from the conventional *research-informed syllabi* to *research-led pedagogy* and strives to be the first university in India to have *research active curriculum*. Such transition has enhanced learning experience of both students and teachers. The University has kept aside research grants for faculty members and students to enable them to do background work required to increase the quality of research proposals and to disseminate research outputs in conferences and other events.

6.3.5 Library, ICT and physical infrastructure / instrumentation

The campus has been planned to provide a setting that enhances learning, while simultaneously showcasing the concept of modern green buildings. The campus is aesthetically designed with several features of passive solar design, energy-efficiency and water and waste management systems. The building has 10 well-equipped laboratories to compliment cutting edge research, along with a well-designed conference hall and class rooms having latest audio-visual display systems. The university has both wired and wireless communication and data infrastructure for effectively managing IT enabled services which is actively supported by a dedicated IT helpdesk. A Media Lab aims at development of e-content for university education at the postgraduate level and addresses the key objective of the MHRD by providing accessible, high quality course material at the postgraduate level in all subjects at affordable costs.

The Campus has computerised people screening facility and a 24X7 video surveillance and intrusion monitoring mechanism which keeps TU safe. The infrastructure is fitted with fire detection systems and a robust firefighting protocol is in place to address any eventuality. One of the greatest strengths of the TERI University is its library. A nicely stocked and actively functional library primarily serves to meet information needs of students and faculty by providing value-added information resources and services.

The library's web-enabled on-line catalogue and digital library offers a series of electronic journals, databases, books, CDs on current research findings and development. It caters to the needs of students and researchers and thus promotes research and communication among teachers, and students. The library holds a specialized collection of books, journals and CD-ROMs on various subjects related to programmes and courses therein, both in print and electronic form. The books include recommended texts, reference books, technical reports, monographs, handbooks, journals amongst others. The TERI University digital library brings electronic resources under one web interface and provides flexible access to the students, researchers and faculty. It provides access to customized information resources and services, archives, various databases dedicated to support learning and research activities.

6.3.6 Human Resource Management

The University has a robust HR policy in recruitment and career advancement to retain best talents required to implement the academic programmes. The University has qualified and competent teachers to handle most of the courses. Some areas which do not warrant the employment of full time faculty are covered through visiting/guest faculty. The faculty is encouraged to upgrade their knowledge by engaging in various conferences/seminars and related national and international event.

6.3.7 Faculty and Staff recruitment

All applications received for faculty positions are sent to the HoDs/Deans for preliminary scrutiny. Based on their recommendations, the faculty is asked to make a presentation which is evaluated by a Selection Committee. The faculty thus selected is put on UGC scales. In the year 2015, 1 lecturer, 7 Assistant Professors and 4 Associate professors were recruited. All applications received for administrative position are scrutinised by the Admin team and shortlisted candidates are interviewed by a Selection Committee. The candidates thus selected are put on the UGC scales.

6.3.8 Industry Interaction / Collaboration

We have been proactive in increasing our partnership with industries on one hand and research institutes on the other. Our collaboration with Coca-Cola, Suzlon, ONGC, are of immense importance for us. The objective of these collaborations is to advance the collaborative ideas related to academics and research on various dimensions of Sustainability Science.

6.3.9 Admission of Students

The admission process of the University is done once in a year, usually commencing in the month of February with announcements in a few newspapers and the TERI University website. A common entrance exam is held for all programme in end May of each year. The admission to the masters programme is based on an all India written test comprising questions on proficiency in English language, analytical reasoning and quantitative ability followed by a personal interview. However, admission to MBA programme is based on CAT/MAT/GMAT/CMAT/XAT followed by group discussion and personal interview. In case of LLM programme, a subject specific written test is also conducted. In the Academic year 2015-16, 1240 no. of applications were received and 243 were given admission.

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

Rs.2116 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 : N.A. ☐ Yes ☐ No

For PG Programmes Yes ☒ No ☐

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

1. Flying squads have been instituted for surprise visits to examination halls.
2. Additional monitoring via CCTV cameras
3. Shuffling based seating arrangements during Major Exams
4. The university wifi is switched off, mobile phones and other gadgets are not permitted during the exam.
5. The following message is displayed prominently in every examination hall:
“In spite of high ethical standards which we wish to have at the TERI University, there have been numerous complaints of cheating and use of unfair means in the examinations. Please note that an extremely strict code of conduct is now in place and any one found to be using unfair means will face a Disciplinary Committee immediately. Punishments for use of unfair means have been enhanced and may result in expulsion from the University. Please also note that besides the invigilator, you are also being watched on close circuit cameras.”

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 an Alumni Association, which is a formal registered association. It meets regularly and elects its own office bearers. The alumni of the University are relatively young. The oldest alumni would now have an experience of around 10 years of service. Reminiscence, TERI University's Annual Alumni Meet was held on 6th March. The event was a day-long extravaganza, attended with a lot of joy by the University's alumni, current students, university staff and faculty members. The purpose of the Meet was to foster interactions amongst the students and to facilitate understanding of the job prospects a graduate from TERI University would have. Alumni provide suggestions and support in terms of curriculum revision, outreach and placement.

6.12 Activities and support from the Parent – Teacher Association

Being an institution of higher learning, and since the University offers only masters and doctoral level programmes, interaction with the parent is intentionally kept at a low level. Parents have been involved only on occasional instances, either in extremely poor performance or in disciplinary issues.

6.13 Development programmes for support staff

Regular skill upgradation and training programmes are conducted for the support staff. These include programmes on computer skills, team management, communication skills, etc.

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

- 1) Solar rooftop system - 48 Kwp
- 2) Smart Energy Meters
- 3) Green & Blue Bins

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.

Given the global issue of water shortage and the expected crisis both within nations and inter-nations, this year the TERI University had focused on water as an important requirement for capacity building. With corporate support and with support from USAID the University has set up a Department of Regional Water Studies and has commenced M.Tech and M.Sc programmes in Water Science and Governance. Fitting into the rubric of sustainable development, whilst this was part of the Department of Natural Resources, a separate Department of Water Studies gives an emphasis to the importance that the University lays on water as an issue for sustainable development.

Besides its focus on post graduate degree programmes, the University also introduced a winter school with the general theme of BLISS (Building Learning in Sustainable Science). These schools will focus on young bachelor level students besides working professionals who may want to join these schools. Each school will have a theme related to sustainable development and will help in developing an interest in areas of sustainable development amongst the youth of the country.

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

Based on the projected plans for the University as discussed in the Board of Management, the University carried out a detailed review of curriculum of the Masters level programme. A thorough review of all the institutional policies was carried out so as to remain relevant.

A review of the academic and non-academic staff requirement was carried out so as to maintain optimum levels.

As decided at the beginning of the year emphasis was laid on commencing short term training programmes, both for the corporate sector and for graduate students. An example of this was a summer school on managing risks and challenges in urban wash services held in August 2015.

- 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:** Regular review of curriculum.

7.3.1.2 **Objectives:** In the field of higher education specially in research universities, it is very important that the teaching curriculum includes the latest advances in research. This is happening with the regular review of curriculum being taken.

7.3.1.3 **Context:** The major challenge is tendency to find an easy way out and continuing with the previous curriculum. This has been overcome with sensitizing all faculty members for a need for a regular review.

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

It is also very important that the faculties own research be incorporated into the teaching curriculum. This has necessitated stressing on the need for regular research and publishing by the faculty members. This aspect has also been incorporated into the appraisal system for faculty members.

7.3.1.4 Indian higher education generally follows a practice of review of curriculum every 3-4 years. At the TERI University stress has been laid on a review of curriculum every year so as to bring in currency in its research inputs. Constraints/limitations included with the experience of younger faculty members which was overcome with a large amount of mentoring and guidance by the experienced faculty members.

7.3.1.5 **Evidence of success:** The Academic Council of the University has approved and appreciated a regular review of the curriculum. Besides this other stakeholders including prospective employer of the student have found these reviews useful in developing capacities in graduating students.

7.3.1.6 **Problems encountered:** The only problem encountered was the requirement to stress amongst faculty members on the need for regular research and publishing. This is an important aspect in any academic research institution. This was easily overcome through mentoring and guidance by the senior faculty members.

7.3.2.1 **Title of the practice:** Interdisciplinarity

7.3.2.2 **Objectives:** A conscious methodology and approach is applied from more than one discipline to examine a central theme, issue, problem, topic, or experience.

7.3.2.3 **Context:** Giving the students opportunities to explore interconnections among the subject areas they are studying has many advantages. Interdisciplinary instruction is adding meaning and relevancy to learning as students discover fascinating and compelling relationships between various disciplines of sustainable development. The advantage of the approach is it does not stress delineations but linkages. Emphasis is given on deliberately identifying the relationship between disciplines which nurtures a different perspective with focus on themes and problems of life experience. curriculum.

7.3.2.4 The faculty consider their curricular objectives and students' needs, and choose interdisciplinary learning to deliver part or all of the content.

7.3.2.5 **Evidence of success:** All the programmes of TERI University are based on interdisciplinary structure. The academic programmes are envisioned to have a wider approach to encourage interdisciplinary learning. The University has created all the programmes where interdisciplinarity is central theme and every student gets measured exposure to different streams during the teaching learning process.

7.3.2.6 **Problems encountered & Resources:** The faculty from multiple disciplines work with each other to design a curriculum, instruct the class, and grade the students. This requires proper planning and coordination at every level of curriculum implementation

7.4 Contribution to environmental awareness / protection

Report of Environment Audit (*Annexure 8*)

7.5 Whether environmental audit was conducted? Yes No

☒ ☐

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

Strengths

- Emerging and niche areas being addressed
- Congenial atmosphere for learning; harmonious relationships
- Motivated and disciplined students
- Modern pedagogy
- Transparent and automated admission process
- Teri's support

Weakness

- Many programs offered with high dependence on adjunct and visiting faculty
- Insufficient library space
- Inadequate lab facilities in some departments
- Fee structure may preclude meritorious students who can't afford it
- Organisational structure not clearly specified
- Heavy dependence on external resources for projects and experimental work

8. Plans of institution for next year

- Continuation of BLISS summer school
- Focus on the Swachh Bharat programme through capacity building amongst school and colleges
- Legal studies
- SUN programme

Name Dr. Sapna A. Narula



Signature of the Coordinator, IQAC

Name DR. RAJIV SETH



Signature of the Chairperson, IQAC



REPORT OF I-QAC
TERI University
AUGUST, 2016

1. Dr.Suresh Jain
2. Dr.Prateek Sharma
3. Dr.Sapna A Narula
4. Dr. Sitaraman Ramakrishnan

Areas of assessment

1. Curricular aspects
2. Teaching - Learning and Evaluation
3. Research Consultancy and Extension
4. Innovations and best practices

1. Activities & Contribution

- 1.1 Review of policies carried out.
- 1.2 The i-QAC academic assessment process aims to support the University to advance its mission of 'knowledge for sustainable development' and creating a learning community. The process of quality assurance appraisal is participatory where the members of the University can identify their own strength and weakness, learn from one another and share good practices of each academic unit within the University.
- 1.3 As an integral part of achieving the goal, i-QAC followed a process which has three stages. Stage I is the review and verification of the action taken on the findings of I-QAC. **Stage II** is working on rules, guidelines and procedures for areas of improvement identified in State I. **Stage III** is more objective where each academic unit (or Department) was audited on its academic performance on criteria as defined by NAAC.
- 1.4 The I-QAC carried out review of academic and non-academic staff.
- 1.5 I-QAC recommend introduction of short term training programme.

2. Policies Reviewed

- 2.1 I-QAC inspected and verified various documents on the action taken by TERI University on its recommendations in the year 2015. Status of action taken is given below:

S. No	Date		Policy	Remarks
1	26.11.2015	TU/AC 37.8	PhD Regulations	Rules related to PhD Programmes offered by TU
2	30.06.2016	TU/AC 38.7.1	TU Policy on Post-Doctoral positions	The rules and regulations applicable to all categories of Postdoctoral scholars working in the TU
3	12.02.2016	TU/BM 19.4.1 (f)	Policy on award of the title of Emeritus Professor	The award conferred on academic or research staff for distinguished services extended at TU
4	12.02.2016	TU/BM 19.4.1(e)	TU Policy on Equality, Diversity and Inclusion, 2015	This policy is about the structure at TU which applies equally to all aspects of the activity including recruitment & selection, promotion, the teaching/learning process, dignity at work, grievances, sickness & absence,

				conduct, terms & condition of service and reasons for termination etc.
5	12.02.2016	TU/BM /19.4.1(d)	Policy & Guidelines for the Prevention, Prohibition and Punishment Sexual Harassment of Womnen, 2015	This policy deals with the rules and regulations to take action against the sexual harassment taking place within the TERI University campus, hostels, any place visited by the employee or the student as part of the official duty.
6	30.05.2016	TU/BM 20.3.1	Memorandum of Association/Rules	Memorandum of Association (Conforming to UGC - Deemed to be University Regulations, 2016)
7	30.05.2016	TU/BM 20.4.1	Policy on dealing with the Student Disciplinary Case	Rules and regulations related to all disciplinary cases involving Students (including regular and distance learning mode) based within the campuses, hostels, or any other location visited by the student for educational purpose facilitated by the TU.
8	30.05.2016	TU/BM 20.3.1	TERI University Rules	Rules about the structure of the University, roles and responsibility as per the UGC guidelines (deemed to be University) Regulations, 2016 to be followed.
9	18.07.2016	TU/100 /VC/ Policy/ 4	Policy on Informnation Publication Procedure	The processes required to maintain high quality of web content and digital as well as print publications for the University.
10	18.07.2016	TU/100 /VC/ Policy/ 3	Policy on in-campus internship at TERI University	TERI University offer internship opportunities to students and young professionals to participate in ongoing research projects undergo mentorship by faculty and participate in various developmental initiatives at the University.

3. Academic Assessment of the University

Criteria	Key features	Suggestions for improvement
Curricular aspects	The university has a robust procedure and strict adherence to it for curriculum design and development, its planning and implementation. Lots for flexibility has been given to course coordinators to	The University should also document the feed from employers after passage of six months when a student is employed by a company. This will provide better

	decide evaluation methods, include latest literature and tweaking the course contents upto 20% to cater to new knowledge emerged in the subject area. Feedback from students is taken twice during a semester.	understanding of the relevance and effectiveness of programme objectives and its delivery.
Teaching – Learning and evaluation	All classes have good representation of students from different geographies and disciplines. At the end of the programme, students coming from different disciplines are found to have attained same level of skills and expertise.	The university should have a clearly defined procedure to document teacher’s response on student’s feedback and to have a mechanism to monitor teacher’s performance in subsequent semesters in the areas that required improvement. Policies and mechanisms to ensure quality in teaching are not clearly defined.
Research consultancy and extension	The university provides an excellent enabling environment to its faculty members to pursue research and consultancy. Collaborations with eminent institutions provide opportunity to hone skills and expertise while doing a project. Research publication per faculty member is comparable to world class institutions.	Each Department should bring out its research brochure defining their field of concentration and impact of research work carried out in the past.
Innovations and best practices	Few patents have been filed by the University. It has also innovation hub. Some students of the University have become entrepreneurs.	Activities on incubation and start-up should be carried out in a structured manner and human resources be deployed for this purpose.

4. *Plan of Action*

On completing academic appraisal of all programmes of TERI University, following are the suggestions for improvement.

- 4.1 Feedback from employers of TERI University student is yet to be complied with.
- 4.2 Each Department should maintain a repository of research publications of faculty and students of their department.

- 4.3 Annual reports of various committees functional in the university are not found and should be available.
- 4.4 The University may consider engaging education consultant for marketing of its programmes.
- 4.5 Data and records of participation by students in other organisations should be maintained by each Department.
- 4.6 Calendar of outreach activities, training programmes and workshops should be made similar to the academic calendar in the beginning of the academic year.
- 4.7 Information of software and number of licences used in education programmes should accessible publically.
- 4.8 Funds by IGC should also support the cost of Patent filing by its faculty members.
- 4.9 Project management system of the university should be integrated with UMS.
- 4.10 Benchmarking of activities and academic indicators for appraisal system.

Academic calendar
Semester schedule for the Academic Year 2015/16

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	20 July 2015
2	Commencement of classes	21 July 2015
3	First minor tests	24 – 29 August 2015
4	Display of marks – first minor tests	4 September 2015
5	Study tours (where relevant)	28 September – 4 October 2015
6	Second minor tests	12 – 17 October 2015
7	Break	18 – 25 October 2015
8	Display of marks - second minor tests	23 October 2015
9	Alumni Meet 2015	8 November 2015
10	Last day of classes	21 November 2015
11	Final tests	23 November – 5 December 2015
12	MPEC meetings	21 December 2015
13	Display of grades	29 December 2015
14	Meetings of SRCs (Post Comprehensive)	21 – 26 December 2015
15	Meetings of SRCs (Pre Comprehensive)	30 December 2015 – 2 January 2016
16	Registration for second semester	4 January 2016
17	Commencement of all classes & second semester	5 January 2016

18	First minor tests	8 – 13 February 2016
19	Display of marks - first minor tests	19 February 2016
20	Study tours + Mid semester break	14 – 20 March 2016
21	Open week for parents and prospective students to meet VC/Registrar/Faculty members	28 March – 01 April 2016
22	Second minor tests	28 March – 02 April 2016
23	Display of marks – second minor tests	08 April 2016
24	Last day of classes	29 April 2016
25	Final tests	02 – 14 May 2016
26	MPEC meetings	01 June 2016
27	Display of grades	08 June 2016
28	Meetings of SRCs	13 – 17 July 2016
29	Orientation and registration for first semester 2015/16	25 July 2016
30	Commencement of classes	26 July 2016

A. NOTE : Feedback from Employers are obtained with respect to students who are engaged in internship work or are involved in major projects under corporate bodies. Feedback is enclosed herewith (Excel File Name – 2015-16)

B. NOTE : Student's feedback is obtained online with respect to various curricular aspects of the programmes on two occasions in an academic year. Analysis of feedback with respect to faculty is attached herewith :-

S.NO.	COURSE	NAME OF FACULTY	TOTAL	STUD	WTG
1	Molecular plant physiology and metabolism(BBP 156)	XXXXXXXXXX	14	14	1.86
2	Principles of geoinformatics(NRE 172)	XXXXXXXXXX	60	56	2.68
3	Energy efficient buildings(MEU 112)	XXXXXXXXXX	9	7	3.02
4	Basic course in environmental and resource economics(NRE 141)	XXXXXXXXXX	35	35	3.06
5	Fluid mechanics and turbomachinery(ENR 139)	XXXXXXXXXX	34	34	3.12
6	Applied numerical methods (thru MATLAB)(ENR 172)	XXXXXXXXXX	34	34	3.19
7	Biodiversity assessment and conservation(NRE 123)	XXXXXXXXXX	18	17	3.4
8	Game theory(MPE 147)	XXXXXXXXXX	29	28	3.42
9	Management of development organizations(MPD 153)	XXXXXXXXXX	24	21	3.44
10	Renewable energy conversion technologies - I(ENR 124)	XXXXXXXXXX	38	35	3.46
11	Solid and hazardous waste management(NRE 189)	XXXXXXXXXX	36	32	3.5
12	Digital image processing and information extraction(NRG 172)	XXXXXXXXXX	6	6	3.54
13	Renewable energy conversion technologies - II(ENR 126)	XXXXXXXXXX	34	34	3.58
14	Wetland conservation and management(WSW 168)	XXXXXXXXXX	7	6	3.62
15	Climate change: Vulnerability, Impacts Adaptation & Resilience(NRC 182)	XXXXXXXXXX	25	21	3.64
16	City and Regional Planning and Management(MEU 152)	XXXXXXXXXX	9	8	3.78
17	Energy auditing, energy efficiency and energy conservation(ENR 114)	XXXXXXXXXX	34	34	3.82
18	Organisational behaviour(PPS 108)	XXXXXXXXXX	16	14	3.84
19	Mitigation of climate change(NRC 132)	XXXXXXXXXX	16	16	3.86
20	Bioinformatics and computational biology - Part I(BBP 174)	XXXXXXXXXX	14	14	3.88
21	Theory of environmental policy(MPE 144)	XXXXXXXXXX	29	28	3.88
22	Integrated impact assessment(MPD 145)	XXXXXXXXXX	24	21	3.89
23	Fundamental paradigms of economics and the concepts and practice of economic regulation(PPS 146)	XXXXXXXXXX	16	14	3.89
24	Air pollution and climate change(NRC 134)	XXXXXXXXXX	7	7	3.9
25	Environmental pollution and control(NRE 132)	XXXXXXXXXX	6	6	3.9
26	Spatial data modelling and GIS applications(NRG 174)	XXXXXXXXXX	6	6	3.9
27	Hydrology(NRE 162)	XXXXXXXXXX	17	17	3.93

28	Group practicum 2(MPD 102)	xxxxxxxxx	24	21	3.94
29	Normative ethics(PPS 105)	xxxxxxxxx	16	14	3.94
30	Econometrics(MPE 172)	xxxxxxxxx	29	28	3.97
31	Geoinformatics for Urban Development(MEU 172)	xxxxxxxxx	10	9	3.99
32	Methodologies: statistical analysis and decision making tools(PPS 171)	xxxxxxxxx	16	14	3.99
33	Corporate finance(PPM 122)	xxxxxxxxx	23	18	4
34	Photogrammetry(NRG 170)	xxxxxxxxx	6	6	4
35	Regeneration and City Competitiveness(MEU 154)	xxxxxxxxx	9	8	4
36	Urban Disaster Management and Climate Resilient Cities(MEU 162)	xxxxxxxxx	8	7	4.04
37	Urban Ecology and Environment(MEU 121)	xxxxxxxxx	9	8	4.04
38	Water quality management(NRE 142)	xxxxxxxxx	20	17	4.06
39	Economics of natural resources(MPE 146)	xxxxxxxxx	29	28	4.07
40	Introduction to management techniques - I(ENR 185)	xxxxxxxxx	35	34	4.07
41	Community relationship(PPM 182)	xxxxxxxxx	13	4	4.15
42	Geoinformatics for water resources(WSW 172)	xxxxxxxxx	9	7	4.16
43	Law and policy for maps and remote sensing(NRG 160)	xxxxxxxxx	6	6	4.17
44	Indian economics and development(MPE 141)	xxxxxxxxx	29	28	4.18
45	Development economics(MPD 147)	xxxxxxxxx	25	23	4.19
46	Environmental health and risk assessment(NRE 144)	xxxxxxxxx	32	31	4.19
47	Management information system(PPM 171)	xxxxxxxxx	8	7	4.2
48	Collective action and environmental management(MPE 135)	xxxxxxxxx	10	7	4.25
49	Contemporary issues in change management(PPM 186)	xxxxxxxxx	14	5	4.25
50	Population and health: Techniques of analysis policy perspectives(MPD 124)	xxxxxxxxx	24	21	4.26
51	Air quality management(NRE 134)	xxxxxxxxx	19	17	4.27
52	Water economics and financial management(WSW 122)	xxxxxxxxx	8	6	4.27
53	Water supply and sanitation(WSW 184)	xxxxxxxxx	8	6	4.28
54	Environmental statistics(NRE 111)	xxxxxxxxx	73	62	4.29
55	Law and economics(MPE 151)	xxxxxxxxx	9	8	4.32
56	Brand management(PPM 195)	xxxxxxxxx	10	4	4.38
57	Applied hydrology(WSW 162)	xxxxxxxxx	5	4	4.39
58	Public policy processes and institutions(PPS 161)	xxxxxxxxx	16	14	4.45
59	Business ethics(PPM 157)	xxxxxxxxx	15	6	4.47
60	Water quality modelling and application(WSW 176)	xxxxxxxxx	5	4	4.49
61	Water audit and demand management(WSW 124)	xxxxxxxxx	8	6	4.5
62	Water related disasters: management and planning(WSW 152)	xxxxxxxxx	8	6	4.5
63	Thermodynamics(ENR 131)	xxxxxxxxx	34	34	4.51
64	Key concepts of cultural and political ecology(MPD 126)	xxxxxxxxx	26	22	4.52
65	Supply chain management(PPM 138)	xxxxxxxxx	10	4	4.53
66	Traditional knowledge and water management(WSW 142)	xxxxxxxxx	8	6	4.55
67	Plant biotechnology laboratory - Part 2(BBP 102)	xxxxxxxxx	14	14	4.56
68	Research Methodology(MEU 176)	xxxxxxxxx	19	17	4.57

69	Entrepreneurship Development and Management(PPM 199)	xxxxxxxxx	10	4	4.62
70	Real Estate Development(MEU 184)	xxxxxxxxx	10	9	4.63
71	Customer relationship management(PPM 154)	xxxxxxxxx	13	5	4.65
72	Operation and management of power systems(PPM 166)	xxxxxxxxx	8	3	4.67
73	Infrastructure policies reforms and law(PPM 151)	xxxxxxxxx	16	13	4.69
74	Molecular cell biology - from genes to communities(BBP 114)	xxxxxxxxx	14	14	4.7
75	Environmental economics(MPP 147)	xxxxxxxxx	8	7	4.71
76	Law, society and sustainable development(MPD 152)	xxxxxxxxx	25	21	4.76
77	Water security and conflict management(WSW 182)	xxxxxxxxx	11	9	4.76
78	Sustainable Urban Transport(MEU 144)	xxxxxxxxx	9	8	4.77
79	Legal aspect of business(PPM 158)	xxxxxxxxx	8	7	4.79
80	Qualitative research methods in management(MPP 173)	xxxxxxxxx	8	7	4.82
81	Immunochemistry(BBP 130)	xxxxxxxxx	14	14	4.83
82	Production and operations management(PPM 187)	xxxxxxxxx	8	7	4.86
83	Water conservation(NRE 185)	xxxxxxxxx	20	19	4.86
84	Molecular markers and breeding(BBP 150)	xxxxxxxxx	14	14	4.9
85	Sustainable business strategy(PPM 107)	xxxxxxxxx	10	7	4.94
86	Statistics for the life sciences(BBP 112)	xxxxxxxxx	17	14	4.97
87	Managerial economics - 2(PPM 142)	xxxxxxxxx	9	7	4.99
88	Integrated watershed and river basin management(WSW 164)	xxxxxxxxx	3	2	5
89	Irrigation water management(WSW 166)	xxxxxxxxx	3	2	5
90	Quantative methods in management - 2(PPM 174)	xxxxxxxxx	8	7	5

1542 1356

88%

<u>Major Projects 2015-16</u>					
PROJECT_TITLE	SPONSOR	PI_NAME	PROJECT_START	PROJECT_END	AMOUNT (In RS.)
Setting up of an Academic Chair by Ministry of Railways at TERI University - Indian railways Chair for Sustainable Mobility	Ministry of Railways	Gp. Capt. Rajiv Seth	23-Nov-15	22-Nov-16	20,00,000
To set up HUDCO Chair at TERI University	Housing and Urban Development Corporation	Gp. Capt. Rajiv Seth	02-Nov-15	31-Mar-18	60,00,000
ProSPER.Net Young Researchers' School: "Sustainable energy for transforming lives: Availability, Accessibility, Affordability" to be held from 1st to 12th February 2016.	United Nations University	Ms Fawzia Tarannum	08-Dec-15	31-Mar-16	13,90,871
"Sustainable Energy Leadership Programme (SELP) 2016 in India"	United Nations Industrial Development Organization	Mr Amit Kumar	18-Dec-15	18-Jun-16	33,00,000
ITEC training programme on "Climate change and sustainability during 5 October to 23 October 2015.	Ministry of External Affairs	Dr Kamna Sachdeva	28-Aug-15	30-Nov-15	20,00,000
Study on quantification of the Greenhouse Gas mitigation potential of the various development initiatives undertaken by Government of India	Ministry of Urban Development	Dr Suresh Jain	21-Sep-15	31-Dec-15	15,00,000
M.Sc. scholarships for five fulltime students to work in Upper Ganga River Basin, India	International Centre for Integrated Mountain Development	Dr Kamna Sachdeva	01-Nov-15	30-Apr-18	23,10,000

Study on Quantification of the Greenhouse Gas Mitigation potential of the various development Initiatives undertaken by Government of India	WASH Institute	Dr Suresh Jain	01-Dec-15	31-Dec-15	18,00,000
The distributional implications of Solar Water Pumping Program for Ground Water Irrigation in Rajasthan	SANDEE	Ms Eshita Gupta	17-Aug-15	31-Dec-16	18,49,156
Embedding SCP into TERI University Postgraduate Programmes	United Nations Environment Programme	Dr Shaleen Singhal	03-Aug-15	31-Aug-16	1,28,45,250
ITEC Training program, 'Integrated approach towards sustainable development' to be held from 28 March to 15 April 2016	Ministry of External Affairs	Dr Chubamenla Jamir	01-Mar-16	31-May-16	20,00,000
“Impact Analysis of the Arunachal Pradesh Panchayati Raj Act, 1997 on Traditional Institutions in the State A Case Study of Two Districts of Papum Pare and East Kemang”.	Indian Council of Social Science Research	Dr M P Ram Mohan	01-Jan-16	31-Dec-17	15,00,000

Minor Projects 2015-16					
PROJECT_TITLE	SPONSOR	PI_NAME	PROJECT_START	PROJECT_END	AMOUNT (In RS.)
To coordinate development of course materials short course in Gender, Equity and Water Management	WaterEd Australia Pty Ltd.	Ms Fawzia Tarannum	27-Aug-15	11-Mar-16	4,70,000
National Symposium on Nanobiotechnology - BIOTIKOS 2016 - during 04-02-2016 to 05-02-2016.	Department of Biotechnology-CTEP, Anton Paar, Monsanto India Ltd., Pro Lab Marketing Pvt. LTD, Sisco Research Laboratories Pvt. Ltd.	Dr Udit Soni	01-Dec-15	31-May-16	95,000
To write a paper on the potential of climate clubs from the expert's national perspectives.	German Development Institute	Dr Atul Kumar	01-Oct-15	10-Dec-15	3,80,000
Training on 'Research Supervision Skills' for Royal University of Bhutan delegates during August 24 - 28, 2015.	Royal University of Bhutan	Dr Shaleen Singhal	01-Aug-15	30-Sep-15	6,12,500
Certificate course on "Nuclear Energy and Law" to be organized during 11th to 16th January 2016.	Nuclear Law Association, India, TERI University	Dr M P Ram Mohan	02-Sep-15	29-Feb-16	50,000

Supporting, consolidation, replication and up-scaling of sustainable waste water treatment and reuse technologies for India (SARASWATI)	Department of Science & Technology (International Multilateral & Regional Cooperation Division)	Dr Sukanya Das	09-Dec-15	03-Jul-17	8,50,000
Training programme on "Impact of Ozone and other Pollutants on Crops" scheduled to be held during 4th to 6th January 2016.	Central Pollution Control Board	Dr Kamna Sachdeva	04-Jan-16	06-Jan-16	3,51,000
GCFSI Student Innovation Challenges Award	Michigan State University	Dr Chubamenla Jamir	01-Jan-16	31-Dec-16	5,87,400
Model building and developing customized Algorithm for climate studies.	National Security Council Secretariat	Dr Nithiyanandam Yogeswaran	04-Feb-16	04-Jun-16	2,20,000
Training programme on "Geospatial Technologies and Applications using open source software" during 30 March to 1 April 2016.	TERI University	Dr Anu Rani Sharma	28-Mar-16	30-Apr-16	50,000
Workshop on Qualitative Research Methods for Inter-Disciplinary Research	TERI University	Dr Bhawna Bali	17-Mar-16	11-Apr-16	30,850

Training on Research Supervision Skills for the faculty of Royal University of Bhutan 3rd to 6th May 2016	Royal University of Bhutan	Dr Bhawna Bali	18-Mar-16	31-May-16	5,14,500
National Symposium on " Geogenic Contamination of Groundwater: Its Impact & Mitigation Measure" on 22 April 2016	Science and Engineering Research Board	Mr Chander Kumar Singh	04-Mar-16	30-Jun-16	75,000

(2015-16)

PROJECT_TITLE	SPONSOR	PI_NAME	PROJECT_START	PROJECT_END	AMOUNT (In RS.)
Training programme on "Impact of Ozone and other Pollutants on Crops" scheduled to be held during 4th to 6th January 2016.	Central Pollution Control Board	Dr Kamna Sachdeva	01-Jan-16	06-Jan-16	3,51,000
GCFSI Student Innovation Challenges Award	Michigan State University	Dr Chubamenla Jamir	01-Jan-16	31-Dec-16	5,87,400
Model building and developing customized Algorithm for climate studies.	National Security Council Secretariat	Dr Nithiyanandam Yogeswaran	04-Jan-16	04-Jun-16	2,20,000
ITEC Training program, 'Integrated approach towards sustainable development' to be held from 28 March to 15 April 2016	Ministry of External Affairs	Dr Chubamenla Jamir	04-Feb-16	31-May-16	20,00,000
Training programme on "Geospatial Technologies and Applications using open source software" during 30 March to 1 April 2016.	TERI University	Dr Anu Rani Sharma	01-Mar-16	30-Apr-16	50,000
"Impact Analysis of the Arunachal Pradesh Panchayati Raj Act, 1997 on Traditional Institutions in the State A Case Study of Two Districts of Papum Pare and East Kamang".	Indian Council of Social Science Research	Dr M P Ram Mohan	04-Mar-16	31-Dec-17	15,00,000
Workshop on Qualitative Research Methods for Inter-Disciplinary Research	TERI University	Dr Bhawna Bali	17-Mar-16	11-Apr-16	30,850
Training on Research Supervision Skills for the faculty of Royal University of Bhutan 3rd to 6th May 2016	Royal University of Bhutan	Dr Bhawna Bali	18-Mar-16	31-May-16	5,14,500

National Symposium on " Geogenic Contamination of Groundwater: Its Impact & Mitigation Measure" on 22 April 2016	Science and Engineering Research Board	Mr Chander Kumar Singh	28-Mar-16	30-Jun-16	75,000
Delivery of short course on Gender, Equity and Water Management	WaterEd Australia Pty Ltd.	Ms Fawzia Tarannum	01-May-16	30-Nov-16	6,00,000
Local Coordinator for the UNU-IAS case study in Lucknow on "Low Carbon Urban Water Environment Project"	United Nations University	Mr Chander Kumar Singh	08-May-16	28-Feb-17	15,94,935
Structural studies on proteins involved in synthesis and processing of mycolic acids in Mycobacterium tuberculosis	Department of Biotechnology	Dr Chaithanya Madhurantakam	16-May-16	20-May-17	21,10,000
National Post-Doctoral Fellowship to Dr Anil Kumar Verma, under the mentorship of Dr. Ramakrishnan Sitaraman	Science and Engineering Research Board	Dr Ramakrishnan Sitaraman	20-May-16	08-Jun-18	19,20,000
Assessing land issues for utility scale renewable energy development	The Shakti Sustainable Energy Foundation	Mr Sapan Thapar	25-May-16	31-Mar-17	38,21,498
ITEC Training program "Integrated Approach Towards Sustainable Development" during 27th march to 14th April 2017.	Ministry of External Affairs	Dr Chubamenla Jamir	09-Jun-16	31-Mar-17	20,00,000
Training on biodiversity conservation and biodiversity act for 200 women residing around Valmiki Tiger Reserve Dhone, Bihar.	Wildlife Trust of India	Dr Sudipta Chatterjee	01-Jul-16	31-May-16	76,000
Training Programme on "Geospatial Technologies" under Natural Resources	Department of Science and Technology	Dr Vinay Shankar P Sinha	14-Jul-16	31-Dec-16	10,00,000

Data Manager System (NRDMS) programme of DST					
One Week In-Service Training programme for AIS officers on The Sustainable Development Goals: Mainstreaming into the National Developmental Framework (28th November-2nd December, 2016)	Department of Personnel & Training	Dr Chubamenla Jamir	25-Jul-16	31-Jan-17	5,62,500
ITEC training programme on "Climate change and sustainability" October 3-21, 2016	Ministry of External Affairs	Dr Kamna Sachdeva	23-Aug-16	31-Mar-17	20,00,000
International Conference on Urban Geoinformatics (ICUG)-2017 during	TERI University	Dr Nithiyanandam Yogeswaran	01-Sep-16	31-Mar-17	-
To develop advanced models for climate related studies Certificate Course - Capacity Building Programme on "Electricity Law, Reforms and Practice" during 1 - 3 September 2016.	National Security Council Secretariat HSA Advocates	Dr Nithiyanandam Yogeswaran Dr M P Ram Mohan	08-Sep-16 08-Sep-16	23-Oct-17 30-Sep-16	9,94,750 60,000
Training programme on Applied Economic Tools and Techniques for managing Environmental Resources scheduled to be conducted during 3 - 5 October 2016	Science and Engineering Research Board, TERI University	Dr Sukanya Das	09-Sep-16	30-Nov-16	2,81,792
Skill Building Workshop in Law and Economic	TERI University	Dr M P Ram Mohan	17-Sep-16	31-Mar-17	-
Skill Building on the Art and Practice of Trial, Corporate and Environmental Litigation during 20-22 October 2016	TERI University	Mr M V Shiju	21-Sep-16	31-Dec-16	-

Investigating the Potential for Decentralized Institutions, Technologies and Governance to Meet the Wastewater Challenge.	Auburn University	Dr Sukanya Das	01-Oct-16	31-Oct-17	2,68,000
Training programme on "nuclear energy and law" during 6-11 March 2017.	Nuclear Law Association, India, TERI University	Dr M P Ram Mohan	04-Oct-16	31-May-17	1,50,000
Embedding SCP in to TERI University Post Graduate Programme	UNEP	Dr. Shaleen Singhal	24-Oct-16	30-Nov-16	1,25,86,361
Scaling SCP Learning and Outreach through Awareness-raising among Key SWITCH-Asia Target Audiences - SSFA II	UNEP	Dr. Shaleen Singhal	27-Dec-16	31-Dec-16	96,54,101

Events

13 July 2015	<u>Meeting Advances Dialogue on Nuclear Energy Among ...</u>	others
20 July 2015	<u>Orientation Day...</u>	TERI University
3 August 2015	<u>Summer School on Managing Risks and Challenges in ...</u>	TERI University
12 August 2015	<u>Institutional seminar "GIS applications on Ground ...</u>	TERI University
12 August 2015	<u>International Youth Day...</u>	TERI University
14 August 2015	<u>Independence Day eve celebrations at TU...</u>	TERI University
19 August 2015	<u>Strengthening Water and Sanitation in Urban Settin...</u>	TERI University
1 September 2015	<u>Onam Celebrations at the TERI University...</u>	TERI University
4 September 2015	<u>TU Freshers' Party...</u>	TERI University
4 September 2015	<u>Teacher's Day...</u>	TERI University
7 September 2015	<u>Inaugural Ceremony of TERI University Sports Week...</u>	TERI University
11 September 2015	<u>Institutional Seminar "Decentralised Waste Water T...</u>	TERI University
11 September 2015	<u>REtopia 2015...</u>	TERI University
18 September 2015	<u>SWITCH-Asia Regional Policy Support Component...</u>	TERI University
5 October 2015	<u>2015 ProSPER.Net Young Researchers' School 'Sustai...</u>	TERI University
14 October 2015	<u>Strengthening Water and Sanitation in Urban Settin...</u>	TERI University
19 October 2015	<u>Webinar Series on "Air Pollution and cities"...</u>	TERI University
2 November 2015	<u>Rangoli Competition...</u>	TERI University
2 November 2015	<u>BLISS 2015: Winter School on Sustainability "SDG 1...</u>	TERI University
2 November 2015	<u>Institutional seminar "Do Air Pollution Regulation...</u>	TERI University
3 November 2015	<u>Carbon Sequestration in Terrestrial Ecosystems...</u>	TERI University

3 November 2015	<u>Prize Distribution and Ethnic Day Celebrations on ...</u>	TERI University
16 November 2015	<u>The impact of agriculture on air quality and clima...</u>	TERI University
18 November 2015	<u>Institutional Seminar "Effects of poor sanitation ...</u>	TERI University
19 November 2015	<u>Webinar Series on "Air Pollution and cities"...</u>	TERI University
20 November 2015	<u>TERI University Book Fair 2015...</u>	TERI University
20 November 2015	<u>Farewell...</u>	TERI University
14 December 2015	<u>5 DAY Certificate Programme on Environment Law, Re...</u>	TERI University
17 December 2015	<u>Webinar on "Building a Clean Power Platform throug...</u>	TERI University
4 January 2016	<u>CPCB Sponsored training program on "Impact of ozon...</u>	TERI University
6 January 2016	<u>Seminar on nuclear power, radiation and regulation...</u>	Mascot Hotel, Trivandrum,
11 January 2016	<u>Certificate course on "Nuclear Energy and Law"...</u>	TERI University
18 January 2016	<u>Institutional seminar "Challenges that Women Face ...</u>	TERI University
27 January 2016	<u>Training-Cum-Workshop on Gender Sensitization...</u>	TERI University
29 January 2016	<u>Visit of diplomats of AFRICAN missions...</u>	TERI University
3 February 2016	<u>Quaestus by Entrepreneurship Development Cell of T...</u>	TERI University
19 February 2016	<u>Training programme on 'Applications of Species Dis...</u>	TERI University
19 February 2016	<u>Institutional Seminar "Impact of Water on Health a...</u>	TERI University
25 February 2016	<u>Institutional Seminar on Non Revenue Water-Challen...</u>	TERI University
3 March 2016	<u>Institutional seminar "Developing Water Resources ...</u>	TERI University
7 March 2016	<u>Eighth Convocation Ceremony...</u>	TERI University
30 March 2016	<u>Three days training workshop on Geospatial Technol...</u>	TERI University
31 March 2016	<u>BIOTIKOS 2016 "National Symposium on Nanobiotechno...</u>	TERI University

5 April 2016	<u>PRAVAAH- An Annual Student's Conclave...</u>	TERI Univeswity
6 April 2016	<u>SWASH 2016...</u>	TERI University
7 April 2016	<u>Two Days Workshop Qualitative Research Methods for...</u>	TERI University
13 April 2016	<u>Lecture on "The adverse impact of corruption on so...</u>	TERI University
15 April 2016	<u>Entrepreneurship: i2I...</u>	TERI University
18 April 2016	<u>BLISS School 2016: Sustainable Consumption and Pro...</u>	TERI University
22 April 2016	<u>National symposium on Geogenic contamination of gr...</u>	TERI University
30 April 2016	<u>8th Meeting of ADB President's Advisory Group on C...</u>	Frankfurt
6 May 2016	<u>Doctoral research in architecture and wider built ...</u>	TERI University
24 June 2016	<u>Webinars on Future Scope of Renewable Energy...</u>	Teri University



Sanjay Rastogi & Associates

Chartered Accountants

FORM NO. 10B

[See rule 17B]

Audit report under section 12A (b) of the Income-tax Act, 1961, in the case of charitable or religious trusts or institutions

We have examined the balance sheet of **TERI University** as at 31.03.2016 and the Income & Expenditure account for the year ended on that date which are in agreement with the books of account maintained by the said Trust or Institution. We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purposes of the audit. In our opinion, proper books of account have been kept by the head office and the branches of the above named trust or institution visited by us so far as appears from our examination of the books, and proper Returns adequate for the purposes of audit have been received from branches not visited by us, subject to the comments given below:

In our opinion and to the best of our information, and according to information given to us, the said accounts give a true and fair view-

- (i) In the case of the balance sheet, of the state of affairs of the above named trust as at 31st March 2016 and,
- (ii) In the case of the income & expenditure account, surplus of its accounting year ending on that date





The prescribed particulars are annexed hereto.




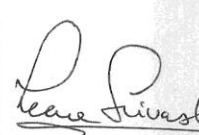
Place: New Delhi
Date: 16.09.2016



For Sanjay Rastogi & Associates
Chartered Accountants
(FRN : 014056N)

CA Sanjay Rastogi
Partner
(Membership No. 075033)

TERI UNIVERSITY New Delhi				
STATEMENT OF FINANCIAL POSITION AS AT 31ST MARCH 2016				
Schedule			Amount in INR	
			As on 31.3.2016	As on 31.3.2015
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		40,175,571.00		
Add : Corpus Grant Received		21,874,500.00		
		62,050,071.00		
Less : 10% Transferred for Project Activities		6,651,403.00	55,398,668	40,175,571
Income & Expenditure Account			70,986,375	64,246,849
Total			211,627,744	189,665,121
Application of Funds				
Fixed Assets				
Balance as on 31.03.2016	1	55,016,226		
Less: Depreciation		1,964,326	53,051,900	51,588,354
Investments				
Fixed Deposits & Bonds			173,640,000	161,739,000
Current Assets, Loans & Advances	2	114,227,440		
Less:				
Current Liabilities and Provisions				
Liabilities	3	129,291,596		
Net Current Assets			- 15,064,156 -	23,662,233
Total			211,627,744	189,665,121
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		 Dharmaj Singh Finance Officer	 Dr. Rajiv Seth Pro-Vice Chancellor	 Dr. Leena Srivastava Vice Chancellor
Place : New Delhi				
Date : 16.09.16				

TERI UNIVERSITY New Delhi Income & Expenditure Account for the year ended on March 31, 2016			
(Amount in INR)			
	Schedule	As on 31.3.2016	As on 31.3.2015
Income			
Academic Receipts	4 (a)	81,078,473	79,216,672
Interest Receipts	4 (b)	17,476,048	15,156,151
Others Receipts	4 (c)	10,095,433	10,305,374
Receipts from Completed Research Projects/Training Programme/Seminars & Workshop		87,090,660	104,373,548
Total Income		195,740,614	209,051,745
Expenditure			
Salary	5	82,001,873	63,915,854
Academic Course Expenses	6	17,801,028	18,683,910
Office Contingencies & Miscellaneous	7	41,314,106	42,333,820
Expenditure of Completed Research Projects/Training Programme/Seminars & Workshop		45,919,755	68,307,826
Depreciation		1,964,326	1,773,158
Total Expenditure		189,001,088	195,014,568
Excess of Receipts over Expenditure (Surplus)		6,739,526	14,037,177
Balance available for Appropriation		6,739,526	14,037,177
Less : Transferred in to Reserve & Surplus Account		6,739,526	14,037,177
Surplus/Deficit brought forward		64,246,849	50,209,672
Surplus/ Deficit Carried over to Income & Expenditure		70,986,375	64,246,849
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	 Dharmraj Singh Finance Officer	 Dr. Rajiv Seth Pro-Vice Chancellor	 Dr. Leena Srivastava Vice Chancellor
Place : New Delhi Date : 16.09.16			

Schedule 1 - Fixed Assets (Gross)									
Particulars	Rate %	W.D.V. As on 01.04.2015	Additions less than 180 days	Additions more than 180 days	Discarded	Balance as on 31.03.16	Depreciation for the year	W.D.V. As on 31.03.16	
Computer	60	811,537	542,849	-	-	1,354,386	649,777	704,609	
Computer (project)	60	9,246	-	161,492	-	170,738	102,443	68,295	
Office Equipment	15	4,251,032	861,481	1,946,228	-	7,058,741	994,200	6,064,541	
Office Equipment (Project)	15	2,055,557	-	-	-	2,055,557	308,334	1,747,223	
Scientific Equipment	15	538,213	-	-	-	538,213	80,732	457,481	
Scientific Equipment (project)	15	6,279,565	-	-	-	6,279,565	941,935	5,337,630	
Furniture	10	2,318,852	-	77,314	-	2,396,166	239,617	2,156,549	
Furniture (Project)	10	38,585	-	-	-	38,585	3,859	34,726	
Land - Delhi Campus		43,634,798	-	-	-	43,634,798	-	43,634,798	
Capital Work in Progress - Mysore Campus		33,921	-	-	-	33,921	-	33,921	
Total		59,971,306	1,404,330	2,185,034	-	63,560,670	3,320,896	60,239,774	



Schedule 1 - Fixed Assets (Funded from Own Resources)									
Particulars	Rate %	W.D.V. As on 01.04.2015	Additions less than 180 days	more than 180 days	Discarded	Balance as on 31.03.16	Depreciation for the year	W.D.V. As on 31.03.16	
Computer	60	811,537	542,849	-	-	1,354,386	649,777	704,609	
Office Equipment	15	4,251,033	861,481	1,946,228	-	7,058,742	994,200	6,064,542	
Scientific Equipment	15	538,213	-	-	-	538,213	80,732	457,481	
Furniture	10	2,318,852	-	77,314	-	2,396,166	239,617	2,156,549	
Land - Delhi Campus		43,634,798	-	-	-	43,634,798	-	43,634,798	
Capital Work in Progress - Mysore Campus		33,921	-	-	-	33,921	-	33,921	
Total		51,588,354	1,404,330	2,023,542	-	55,016,226	1,964,326	53,051,900	
Schedule 1 - Fixed Assets (Funded from Projects)									
Particulars	Rate %	W.D.V. As on 01.04.2015	Additions less than 180 days	more than 180 days	Discarded	Balance as on 31.03.16	Depreciation for the year	W.D.V. As on 31.03.16	
Computer (project)	60	9,246	-	161,492	-	170,738	102,443	68,295	
Office Equipment (Project)	15	2,031,515	-	-	-	2,031,515	304,727	1,726,788	
Scientific Equipment (project)	15	6,303,607	-	-	-	6,303,607	945,541	5,358,066	
Furniture (Project)	10	38,585	-	-	-	38,585	3,859	34,726	
Total		8,382,953	-	161,492	-	8,544,445	1,356,570	7,187,875	



TERI UNIVERSITY	As on 31.3.2016	As on 31.3.2015
Schedule 2: Current Assets		
Loan & Advances	8,683,827	9,384,982
Interest Accrued but not due	-	393,333
Interest Accrued and due but not received	389,759	3,171,410
Project Work in Progress	61,485,369	51,575,170
Prepaid Expenses	380,386	1,131,761
Imprest Accounts	1,272,185	1,218,329
TERI - Students Fellowship	9,954,619	7,419,502
Amount Recoverable from Student - Course Fee	11,774,465	3,824,885
Amount Recoverable for Completed Projects	879,443	3,835,186
Earnest Money Deposit With Govt. Department	-	10,000
Amount Recoverable from Mr. Suneel Kumar	-	31,451
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
Amount Recoverable from Mrs. Ria Sinha	20,000	
Security Deposit with Landlords	475,200	385,200
Service Tax Recoverable	-	420,022
TDS Recoverable	5,188,941	4,489,401
Water & Electricity Charges Receivable	2,968,000	1,853,091
Cash & Bank Balance		
State Bank of Hyderabad SB A/c no. 52142908571	3,610,293	500,753
State Bank of Hyderabad SB A/c no. 52142908560	439,961	2,104,261
HDFC Bank A/c - 02731110000021	4,014,792	1,166,736
HDFC Bank FCRA A/c - 00031170000088	850,908	9,820,427
ICICI Bank - 000701263993	720,885	610,198
Canara Bank - 31591010000096	107,621	4,411,143
Canara Bank - 3159101001448	12,956	2,672,644
Cheque in Hand	-	9,588
Cash in Hand	995,730	1,031,138
Total	114,227,440	111,535,355



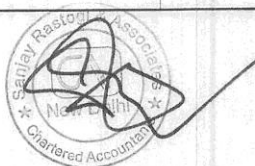
TERI UNIVERSITY	As on 31.3.2016	As on 31.3.2015
Schedule 3: Current Liabilities		
Sundry Creditors	13,776,367	7,260,814
Amount Payable to Students	16,210	9,315
Amount Payable to Staff	28,000	-
Project Contribution Received in Advance	99,923,464	115,669,915
Amount Payable to State Bank of India & HDFC Bank Limited - Credit Card	120,148	31,432
Security Deposit Received from Suppliers	115,000	25,000
Audit Fees Payable	71,500	65,000
Stale & Cancelled Cheques	4,926	32,945
Unutilised Contingent Grants - CSIR	79,178	73,097
Unutilised Contingent Grant - DBT	206,350	245,000
Unutilised Contingent Grant - UGC	97,914	72,914
Unutilised Contingent Grant - DST	48,450	40,000
Grant Recoverable from DST (Inspire) for Students	-	151,840
Grant received from DBT for Students	-	530,400
Grant received from UGC for Students	16,000	31,000
Grant received from DST for Students	130,000	-
Grant received for Manish Manjunath Fellowship	10,000	55,000
Misc. Fellowship Received	-	64,640
Amount transferred from Previous Employer for Retirement Benefits	1,273,429	1,273,429
Amount Payable to CSIR - Unutilised Grant - Aniruddha Ghosh	-	47,362
Outstanding Expenses	1,884,183	2,360,344
Provision - Faculty/Student Development Programme	-	342,494
Student Activities Fund	550,000	470,000
Salary Payable	56,893	-
Advance Money Received for Field Work - Dr. Sapna Narula	-	85,277
Received from University of Guelph for PhD Student	237,281	133,900
Duties & Taxes Payable	1,210,340	1,112,897
Security Deposits Refundable	5,473,803	4,551,803
Security Deposit from Employee - House Lease	161,000	166,000
Security Deposit Hostel Students	290,000	315,000
Course Fee Received in Advance	385,000	28,610
Course - MA (PPSD) Travelling Expenses Payable	3,280,000	-
Total	129,291,596	135,197,588
Schedule 4: Income Receipts		
A. Academic Receipts		
Course fees	79,168,451	77,311,071
Sale of Application Form	1,910,022	1,905,601
	81,078,473	79,216,672
B. Interest Receipts		
Interest Received on Deposits	13,581,512	11,063,630
Interest Received on Reserve Bank of India Bond	2,380,000	2,400,000
Interest Received on Tax Deducted at Sources	75,480	-
Interest on Home Loan/Vehicle Loan	454,429	627,700
Interest - Others	110,160	122,400
Interest on Saving Bank	874,467	942,421
	17,476,048	15,156,151
C. Other Receipts		
Sponsorship	280,500	270,000
Admission Cancellation Fees	541,240	1,296,890
Amount Written back	530,860	205,375
Miscellaneous income	1,483,227	2,061,831
Receipts from Hostel Fees	5,138,071	5,154,470
Recoveries against Notice Pay & Leave Encashment	30,320	75,426
Receipts from Seminar & Workshop	1,979,455	1,108,822
Transit Residence	111,760	132,560
	10,095,433	10,305,374
Total	108,649,954	104,678,197



TERI UNIVERSITY	As on 31.3.2016	As on 31.3.2015
Schedule 5: Salary Components		
Pay & Allowances	70,089,301	54,610,487
Performance Linked Gratuity (Faculty)	2,132,947	1,149,673
Employer's Provident Fund Contribution	5,996,441	4,874,541
Telephone Reimbursement	28,000	58,666
Medical Reimbursements	561,446	394,502
Gratuity Expenses	1,449,743	930,936
Leave Encashment	495,915	483,630
Leave Travel Allowance	1,248,080	1,413,419
Total	82,001,873	63,915,854
Schedule 6: Academic Course Expenses		
Advertisement	1,087,142	1,741,410
Bank Charges	5,005	8,493
Books & Periodicals - (Library)	582,085	1,083,867
Computer Software Maintenance Charges	96,536	464,624
Laboratory, Chemical, Glassware & Consumable Expenses	118,360	430,070
Conveyance & Hiring Expenses	615,194	596,274
Membership Fee - Academic	602,288	-
Meeting & Refreshment Expenses	89,773	141,111
Fellowship, Honorarium, Stipend & Internship Payment	1,369,070	1,222,441
Students Field Expenses	4,103,405	3,033,907
Misc. Expenses	1,274	6,046
Postage Expenses	3,236	11,175
Printing & Stationery	371,873	225,334
Professional Time Other Consultants	8,151,407	8,843,907
Repair & Maintenance Expenses	32,452	97,381
Seminar & Workshop	351,812	320,324
Travelling Expenses	220,116	457,546
Total	17,801,028	18,683,910



TERI UNIVERSITY	As on 31.3.2016	As on 31.3.2015
Schedule 7: Office Contingencies and Miscellaneous		
Annual Maintenance Contract	2,877,317	2,612,847
Alumni Meeting Expenses	39,650	58,022
Audit Fees	71,500	65,000
Annual Sports Day Expenses	23,729	13,420
Bank & Finance Charges	596,841	357,463
Celebration & Festival Exepnses	118,473	97,606
Computer Software and Repairs & Maintenance	1,016,115	1,272,766
Conveyance Expenses	63,662	83,494
Convocation Expenses	1,030,023	1,287,119
Entertainment/Event/ Hostel Operating Expenses	3,559,117	3,163,566
Electrcial & Hardware Items	383,766	235,182
Guest House Operating Exp.	178,338	201,289
Hiring charge - Vehicle	1,126,320	1,073,411
Hostel Hiring Charges	-	285,411
Student Fellowship, Contingency & Honorarium Expenses	56,578	66,800
Insurance Premium	138,319	241,713
Email/Internet/LAN Network Expenses	1,166,940	1,009,253
Postage Expenses	72,494	80,122
Printing & Stationery	1,023,603	977,323
Misc. Expenses	278,903	212,270
Movie Production Charges	-	1,521,770
Provident Fund - Administration charges	397,077	428,959
Provident Fund - EDLI Charges	35,622	25,039
Provident Fund - Inspection Charge	2,409	504
Housekeeping Charges, Office Maintenance Charges & Other Professional Charges	9,227,421	8,064,176
Repair & Office Maintenance - Building	1,001,595	1,135,003
Registration Fee/ Renewal Fees /Subscription Fee	534,483	640,572
Repair & Maintance - Others	-	127,269
Repair & Maintenance - Furniture	675,348	353,983
Repair & Maintenance Office Equipment	607,454	915,935
Repair & Maintenance Vehicle	199,849	173,246
Security Service Charges	3,005,301	3,209,639
Service Tax Paid	2,463,030	1,676,144
Transit Residence	702,758	638,824
Telephone Expenses	496,371	386,040
Travelling Expenses	178,588	982,084
Vice Chancellor - Car Running Expenses	85,797	119,383
Water/Electricity/Diesel A/c	7,879,315	8,541,173
Total	41,314,106	42,333,820



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



Report of the Environment Audit – 2015-2016

November 16, 2015

During 2015-16 Environment Audit was carried out into following areas of the university.

- Raw water quality
- Drinking water quality
- Laboratory safety and cleanliness
- Hygiene and sanitation in canteen and cafeteria
- Hygiene related feedback from faculty members

Our recommendations and suggestions on the above are as given below:

1. Raw water quality

Background: TERI University uses groundwater to meet its water requirements. The ground water is softened using a natural Zeolite based Ion-exchange method before putting into the distribution network of the university. We have analyzed the raw water and the softened water sample in the Environmental monitoring laboratory and found the following results:

S. No.	Date of Sampling	Before Softener			After Softener		
		pH	Hardness (mg/l as CaCO ₃)	TDS (mg/l)	pH	Hardness in (mg/l as CaCO ₃)	TDS (mg/L)
1	31/07/15	7.03	700	1684	7.70	220	1950
2	1/8/2015	7.10	680	1811	7.60	200	2063
3	2/8/2015	7.33	680	1850	7.58	640	2195

We have also calculated Langelier Saturation Index(LSI)¹ and found that its value is 0.51 and 0.55 before and after softening respectively, indicating no improvement in scale forming and corrosiveness properties of water by the softening process. High TDS value of water effects the performance of autoclave and distillation assembly in the PBT and EM laboratories respectively.

Conclusions & Recommendations

¹ **LSI Indication:** -2.0<-0.5 Serious corrosion; -0.5<0 Slightly corrosion but non-scale forming; LSI = 0.0 Balanced but pitting corrosion possible 0.0<0.5 Slightly scale forming and corrosive; 0.5<2 Scale forming but non corrosive
Read more: <http://www.lenntech.com/calculators/langelier/index/langelier.htm#ixzz2cDp0UrPz>

1. The groundwater is 'slightly' scale forming and corrosive, however, the situation is not alarming to give any extensive treatment. Aeration (optional) of water before distribution can reduce the corrosiveness of water.
2. Existing water softener does not offer any advantage in terms of improving the characteristics of water for its scale forming/corrosiveness properties. Rather, it increases the salinity of water and thus overloads the membrane of RO based water treatment processes installed in the university. **Annual expenditure of the order of INR 5.0 lakh (excluding manpower) can thus be saved by stopping the softening process.**
3. Scaling problem in autoclave and distillation assembly can be reduced substantially by using DJB tanker water that has TDS less than 500 mg/l. A water tank of 500-1500 ltr capacity (depending on the space available) can be placed on GF and filled with DJB water tankers, once a week. Water to laboratories can be supplied through this tank. The maintenance cost of autoclave and distillation assembly is about INR 16000 per annum, which can be reduced by about 50% with the proposed arrangement.

2. Drinking water quality

Drinking water in the university is produced from a RO based treatment process and then stored in the tank of water cooler before it is consumed. We have analyzed the water quality and observed the following:

S.No.	Water Quality Parameter	GF	1 st F	2 nd F	3 rd F	4 th F	CGF	CFF	CTF	KRO	P	KT
1	Chlorides (mg/l)	229	80	59.9	75	50	67	45	112	72	80	597
2	Fluoride (mg/l)	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	0.01
3	Iron (mg/l)	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
4	Nitrate (mg/l)	4.21	-	3.42	1.71	1.47	1.49	1.99	3.38	1.61	2.88	7.29
5	pH	6.95	7.03	7.06	7.04	6.94	6.89	6.71	6.94	7.01	6.95	7.38
6	Sulphate (mg/l)	176	-	61	48	81	132	56	108	168	72	170
7	Alkalinity (mg/l as CaCO ₃)	105	60	40	40	40	65	35	70	80	55	500
8	Total Coliform (CFU)	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	4
9	Total Dissolved Solid (mg/l)	522	213	182	240	163	222	138	284	275	224	1902
10	Total Hardness (mg/l as CaCO ₃)	505	125	115	85	260	365	55	510	540	265	600

CGF- Cafeteria GF; KRO- Kitchen RO; P- Pantry; KT- Kitchen tap water

Conclusions:

1. All values are within the drinking water quality standards and hence safe. Kitchen tap water exceeds the standards for some parameters, but it is used only for cleaning utensils.

2. Water quality of GF RO is significantly high compared to other locations, indicating that RO requires cleaning/servicing. It may be possible that the membrane may need replacement. Same is the case with Cafeteria GF RO.

Recommendations:

1. Immediate servicing of RO at GF and cafeteria GF.
2. Routine servicing of all RO at a frequency of once in 3 months.
3. Routine surveillance of drinking water quality parameters in the laboratory, once in 6 months.
4. Cleaning of tanks of water coolers at a frequency of once in 6 months.
5. Prominent display of date of last servicing done and due date of next servicing near to each water coolers.

3. Laboratory waste management

Waste (solid/liquid) generated in the labs may be chemical or biological in origin. The chemical/ bio-hazardous waste material requires appropriate segregation and disposal.

Recommendations:

1. Appropriately labeled containers /bins be provided to all laboratories in consultation with lab-managers (Mr. Hari Ram Gupta, Mr. Shashank Pandey and Mr Murugan) for segregation and storage of hazardous waste. One often missed category of waste comprises of broken glass-ware, razors and sharp edged material. Each lab should have a separate container for collection of such waste. The possibility of salvaging the value of broken glassware be explored.
2. The contract/agreement with agencies identified for collection of hazardous waste be maintained at all times and should be in knowledge of lab managers.

4. Hygiene and sanitation related matters in the hostel and cafeteria

HOSTEL

Issues:

1. Rodents in hostel rooms continue to be a problem for the hostel residents, despite some measures taken a few months back.
2. Some of the rooms in the hostel, especially the ones on second and third floor have extreme dampness (largely from bathrooms). Students have also suffered from allergic reactions due to this.
3. Foul odour emanates from air vents in bathrooms and corridor on first floor
4. A few washrooms used by the students were found stinking.
5. The housekeeping staff does not have a separate room for keeping their belongings and changing into work clothes. They use the medical room in the hostel to keep their belongings and change their clothes.

Recommendations:

1. Pest control measures may be taken more frequently.
2. It is recommended that repairs related to plumbing should be taken up at the earliest to arrest moisture seepage into walls.
3. Regular cleaning of air ducts should be taken up in order to keep foul smell at bay.
4. Better hygiene practices by the students are expected. Towards this end, a short lecture may be organized for drawing students' attention to better hygiene practices.
5. It is recommended that housekeeping staff be provided with a separate space to keep their belongings.

CAFETERIA / CANTEEN**Issues:**

1. Despite the provision for aprons and caps, a majority of the kitchen staff is not habituated to wearing them. The kitchen staff was found using their hands to handle food while cooking instead of spatula.
2. Cutting boards and trolley over which cooking stove have been placed were found very dirty. The latter was heavily greased.
3. One of the deep freezer was found dysfunctional, which had remained so over one week. Cooked food items were found stored without lids in one of the deep freezer and the fridge. Further, non-veg items were stored with the vegetarian items. This practice is not appreciated since many of our students and staff members are vegetarian.
4. Cloth dusters used for wiping the cooking slabs / counters were found extremely dirty.
5. The area for cleaning utensils was found to be extremely filthy. One of the wash basins needed to be refitted within its frame. The kitchen floor remains wet as the utensil washing section is not appropriately managed. Further, the cleaning area is adjacent to the cooking area without adequate space between the two.
6. Students using the canteen and cafeteria do not practice segregation of food and other garbage while throwing in dustbins. They often leave food as well as their plates on the table, thereby, inviting flies.

Recommendations:

1. Proper training and sensitization to kitchen hygiene is recommended for all the kitchen staff.
2. Regular (weekly) cleaning of kitchen equipment, refrigerators and grocery storage section is required.
3. It is recommended that separate deep freezers be used for storage of non-veg and veg items. Any kitchen equipment which is not functional should be repaired at the earliest.
4. Cloth dusters for cleaning cooking slabs / counters should be washed and dried properly before being used again on the cooking counters. Similarly, cloth dusters used for cooking and wiping plates after washing also need to be cleaned every day.
5. The cleaning area may be shifted from its current place by extending the existing kitchen area outwards near the iron staircase. Also, the dustbins in the kitchen need to be covered.

6. The students should be sensitized about different issues related to hygiene and their responsibility in maintaining good hygiene practices.

5. Other hygiene related matters

We conducted a survey amongst the faculty members of the university to seek their observations and views related to hygiene. The result of the survey is given in Annexure I. Administration of the university should take a note on the complaints and suggestions given by the faculty members.

Many of these issues come under the purview of canteen committee, campus committee, general maintenance and safety. Our suggestions and recommendations on some of the pertinent matters are as follows:

1. **Washrooms: Complaints related to leaking taps and stench is frequent.** A person from administration be entrusted the responsibility to address complaints related to washrooms. The name of the person and telephone number to be displayed prominently on a wall of each washroom so that any student, visitor or the staff member can report the complaint to this person without any delay. The person should maintain a register of complaint and action taken report to be checked periodically by Sr Manager Admin.
2. **Indoor air quality:** Some faculty members have complaints about inadequate ventilation in the room and report problems of headache and tiredness attributable to poor indoor air quality. It is recommended that a wall mounted fan (as installed in Prof VV NK room) be provided in every room. This will reduce the AC requirements (and hence electricity) and improve ventilation. It is suggested that help of CSE group and Mr Pradeep Kumar, TERI may be taken for indoor air quality monitoring (Specially CO₂ levels) and remedial actions.
3. **Pesticides and anti-mosquito spray** be given in every room during weekends.
4. **Food and canteen:** Canteen committee may look into the issues pertaining to food quality and hygiene in the kitchen. It is suggested that canteen committee may consider the idea of forming a food procurement committee comprising of some hostel students and one member of the canteen committee and Sr Manager (admin) to oversee raw material purchases by the contractor. Another option worth exploring is to “standardize procedures of food procurement” under the supervision of Sr Manager Admin and canteen committee. Further, weekly menu schedule be prepared in consultation with the hostel warden who may ensure that the menu rules out the possibility of re-use of previous day cooked food.

Finally, it is recommended that Sr Manager (admin) to take up actions on the recommendations given in the report and update the hygiene committee. The committee members will meet again in the first week of December 2013 to review the action taken report and other related matters.

Annexure I Hygiene survey.

Respondent	Comments
1.	<p>1. The dining hall should be more clean in the sense that it should be a flies-free region in true sense of the term.</p> <p>2. The servers in the hall should wear clean gloves and they should not be the same to handle the used plates and the like which is the case as of now.</p> <p>3. Kitchen should be regularly inspected. I found the kitchen quite dirty most of the times.</p> <p>4. Regular surveillance appears necessary to ensure the quality of food ingredients.</p> <p>5. The health of kitchen staff must be checked periodically with some pathological tests to ensure they do not carry any contagious disease.</p>
2.	<p>However, my immediate reflection would be about the ground-floor restrooms!! Those smell filthy all the time, so much so that sometimes those make the corridor in front of L-001 stinking!!</p>
3.	<p>I have the feeling the canteen, especially ground floor, and what I have seen from the kitchen, could be much cleaner.</p> <p>On Monday I found a strong smell of the toilet close to L-001.</p> <p>I feel also that the equipment in the bathrooms need to be checked and maintained on regular basis. I find often flushed not working or taps dripping.</p> <p>In the small coffee room on the second faculty floor it would be of great help if the water outlet for rain water gets improved so that strong rainfall events do not flood the room and if the waste water outlet is taken off the floor surface.</p>
4.	<p>Following are issues I feel strongly about:</p> <p>1) Inadequate dustbins, with segregation so that different kinds of waste are binned separately.</p> <p>2) Inadequate usage of good floor cleaners by the sweepers. Our third floor is very dirty even after they mop the floor.</p> <p>3) Canteen food, particularly some items have given many of my colleagues and me an upset stomach. The hygiene conditions of the canteen must be improved.</p>

	4) No cleaning takes place on the little roof outside my room on the third floor. Ideally there should be some plants and a clean space to look out to, given that we are associated with an university with a focus on sustainability and the environment.
5.	There are flies in our rooms.
6.	<p>1. AC ducts and filters be periodically cleaned to ensure clean air flow. This is specially necessary in the context of lack of windows / other form of ventilation.</p> <p>2. Blinds may be periodically dusted / cleaned to remove dust accumulation.</p> <p>3. Water purification systems in water coolers be inspected for their effectiveness.</p> <p>4. Using disinfectant for mopping floors (if not on daily basis then twice a week) in order to keep flies at bay.</p> <p>5. Washrooms of students be cleaned and floors mopped with disinfectant on a daily basis since these are being used by a larger number (students, staff and guests).</p>
7.	<p>1. Periodic cleaning of AC ducts.</p> <p>2. Provision to open windows in all faculty cabins.</p> <p>3. Ensuring good air circulation and intake in the system so that cabins don't become stuffy.</p> <p>4. Providing a small fan in each cabin, as in Dr. Kishore's.</p> <p>5. Renewal of contract for disposal of lab waste as required.</p>
8.	<p>1. hygiene in washrooms.</p> <p>2. Some do not deposit the used plates and glasses in the dust bins rather they keep it somewhere outside. Whenever there is wind this will get scattered here and there.</p> <p>3. Ground floor toilets are always stinking..This welcomes you in the morning when you wait for the lift. This also cause embarrassment when you have guests.</p> <p>4. Pantry needs some more hygiene. Recently that region also started stinking. Microwave needs regular cleaning.</p> <p>5. We need to make sure that the cafeteria especially the kitchen is clean (I am not sure how it is inside..but once in a while we need to check that if possible)...</p>

9.	<p>The tap fitted the gents toilet at our floor is quite hard and does not close properly leading to water wastage. Shall be grateful if you kindly look into the matter, although I am not sure whether it is exactly the ToR of your committee. Also the small kitchen from where we take our tea and coffee or heat our food gets filled with water and becomes inaccessible especially during heavy rain and the water logging especially in the kitchen is not very healthy. This, I understand mainly happens due to gush of water coming from the side of the balcony. If a sun-shade/ or an adjustable shade could be fitted above the balcony, then I guess this problem won't recur.</p>
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