



**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 our 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 Women, 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 Information 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 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.	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 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.

-----