

Peer Team Report on Institutional Accreditation of

**TERI UNIVERSITY (Deemed to be University)
NEW DELHI**

**Dates of Visit
21st -23rd February, 2013**



NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

P.O. Box No. 1075, Nagarbhavi, Bangalore - 560 072, INDIA

PEER TEAM REPORT ON Institutional Accreditation of TERI University(Deemed to be University), New Delhi	
Section I: GENERAL	<i>Information</i>
1.1 Name & Address of the Institution:	TERI University (Deemed to be University), New Delhi
1.2 Year of establishment	20 th August 1998
1.3 Current Academic Activities at the Institution (Numbers):	
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• Departments/ Centres:	5 Departments
• Programmes/ Courses offered:	10 PG Programmes and Ph.D Programmes in 4 areas
• Permanent Faculty Members:	36 contractual and 6 on deputation from TERI
• Permanent Support Staff:	28 on deputation from TERI
• Students:	489 masters' students+ 124 doctoral scholars
1.4 Three major features in the institutional Context (As perceived by the Peer Team):	<ul style="list-style-type: none"> • Teri University was established on the 20th August, 1998, to impart education using the knowledge capital created by TERI. • The university aims to be recognized globally to provide access to knowledge and innovate on programme design and delivery to achieve excellence. • It is one of the Deemed Universities with a specific focus on energy, environment, sustainability and development.
1.5 Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	21-23 February, 2013
1.6 Composition of the Peer Team which undertook the on- site visit:	
Chairman	Prof. S. Parasuraman Director/Vice-Chancellor, Tata Institute of Social Sciences(Deemed to be University), V.N. Purav MargPost Box: 8313, Deonar, Mumbai-400088, Maharashtra
Member	Prof. A. Saha Former Vice-Chancellor (Central University), Tripura University, P.O. Suryamaninagar- 799022 Tripura
Member	Prof. Bharat B. Chattoo (Former Vice Chancellor, Sri Mata Vaishno Devi University, Jammu, Jammu and Kashmir), Professor, Dept. of Microbiology and Bio-technology Centre, Faculty of Science, M.S. University of Baroda, Vadodara-390002, Gujarat
Member	Prof. S. Mahendra Dev Director/Vice Chancellor, Indira Gandhi Institute of Development Research (Deemed to be University), Gen. A.K.Vaidya Marg, Goregaon (E), Mumbai-400065, Maharashtra

Member	Prof. D. Bhattacharya Professor, Materials Science, Indian Institute of Technology, Kharagpur, West Bengal
Member	Prof. A. Balasubramanian (Former Director/Pro-Vice-Chancellor, Culture and Cultural Relations, Pondicherry University) Professor of Earth Sciences & Director EMRC, University of Mysore, Mysore-570006, Karnataka
Member	Prof. Rabindranath Majumdar (Retired Professor of Chemical Technology, University of Calcutta) B/27/1, Kalindi Housing Estate, Kolkata-700089, West Bengal
NAAC Coordinating Officer:	Mr. B. S. Ponmudiraj, Assistant Adviser, NAAC, Bangalore

Section II: CRITERION WISE ANALYSIS	Observations
2.1 Curricular Aspects:	
<i>2.1.1 Curricular Design & Development:</i>	<ul style="list-style-type: none"> The 10 PG degree programmes, Ph.D programmes in four subject areas, offered by the University are consistent with the institutional goals and objectives. Academic programmes are envisioned to provide students with holistic and interdisciplinary learning. Curriculum structure shows compulsory core and electives courses with project works.
<i>2.1.2 Academic Flexibility:</i>	<ul style="list-style-type: none"> University has started to provide credit transfer within and outside India. Programmes are focusing on multi-skill development among students. All Courses are under semester system.
<i>2.1.3 Feedback on Curriculum</i>	<ul style="list-style-type: none"> Formal feedback is collected from students. Courses are reviewed and appropriate changes are made based on feedback from students and industry.
<i>2.1.4 Curriculum Update</i>	<ul style="list-style-type: none"> Faculty takes initiative in the curriculum revision through the External experts, Board of Studies meetings. Revision of syllabi carried out during the last three years. The curriculum updates take into account the current developments in the field.
<i>2.1.5 Best Practices in Curricular Aspects (If any):</i>	<ul style="list-style-type: none"> Curriculum regularly updated based on feedback from industries. Inter-disciplinarity and incorporation of research in the curriculum

2.2 Teaching-Learning & Evaluation:	
2.2.1 Admission Process and Student Profile	<ul style="list-style-type: none"> • The admission of students and research fellows are based on entrance test and interview conducted by the University. • Good geographical mix of students including international students. • There is no age limit for admission.
2.2.2 Catering to the Diverse Needs:	<ul style="list-style-type: none"> • The campus is friendly to PWD (People With Disabilities) • Provides admission to students from neighboring countries. • Low representation from weaker sections.
2.2.3 Teaching-Learning Process:	<ul style="list-style-type: none"> • Teaching load is shared by regular, adjunct, visiting and guest faculty and a few research scholars. • Teaching-learning-evaluation schedule carried out as per academic calendar. • Seminars, workshops, guest lectures by experts, interface with representatives of industry, scientific experts, and field surveys, experimental learning through projects enriches classroom teaching learning.
2.2.4 Teacher Quality:	<ul style="list-style-type: none"> • Faculty engaged in teaching have sound academic credentials. • Professionals with experience from industry are invited to teach on a need basis.
2.2.5 Evaluation Process and Reforms:	<ul style="list-style-type: none"> • Continuous and Comprehensive Internal assessment and transparent evaluation are practiced. • Results are declared within 15 days of the last day of the semester-end examination. • In the absence of separate space for examination section, privacy for examination process may be lacking
2.2.6 Best Practices in Teaching-Learning and Evaluation (If any):	<ul style="list-style-type: none"> • Project and problem solving methodology, practicum and continuous field process

2.3 Research, Consultancy & Extension:	
2.3.1 Promotion of Research:	<ul style="list-style-type: none"> • All five departments are actively engaged in research. • Departmental Research Committees exist. • Funding for supporting departmental programmes mainly comes from sponsored projects • 17 research projects are currently in operation.

2.3.2 Research and Publications Output:	<ul style="list-style-type: none"> • 148 papers published during the last five years. • A few faculty members have been highly productive with large publications output. • University organised 11 Seminars/ conferences/ workshops/symposia in the last five years
2.3.3 Consultancy:	<ul style="list-style-type: none"> • Given the teaching and student support load, research and consultancy activities seem to be limited. • Incubation facilities of TERI used.
2.3.4 Extension Activities:	<ul style="list-style-type: none"> • Students are involved in several extension activities • Students are involved in innovation projects / programs
2.3.5 Collaborations:	<ul style="list-style-type: none"> • National and International collaborations for research & extension are in place. • A number of international collaborations provide for exchange of students.
2.3.6 Best Practices in Research, Consultancy & Extension (If any):	<ul style="list-style-type: none"> • Mechanisms could be further strengthened to promote quality research

2.4 Infrastructure and Learning Resources:	
2.4.1 Physical Facilities:	<ul style="list-style-type: none"> • The University is constrained because of space constraints - campus of 2 acres within which teaching, administrative and one hostel facility located. • WiFi enabled campus. • Limited sports facilities. • Space is a constraint for any further expansion of facilities for curricular and co-curricular activities.
2.4.2 Maintenance of Infrastructure:	<ul style="list-style-type: none"> • A clean, well organized and well maintained campus. • Faculty and institutional Project funds help to augment maintenance of campus and learning facilities. • Hostel facility within the campus is limited only for 52 girls but maintained well.
2.4.3 Library as a learning resource	<ul style="list-style-type: none"> • Space for books and journals and reading is limited. • TERI University subscribes to one journal; however, the students have access to on-line journals made available by TERI main library. • Students expressed desire to have better book borrowing services.
2.4.4 ICT as Learning Resources:	<ul style="list-style-type: none"> • University has a fully networked environment with adequate computing facilities. • ICT is extensively used as a learning resource.

	<ul style="list-style-type: none"> • Session plans, academic details and some of the lectures as e-content modules are available through moodle.
2.4.5 <i>Other Facilities:</i>	<ul style="list-style-type: none"> • Canteen and transport facilities are available, and medical doctor is available on call. • Overall recreational facilities for students and faculty are limited due to space constraints at the campus.
2.4.6 <i>Best Practices in development of Infrastructure and Learning Resources (If any):</i>	<ul style="list-style-type: none"> • IT infrastructure and media laboratory enable link with various learning resources located across the world

2.5 Student Support and Progression:	
2.5.1 <i>Student Progression:</i>	<ul style="list-style-type: none"> • Failure rate is very low. • Placement mechanism is in place. • A large number of students are enrolled for doctoral programs and are engaged in research in applied fields.
2.5.2 <i>Student Support:</i>	<ul style="list-style-type: none"> • University publishes prospectus and information brochure. • Website is updated periodically. • Gender Amity Committee needs to be established.
2.5.3 <i>Student Activities:</i>	<ul style="list-style-type: none"> • Cultural activities are organized by students once in a year. • Cultural groups come together to celebrate various events • Students participate in various extension / awareness activities • Alumni association to be streamlined.
2.5.4 <i>Best Practices in Student Support and Progression (If any):</i>	<ul style="list-style-type: none"> • Students are creative in preparing their placement brochures, link up with employers, and find work.

2.6 Governance and Leadership:	
2.6.1 <i>Institutional Vision and Leadership:</i>	<ul style="list-style-type: none"> • Vision and Mission of the university are in tune with the needs of the society and market. • Effective leadership in institutional governance is visible. • Limited engagement of faculty members in decision making in respect of academic and other issues.
2.6.2 <i>Organizational Arrangements:</i>	<ul style="list-style-type: none"> • Board of Studies, Academic Council, Planning and Monitoring Board and other statutory bodies are existing. • Meetings of various committees taking place, as and when required. • Effective internal coordination and monitoring mechanisms exist.

2.6.3 <i>Strategy Development and Deployment:</i>	<ul style="list-style-type: none"> • Semester-wise session plans are prepared, implemented and monitored. • Management of institutional activities is centralized. • Allocation of resources centralised.
2.6.4 <i>Human Resource Management:</i>	<ul style="list-style-type: none"> • Annual self appraisal and periodical competency mapping of the faculty are done. • Faculty members are given performance linked gratuity. • Harmonious relationship between faculty and support staff; management and students
2.6.5 <i>Financial Management and resource mobilization:</i>	<ul style="list-style-type: none"> • Maintenance of the university is met through student fee and service charge earned from sponsored projects, and endowments. • Annual audit of Accounts carried out by statutory auditors.
2.6.6 <i>Best Practices in governance and leadership (If any):</i>	<ul style="list-style-type: none"> • Committed management • Performance is encouraged through financial incentives.

2.7 Innovative Practices:	
2.7.1 <i>Internal quality assurance system:</i>	<ul style="list-style-type: none"> • University needs a Quality Assurance & Enhancement (QAE) mechanism. Currently, a faculty committee deals with performance review • Excellence in teaching and research rewarded through financial incentives.
2.7.2 <i>Inclusive practices:</i>	<ul style="list-style-type: none"> • Yet to evolve mechanisms to enhance inclusion of socially and economically disadvantaged groups.
2.7.3 <i>Stakeholder relationships:</i>	<ul style="list-style-type: none"> • Cordial relationship with various stakeholders. • Teacher-student relationship is effective. • Parents and alumni are proactive in student support.

Section III: OVERALL ANALYSIS	Observations
3.1 <i>Institutional Strengths:</i>	<ul style="list-style-type: none"> • New, emerging and niche areas are being addressed. • Congenial atmosphere for learning with harmonious relationship among the stakeholders. • Motivated, talented and disciplined students. • ICT in teaching-learning. • Transparent and fully automated admission process. • Ability to attract international faculty • TERI as a renowned international research institution nurturing TERI University

<p><i>3.2 Institutional Weaknesses:</i></p>	<ul style="list-style-type: none"> • Many programs are being offered with limited faculty strength and high dependence on adjunct and visiting faculty. • Small Central library with limited space for expansion. • Inadequate teaching and Lab facilities in some departments. • Fee structure may preclude meritorious students with limited financial ability to be able to study at the university. • Organisational structure and delegation of authority not clearly specified. • Heavy dependence on external resources for project and experimental work
<p><i>3.3 Institutional Opportunities:</i></p>	<ul style="list-style-type: none"> • Given engagement in teaching and research in futuristic areas, there is great potential to play a significant role in sustainability and development education. • Potential to attract larger number of international students. • Scope for greater linkage with the industry. • Opportunity to facilitate access to education in niche areas for all sections of the society. • Encouraging entrepreneurship and innovative practices. • Strengthening the alumni network.
<p><i>3.4 Institutional Challenges:</i></p>	<ul style="list-style-type: none"> • Nurturing of academic and organizational leadership. • Attracting and retaining the good quality faculty. • Promotion of research culture among all the teachers. • Strengthening core competence in a constantly changing global and competitive environment. • Improving the placement of graduating students.

Section IV: Recommendations for Quality Enhancement of the Institution

- The University should establish its own independent eco-friendly campus sufficient for its current needs and future expansion.
- The university should be self-sufficient in terms of space and facilities for teaching and research activities.
- The setting-up of a spacious central library with fully automated facilities be expedited.
- More attention be paid to equip the teaching Laboratories with appropriate hardware and software resources.
- Choice Based Credit System may be introduced.
- Alumni association be formed for active participation in the institutional development.
- The University may think of introducing twinning and dual degree programmes with overseas universities.
- Facilitation process for enrollment of foreign students needs to be improved.
- The University may introduce mechanisms for periodic External Academic Audit for quality improvement.
- Decentralization of academic activities and more autonomy to departments are needed.
- Generating more funds for sustenance of departments, their research and development by creating a long-term corpus be given focus.
- The University may consider developing a fully residential campus.
- The university may increase the number of fellowships and scholarships to its research scholars and masters students, respectively.
- There shall be a full-time officer appointed for examination system.
- The university should ensure implementation of mandatory committees like anti-sexual harassment, anti-ragging, etc.
- University may bring out the talents of students through annual exhibition of their projects/ innovative creations.
- There should be a mechanism for supporting in-house incubation and entrepreneurship.
- The University should prepare a document to articulate the concept of sustainability from varying perspectives.
- Faculty engagement in the decision-making processes be strengthened.
- The University should consolidate the present programmes, before increasing the number of programmes.

I agree with the Observations of the Peer Team as mentioned in this report.

Signature of the Head of the Institution

Seal of the Institution

Signatures of the Peer Team Members:

Name	Designation	Signature with date
Prof. S. Parasuraman	Chairperson	
Prof. A. Saha	Member	
Prof. Bharat B. Chattoo	Member	
Prof. S. Mahendra Dev	Member	
Prof. D. Bhattacharya	Member	

Prof. A. Balasubramanian	Member	
Prof. Rabindranath Majumdar	Member	
Mr. B. S. Ponmudiraj	NAAC Coordinator	

Place: New Delhi

Date: 23.02.2013



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Quality Profile

Name of the Institution : TERI University (Deemed University)

Place : Vasant Kunj, Delhi

Criteria	Weightage (W_i)	Criterion-Wise Grade Point Averages (Cr_i GPA)	$W_i \times Cr_i$ GPA
I. Curricular Aspects	150	3.60	540
II. Teaching-Learning and Evaluation	250	3.52	880
III. Research, Consultancy and Extension	200	2.95	590
IV. Infrastructure and Learning Resources	100	2.90	290
V. Student Support and Progression	100	3.60	360
VI. Governance and Leadership	150	3.10	465
VII. Innovative Practices	050	2.60	130
Total	$\sum_{i=1}^7 W_i = 1000$		$\sum_{i=1}^7 (W_i \times Cr_i \text{ GPA}) = 3255$

$$\text{Institutional Score} = \frac{\sum_{i=1}^7 (W_i \times Cr_i \text{ GPA})}{\sum_{i=1}^7 W_i} = \frac{3255}{1000} = \boxed{3.26}$$

Grade = **A**

Descriptor = **VERY GOOD**



Date : March 23, 2013

Anwar Hudaib
Director

- This certification is valid for a period of Five years with effect from March 23, 2013
- An institutional CGPA on four point scale in the range of 3.01 - 4.00 denotes A grade (Very Good), 2.01 - 3.00 denotes B grade (Good), 1.51 - 2.00 denotes C grade (Satisfactory)
- Scores rounded off to the nearest integer