



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

TERI SCHOOL OF ADVANCED STUDIES

PLOT NO. 10, INSTITUTIONAL AREA, VASANT KUNJ
110070

<https://www.terisas.ac.in>

SSR SUBMITTED DATE: 17-12-2021

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

TERI School of Advanced Studies (TERI SAS) was set up in 1998 as a trust by TERI (The Energy and Resources Institute) - a not-for-profit, independent research institute recognized globally for its contribution to scientific and policy research in the realms of energy, environment, and sustainable development. A year later, the TERI SAS was granted the 'Deemed to be University' status by the University Grants Commission (UGC). It obtained AICTE approval for the technical courses in 2011 and launched Distance Learning Programme with DEC approval in 2012. In its first two cycles of assessment by National Accreditation and Assessment Council, CGPA of 3.26 (dated March 2013) and 2.84 (dated November 2019) were secured .



TERI SAS believes in accelerated transition towards a more sustainable world through creation of knowledge and development of human capacity. It undertakes advanced research and capacity building activities that are unique and have societal and business relevance and aligns with its dictum 'Knowledge for Sustainable Development'.

The objective of the TERI SAS is to build capacity around various themes of sustainable development, adopting an inter-disciplinary approach and incorporating the most contemporary, research-based evidence into the curriculum. TERI SAS aspires to contribute globally as a seat of advanced learning promoted through creating and sharing of knowledge through teaching and research. TERI SAS commits itself to academic excellence and an environment which will encourage personal and intellectual growth.

TERI SAS promotes "Thought Leadership" in the multi-dimensional field of sustainable development. Interdisciplinarity in its courses and research-based teaching are its USP. TERI SAS is committed to be an ally in the quest for transformational reforms as included in the new National Education Policy (NEP) 2020. It is the only Deemed to be University in India dedicated to building capacity on achieving various dimensions of Sustainable Development Goals to ensure sustained well-being of population and Nature at local, regional, national and global levels. TERI SAS faculty members, research scholars and students contribute to various National Missions of India and Global endeavours on sustainable development, through writings, projects and teaching in line with its Vision, Mission and Core Values.

Vision

TERI SAS' vision (link)—in broadest terms—is to be a globally recognized University on multiple dimensions of sustainability. It includes the following:

1. To accelerate the transition towards a more sustainable world through the creation of knowledge and human capacity.
2. To be a globally recognized University in the sphere of sustainability studies.

The concept paper on TERI SAS, approved by the Board of Management in its third meeting dated 14.06.2001 (link to Minutes; agenda item no 4; Annexure 4.1), provides the context of vision and mission, along with outlook of adequate governance structure. The concept defined the objectives as under:

“To provide for institution and training in energy studies, biosciences, environmental sciences, public policy and other such branches of learning as it may deem fit.”

“To provide for research and for the advancement of and dissemination of knowledge”.

These objectives were retained in the MoA [In accordance with UGC (Institution Deemed to be Universities) Regulations, 2010 and its amendments in the year 2014, 2015 and 2016] as adopted by BoM in its 20th meeting held on 30.05.2016 (link to Minutes), and in the revised Memorandum of Association/Rules (Conforming to UGC –Deemed to be University regulations 2016) adopted by BoM in its 22nd meeting held on 22.12.2016 (link to Minutes, p. 41), the revised MoA and Rules of the TERI SAS (Declared as Deemed to be University under S: 3 of the UGC Act, 1956) approved by the BoM in its 32nd meeting held on 06.06.2019 ((link to Minutes; selected pages as Annexure 6.1.1.A) while retaining these objectives, also added the following:

“5.1 To provide for higher education leading to excellence and innovations in such branches of knowledge as may be deemed fit [...]

5.2 To engage in areas of specialization with proven ability to make distinctive contributions to the objectives of the higher education system in diverse disciplines. [...]

5.3 To provide for high quality teaching and research recognized nationally and globally [...]

5.6 To provide for high quality teaching and research and for the advancement of knowledge and its dissemination [...].”



Mission

Mission

TERI SAS's mission (link) is to:

- Create knowledge through research and contribute to the discourse on sustainability issues at national, regional and global levels; and
- Design and deliver academic programmes, training, research and policies across age groups on sustainability issues assimilating the state-of-art knowledge and evidences.

Core Values

TERI SAS in its teaching-learning environment adheres to the core values of

- (1) instilling the knowledge of, and desire for, systemic approaches to problem solving;
- (2) empowering the commitment to environmental protection and social justice;
- (3) constructively engaging in deliberative processes and communication; and
- (4) promoting critical, and solutions-oriented, thinking.

With an aim to educate younger generations to enable and equip them to cope with the challenges the world is facing, TERI SAS remains the pioneer and leader in sustainability education and research in the country.

The concept paper on TERI SAS approved by the Board of Management in its third meeting dated 14.06.2001 (link to Minutes; agenda item no 4; Annexure 4.1) defined the powers and composition of key governance bodies as per the UGC guidelines: the Board of Management (link), Academic Council (link), Finance Committee (link), Planning and Monitoring Board (link) and Board of Studies of Departments and Centre (link1, link2, link3, link4, link5, link6, link7), each involving external experts. Over the years the changes in the powers and functions of these bodies can be witnessed through the documents listed above. The composition of these bodies, in particular the external members with their relevant experience and expertise adequately reflect the technical and administrative competence aligned with the Vision and Mission of TERI SAS.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Academic programs in the emerging and niche areas of sustainable development,
- Research-led curriculum
- Regular up-gradation of the curriculum through well established processes and procedures
- Internalisation of values and ethics through the curriculum
- Well-articulated programme and course outcomes
- Assessments linked to course outcomes
- International collaboration for research and academic programmes
- Staff salary and welfare measures are at par with Central universities despite being a self-finance institution and hence have been able to attract well qualified and trained faculty.
- Effective mentor-mentee systems
- Congenial atmosphere for learning and harmonious relationships
- Motivated, disciplined and engaged students
- E-governance and e-office in every area of functioning
- Support of TERI in sharing of laboratories, resources, and facilities
- Eco-friendly environment and planning of the campus
- Transparent and automated admission process
- Attracting students from school and under-graduate level to the institute for skill-based activities
- Effective mechanism of examinations and assessments,
- Effective grievance redressal mechanisms
- Well-functional feedback process
- Engagement with a variety of stakeholders
- Sensitization of its stakeholders towards Environmental problems and sustainability
- Well-maintained green campus
- Well-equipped and well-maintained classrooms and research laboratories
- Well stocked library with remote access
- Well supported IT infrastructure supporting classroom based and online delivery of teaching, examination, and research-related engagements
- Dedicated administrative support staff
- Most faculty members with a PhD
- Internationally well-connected faculty
- Stellar publication record, in reputed national and international journals
- Good student-teacher ratio, for teaching and research supervision
- Many sponsored research projects
- Adequate facility to train professionals through MDPs and distance learning programmes
- Well-functional placement processes
- Well-established governance structure and management systems
- Well-functional and comprehensive website
- Effective dissemination through multiple social media handles



Institutional Weakness

- Lack of sufficient area for expansion : Twenty years back the TERI SAS, as Deemed to be University, was envisioned to offer programmes in niche and emerging fields that are not offered conventionally by many national universities. It was thus designed to offer only post-graduate and PhD programmes with approximate student strength of about 600 on campus. With a total of two acres land of its main campus in New Delhi it is not able to meet growing demand for hostel facilities for all and sports grounds . Some of these issues are being overcome by using the facilities of the sponsoring society, TERI. For example, sports grounds and conference facilities at the Gurgaon campus, laboratories at India Habitat Centre. However, these measures are unlikely to address the goal of reaching minimum 3000 students strength, as envisioned by the NEP recently. TERI SAS shall explore the possibility of offering programmes with classes in evening and weekend besides open and distance learning programmes in due course of time (and satisfying the NAAC and UGC requirements).
- Lack of a Student Council: while the rules for the Student Council has been notified, due to restrictions imposed by Pandemic on physical presence of all students in campus—a necessary condition for conducting student elections—there is still no elected Student Council. The Returning Officer has notified the rules, and as soon as the restrictions are withdrawn, elections will take place. At the same time, a number of student clubs (self nominated members) have been quite active since inception, along with wide participation by the students in all programs even during the pandemic. TERI SAS also has a vibrant alumni association.
- Financial unviability of some of the programmes: Some programmes offered by the university have been designed in view of preparing cadre of professionals to fill the gap in emerging areas which society and industry would need in near future. Programme like Water science and governance, Plant biotechnology, Urban development and management are such examples. Due to lack of finance for effective marketing and awareness generation amongst youths, the application to these programmes have been low making them financially unviable.. Board of Trustees, Governing Body of the Sponsoring Society as well as Board of Management have recognized this matter, and shall be taking steps after due diligence.

Institutional Opportunity

- Climate Change, Biodiversity Loss and SD Goals and Targets have been occupying more space in policy circles, academia or the fields. The interdisciplinarity embedded in the foundation of TERI SAS can use this opportunity to a great extent.
- With a newly approved revenue sharing arrangements, the faculty members will be expected to be motivated to use their skills and bring honours and revenue to TERI SAS.

Institutional Challenge

- Having a focus in a niche area in terms of programmes offered, it has been a challenge to fill up the seats offered. Being in Delhi with no less than five public HEIs being present and several other privately funded universities, they offer fierce competition for student admissions since TERI SAS offers only Post graduate programmes. While provision of loans has been able to address it somewhat, year after year, many seats across programmes remain vacant. At the same time, most programmes register cent per cent placements.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Operationalisation of some of its visions namely providing “higher education leading to excellence and innovations in such branches of knowledge as may be deemed fit” and engaging “in areas of specialization with proven ability to make distinctive contributions to the objectives of the higher education system in diverse disciplines” takes place through its research-led curriculum at TERI SAS.

Such areas are “energy studies, biosciences, environmental sciences, public policy”. The academic programmes, including the curriculum are designed to ensure creation of professionals who would be able to address multiple dimensions of sustainable development, be it in policy-space, academia, business houses, corporate sector, or on the field.

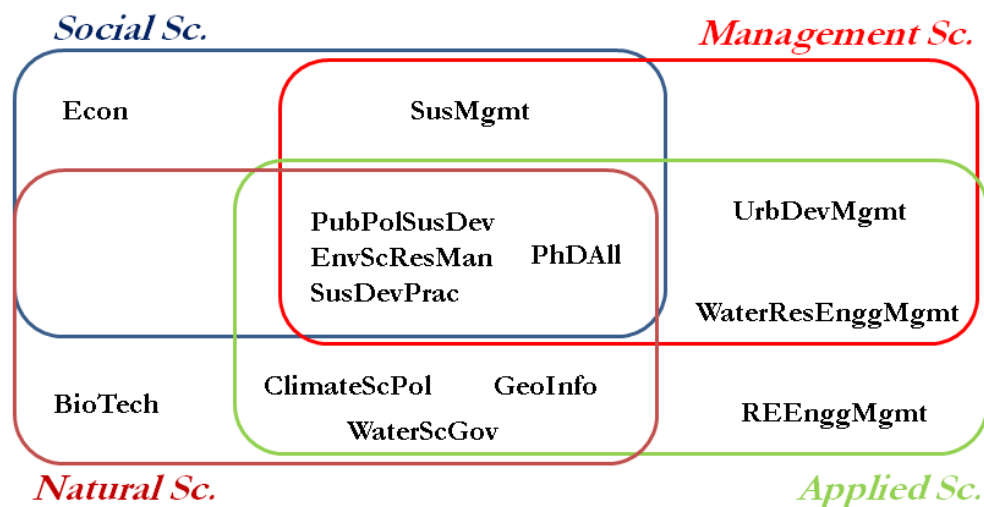
The relevant skills, knowledge and abilities are imbibed in students through a carefully structured programmes and meticulously designed courses, besides a variety of assessments including a compulsory research project/thesis/dissertation. Most of the academic programmes are interdisciplinary in nature; each offers options to students to study elective subjects offered by programmes other than the parent one.

This philosophy is present across levels of programmes, from Doctoral to Masters to PG Diploma to Certificates. Many courses reflect Sustainability Development Goals (SDGs) and a host of national missions /programmes such as the National Action Plan for Climate Change, National Energy Mission, Smart Cities mission, Swachh Bharat mission, AMRUT Mission, National Mission on Biodiversity and Human Well-being, among others. Various human values such as equality, ethics, justice, dignity of life, peace, harmony, are reflected in the courses and teachings.

Some structured feedback are collected per semester (students), annually (peers, employers, students) and one time (all interest groups, during periodic review of programmes, courses or introduction of new courses and

programmes). The processes to analyse the feedback and document the actions taken is fairly well established.

Learning/course outcomes and programme specific outcome are available online. Nearly cent per cent placement records across multiple programmes serves as evidence to relevance of the curriculum.



UrbDevMgmt: M.Tech. (Urban Development & Management) | WaterResEnggMgmt: M.Tech. (Water Resource Engineering & Management) | PubPolSusDev: M.A. (Public Policy & Sustainable Development) | SusDevPrac: M.A. (Sustainable Development Practice) | ClimateScPol: M.Sc. (Climate Science & Policy) | GeoInfo: M.Sc. (Geoinformatics) | Econ: M.Sc. (Economics) | REEnggMgmt: M.Tech. (Renewable Energy Engineering & Management) | SusMgmt: M.B.A. (Sustainability Management) | EnvScResMan: M.Sc. (Environmental Science and Resource Management) | BioTech: M.Sc. (Biotechnology) | WaterScGov: M.Sc. (Water Science & Governance)

PhDAll: PhD in (a) Natural Resource Management, (b) Energy & Environment, (c) Business and Sustainability, (d) Bioresources & Biotechnology, (e) Water Science & Governance and (f) Policy Studies

Teaching-learning and Evaluation

Each of the courses taught at TERI SAS promotes participative learning through a variety of methods and tools. Assessments ranges from usual examination to field based assignments, field visits, tutorials, group presentations, hands on group exercise, laboratory experiments, seminars, brain-storming on original research articles, case studies, and roleplay-based learning. TERI SAS follows a continuous evaluation system which is done through no less than three examinations per course.

The students work with govt bodies, NGOs, corporates and parastatals on real life problems and develop solutions using various problem solving methodologies. Students also participate in the global classroom, writing and presenting on assigned topics on which comments are offered by supervisor/ instructor/ examiners.

The Executive Committee of each programme meets at least two times in a semester to monitor the performance of the students and to take appropriate actions in case of slow learners including bridge courses. Research based Independent Study/project courses and additional electives are offered for advanced learners. Each master's student writes a research based project/thesis/ dissertation.

The examination procedures are documented in detail and the exam administration process is fully automated. The examination evaluation and grade moderation process is integrated with the faculty and student portal. The University Management System portal calculates the SGPA and CGPA and generates the hard copy of the grade card for each student.

For the e-governance, TERI SAS could seamlessly move its entire academic ecosystem into the virtual space since March 2020. This has been well documented in the SSR, through feedback and comments.



48th ACADEMIC COUNCIL MEETING

Research, Innovations and Extension

The research programmes at TERI SAS are at the leading edge of the shift that is taking place across the world vis-a-vis sustainable development. Faculty participation in research is given top priority and is encouraged through motivating them to write proposals and procure grants for research. A grant is being set aside every year to support faculty members in their research and collaborative efforts, besides supporting their travel to present papers outside.

Research Committees have been constituted in each department and centre to facilitate and monitor research. An Entrepreneurship Development Cell is in place to promote the spirit of innovation and entrepreneurship among the students which generates an environment necessary for incubating new ideas.

Students and faculty members are involved in extension activities in the neighbourhoods wherein they conduct and participate in awareness campaigns on various environmental aspects like air pollution and waste management in association with Resident Welfare Associations and schools. Urban villages, slums and street markets are visited by students as a part of course field work to sensitise them about the issues of various communities who are part of the urban social and economic fabric. Some of these initiatives have received due recognition and awards.

TERI SAS has been engaged in creating green covers in the nearby areas as a part of social responsibilities.

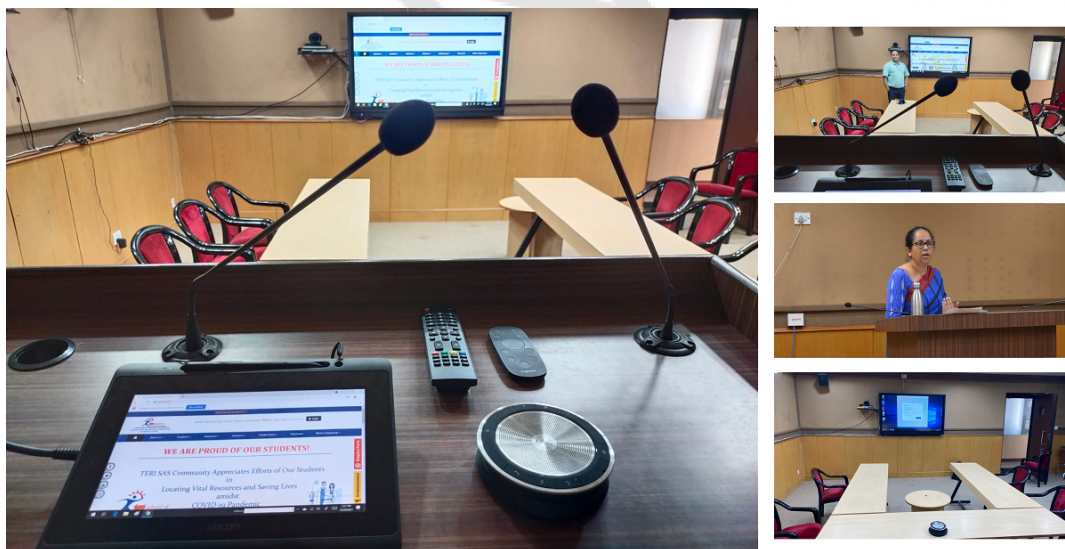
Infrastructure and Learning Resources

An architectural delight, the campus has been designed to provide a setting that enhances learning, while simultaneously showcasing the concept of a modern smart, green and productive building. Enough infrastructure including class rooms, lecture halls, library, IT facilities etc. are available for the academic activities at the campus.

TERI SAS has a number of laboratories for conducting its research and teaching activities. The campus provides state-of-the art computer hardware and software, video-conferencing facilities and South Asia's most comprehensive library on energy and environment. The library uses bar-code technology and a web-enabled digital information system as a communication tool for providing updated information. Library can be accessed remotely, which was of great help to students and teacher since March 2020.

The campus is fully Wi-Fi enabled and each faculty/student is given a unique username and password, which gives them access to the centralized file and data-sharing system, helping them to archive and share information internally.

A badminton court, a volley ball court and a table tennis playing area are available in the campus. In addition, facilities for several in-house games viz. chess, carom and a small gym facility having equipment like cycles, walkers exists in the campus. Competitive cricket and football matches are played at the TERI Gram ground owned by the sponsoring society.



Student Support and Progression

TERI SAS has a mechanism to address the differential requirements of the students with respect to academics and culture, it practices an open door policy and students are encouraged to avail various channels for basic communications. During the general orientation programme, workshops on team building and orientation for

sustainable development are undertaken. Orientation at the programme level informs that student about their journey in the next two years and indicates them to the rigour and labour expected from them.

The Master Programme Executive Committees analyse the mid-term and end-term results on a regular basis, and accordingly provides necessary assistance to the concerned students. This is then indicated to faculty members when special guidance is required. The monitoring of progression is further strengthened through regular interaction of the VC/ProVC with the class representatives. A structured feedback mechanism is administered for each course twice a semester.

NAAC



TERI SAS allows different ethnic groups to conduct cultural shows and celebrate their national/state festivals, adequately addressing the cultural needs of the students. A number of clubs on a variety of skills has been set up to provide ample opportunity to students to enhance their potential in the fields of music, sports etc.

Programme coordinators are assigned for each programme and the strength of students in each of the programmes being not limited more than 30, the method works well for the counselling of students both for

their academic and personal guidance. The Placement Cell acts as the focal point for prospective employers to facilitate interaction between them and the students.



Governance, Leadership and Management

TERISAS has pursued the governance guidelines of the UGC in terms of the structure of its key governance bodies – the Board of Management, the Academic Council, the Planning and Monitoring Board and the Finance Committee. The Board of Management is responsible for overall administration and control. The academic policy of the University is decided by the Academic Council, which approves curricula, courses, and examination results. Financial advice to the Deemed University is rendered by the Finance Committee.

Beyond the statutory bodies, the University has an actively functioning committee of Heads and Deans that meets periodically to discuss issues of operational importance. Various standing and ad-hoc committees as listed in the compendium of rules (approved by BoM) have been formed to provide measured advice to the management and facilitate lower level academic and administrative leadership to the institution. These committees meet regularly and is an indication of the practice of decentralised and participative management at the University.

An optimum level of decentralization through the autonomous departmental system and participative decision making process is in place. The teaching and research profile of faculty are fully aligned to the vision and mission of the University. Apart from finding representation on the statutory bodies, faculty members have soft-launched the new themes through their PhD students' research focus. The overall HR policy, while addressing motivational needs of the employee aims to bring out high quality of contribution. An open door policy is followed with respect to addressing grievances. The University code of conduct, and other policies on discipline govern day to day employee administration.



TERI School of Advanced Studies, New Delhi
(Deemed to be University)

Board of Management Meeting



Glimpses of the 39th Board of Management (BOM) meeting held virtually on 14th August 2021. The members of the BOM had discussions on various policies and other issues on the agenda items with the Vice-Chancellor and other colleagues of TERI SAS.



TERI School of Advanced Studies, New Delhi
(Deemed to be University)

Trustees Meeting with Vice Chancellor



Glimpses of the Trustees meeting on August 11, 2021. Dr Prodipto Ghosh, (Convenor), Dr S K Sarkar and Dr Banwari Lal, Trustees of TERI SAS had detailed discussions on various working issues with Dr Eklabya Sharma, Vice-Chancellor and senior officers of TERI SAS.



UGC Expert team comprising of Prof S K Singh, (Chairman), Former VC, L N Mithila University, Darbhanga; Prof. (Ms) Ragini Gothwal, Head Department of Biotechnology, Barkatullah University, Bhopal; Prof. A S Raghubanshi, Director, Institute of Environment and Sustainable Development, BHU; and Dr Naresh Kumar Sharma, Under Secretary, UGC visited the campus on September 18-19th for grant of 12 B status. They had a fruitful visit to various laboratories and facilities and interaction with the faculty and staff.



Institutional Values and Best Practices

TERI SAS holds dear the following values: -

- To instill the knowledge of, and desire for, holistic approaches to problem solving.
- To empower the commitment to environmental protection and social justice.
- To constructively engage in deliberative processes.
- To provide access to the best knowledge resources on sustainability thinking.

Values such as equity, ethics, sustainability, inclusion, justice and other such are integral to the policies, processes and practices at TERI SAS. Its 'green campus' operationalises many aspects of ecological sustainability including energy efficiency, water conservation and waste segregation. Gender distribution across tiers of governance provides evidence to operationalisation of equity. Integration of ethics—research and publication—or code of conduct into the rules are some of the examples. Numerous programmes and activities conducted on goals and values imbibed in constitution of India and documented on the website showcases the commitment of the institution to them.





2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	TERI School of advanced Studies
Address	Plot no. 10, Institutional Area, Vasant Kunj
City	New Delhi
State	Delhi
Pin	110070
Website	https://www.terisas.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Eklabya Sharma	011-71800222	9818189503	011-26122874	vc@terisas.ac.in
IQAC / CIQA coordinator	Nandan Nawn	011-71800223	9711514813	011-	iqac@terisas.ac.in

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	05-10-1999
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Plot no. 10, Institutional Area, Vasant Kunj	Urban	2	7962	Masters, Ph.D, PG diploma and certificate programmes		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
AICTE	100213_6095_1_1633339628.PDF	
AICTE	100213_6095_1_1633339628.PDF	

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	7				15				29			
Recruited	6	1	0	7	7	3	0	10	12	12	0	24
Yet to Recruit	0				5				5			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				42
Recruited	33	9	0	42
Yet to Recruit				0
On Contract	3	2	0	5

Technical Staff				
	Male	Female	Others	Total
Sanctioned				0
Recruited	8	1	0	9
Yet to Recruit				0
On Contract	1	2	0	3

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	6	1	7	7	3	0	12	12	0	48
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Dept of Policy and Management Studies	Indian Railways Chair for Sustainable Mobility	Ministry of Railways
2	Dept of Applied and Natural Sciences	UNESCO Chair	UNESCO

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	38	28	0	4	70
	Female	60	34	0	0	94
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	2	5	0	0	7
	Female	3	4	0	0	7
	Others	0	0	0	0	0
PG	Male	32	102	0	0	134
	Female	93	201	0	1	295
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation			
A	3.26			

		TERISAS PTR 2013.pdf	
B++	2.84		
B++	2.84		
Cycle 2	Accreditation	4	View Document

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Centre For Distance Education	View Document
Centre For Post Graduate Legal Studies	View Document
Department Of Biotechnology	View Document
Department Of Business And Sustainability	View Document
Department Of Energy And Environment	View Document
Department Of Natural Resources	View Document
Department Of Policy Studies	View Document
Department Of Regional Water Studies	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Interdisciplinarity is at the core of the teaching programmes at TERI SAS. Link to figure: https://terisas.ac.in/images/ProgrammesInterdisciplinary.png
2. Academic bank of credits (ABC):	In process
3. Skill development:	Skill development: Several courses provide technical as well as soft skills. Many PG programmes offer research methods (https://www.terisas.ac.in/uploads/NRE173.pdf , https://www.terisas.ac.in/uploads/MPE176.pdf), Communication skills and technical writing (https://www.terisas.ac.in/uploads/NRE106.pdf), Project Management (https://www.terisas.ac.in/uploads/NRG103.pdf) and other such. Nearly cent per cent placement across programmes is a testimony to this (see, https://www.terisas.ac.in/placement.php for list of recruiters). Click https://www.terisas.ac.in/images/Pl

	acement_History.png for a wordcloud on all placements between 2016 and 2021. Click https://www.terisas.ac.in/images/Placement_Future.png for a wordcloud on all higher education institutions that our students joined between 2016 and 2021.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In process
5. Focus on Outcome based education (OBE):	Specific learning outcomes of all courses and all programmes are available on the respective course and programme pages. See https://www.terisas.ac.in/msc-economics.php for one programme, and https://www.terisas.ac.in/uploads/MPE185.pdf for one course.
6. Distance education/online education:	TERI SAS has been offering distance/online education through http://odl.teriuniversity.ac.in/ till end of 2018. We hope to secure the required CGPA at the end of re-assessment to re-launch the courses and add some new ones.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
23	26	26	25	25
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 8

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
580	554	529	518	481
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
266	258	272	271	230
File Description		Document		
Institutional data in prescribed format		View Document		

2.3

Number of students appeared in the University examination year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
253	216	240	261	202
File Description		Document		
Institutional data in prescribed format		View Document		

2.4

Number of revaluation applications year-wise during the last 5 years

2020-21	2019-20	2018-19	2017-18	2016-17
0	13	4	1	0

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
320	365	389	400	367
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
48	54	59	61	53
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
48	51	53	55	54
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1539	1292	1281	1494	1658
File Description		Document		
Institutional data in prescribed format		View Document		

4.2**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	3	4	8	11
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 18****4.4****Total number of computers in the campus for academic purpose****Response: 109**

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
591.89	1047.90	1595.80	1486.38	1003.84

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Following its motto, 'Knowledge for Sustainable Development', and areas of focus of its sponsoring society, TERI (The Energy and Resources Institute), TERI SAS pursues, promotes and propagates research led and socially relevant education in the fields of energy, environment, natural resources and sustainability through teaching, research, publication, outreach and extension.

The teaching activities are spread over 14 Masters and 6 Ph.D. programmes. The programmes are interdisciplinary in their outlook and designed to engage with cross cutting issues around different aspects of sustainability. Many courses addresses multiple Sustainable Development Goals and Targets, different national policies & missions and national & international schemes, and some does it quite directly.

M.Sc. (Plant Biotechnology)	National Mission for Sustainable Agriculture, goals of Swachh Bharat Mission
M.Tech. (Water Resource Engineering and Management) and M.Sc. (Water Science and Governance)	SDGs on clean water and sanitation, sustainable cities and communities and besides Atal Bhujal Yojana, Jal Jeevan Mission, Jal Shakti Abhiyan, National Mission, National Hydrology Project, National Health Mission, National Water Conservation Directorate, Swachh Bharat Mission-Grameen
M.A. (Sustainable Development Practice) and M.A. (Public Policy and Sustainable Development)	SDGs on eradicating poverty & hunger, promoting food security and improved agriculture, ensure healthy lives, equitable quality education, gender equality & empowering women, sustainable management of water & sanitation, affordable and clean energy access to all, sustainable economic growth and productive employment, infrastructure & sustainable industrialization, action for climate change and its just transition
M.Sc. (Geoinformatics)	SDGs and issues related to Climate action, industry, innovation & infrastructure, land
M.B.A. (Infrastructure Management) and M.B.A. (Sustainability Management)	good health & well being, decent work & economic growth, justice & strong institutions, climate action – among the SDGs—and sustainable finance scheme, AMRUT Mission, Digital India, PMJDY, FAME-II
M.Tech. (Renewable Energy Engineering and Management)	SDGs on energy system planning, energy conservation, renewable energy, affordable energy, energy access & energy security and National Solar Mission, Electricity Policy, PMUDAY, ECBCs, PMKUSUM, UJALA Scheme, Electricity
M.Sc. (Economics)	Inclusive wealth index, system of environment and economic accounting, natural resources and conflicts between them
M.Tech. (Urban Development Management)	National Urban Policy Framework, Smart City Mission, AMRUT, National Housing and Habitat Policy, National Urban Sanitation Policy, National Policy on Street Vendors and many more such initiatives. Specific courses cover legal aspects of Real Estate Regulatory Authority legislation, FDI policies in construction, Habitat Agenda, Affordable Housing policies and Service Level Benchmarking
M.Sc. (Environmental Studies and Management)	National Mission for Sustaining the Himalayan Ecosystem, National Skill Development

Resource Management) and M.Sc. (Climate Science and Policy)	Mission, National Clean Air Programme, National Mission on Information and Communication Technology along with corresponding	Educational SDGs
Annexure 2.6.1.A lists all PSOs and Annexure 2.6.1.B. lists all COs. Annexure 1.1.1.A. reproduces Annexure 2.6.1.A. for ease of reference.		
File Description	Document	
Upload Additional information	View Document	
Link for Additional information	View Document	

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.		
Response: 90.48		
1.1.2.1 How many Programmes were revised out of total number of Programmes offered during the last five years		
Response: 19		
1.1.2.2 Number of all Programmes offered by the institution during the last five years.		
Response: 21		
File Description	Document	
Minutes of relevant Academic Council/BOS meeting	View Document	
Institutional data in prescribed format	View Document	
Details of Programme syllabus revision in last 5 years	View Document	
Any additional information	View Document	
Link for additional information	View Document	

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years				
Response: 55.73				
1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years				
2020-21	2019-20	2018-19	2017-18	2016-17
204	204	204	204	204

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 42.83</p>	
<p>1.2.1.1 How many new courses were introduced within the last five years.</p> <p>Response: 197</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 460</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
<p>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>Response: 100</p>	
<p>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 23</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

The objectives of TERI SAS as included in Concept paper (Minutes of 3rd meeting of BoM, on 04.06.2001; link) include the following:

“To offer instructions in energy studies biosciences, environmental sciences and public policy and other branches of learning at the post graduate level

[...]

To review, develop and update its curriculum so that the instruction remains at the cutting edge of knowledge/ technology.”

The following were included as the means to achieve these:

“To foster special links with TERI to meet the objectives of TERI SAS.

To develop collaborative links with other educational institutions and R&D establishments, Government departments and NGOs in [...] and outside the country.”

Academic Council of TERI SAS first met on 02.04.2001 (link to minutes) and 49th meeting took place on 17.07.2021 (link to draft minutes). Deliberations in these 49 meetings spanning 20 years (all minutes are available at <https://www.terisas.ac.in/the-academic-council.php>) ensured meeting of these objectives.

Entry in metric 1.1.1 includes all programme specific outcomes (each addresses one or more dimensions of sustainability, environment, biosciences and policy) while 1.1.2 captures the extent of programme revision (19 of 21 programmes in last five years). Entry in metric 7.1.1 lists matters related to gender while entry in 3.4.1 showcases TERI SAS’s endeavour to instill ethics in research and publications including institutional ethics committee. Entries under metrics 7.1.9-7.1.11 capture our efforts to address Human Values and Professional Ethics. Entry in metric 7.1.8 includes what we have done to address ‘Inclusion and Situatedness’.

Entry in metric 2.6.1—that includes learning outcome of all courses—showcases how TERI SAS has integrated such societal values, goals and objectives in its taught courses. This endeavour continues in our efforts in outreach (database), publication (database), collaborations (database). An illustrative list of MDPs follow:

Date	Title (with link embedded)
09.10.2021	MDP on Sustainable Strategies for Business Continuity and Resilience...
11.06.2019	Global MDP Summit...
30.05.2019	MDP on Gender Equity and Water Management...
25.09.2018	Regional MDP Summit 2018, Sustainable Development Challenges and

	Pathways
20.08.2018	MDP on Gender, Equity and Water Management...
09.12.2016	MDP- Financing Renewable Energy Projects...
01.09.2016	MDP - Solar Rooftop PV Systems...
08.08.2016	MDP - Alternate Energy Sources and Energy Efficiency...

A list of courses that address various dimensions of gender.

Course name	Programmes in which course is offered	Module name	Co
Gender, rights and equity perspective for sustainable water management	MSc Water Science and Governance (core) MTech Water Resources Engineering and Management (core) MA Sustainable Development Practice (elective)	Social organization of gender in South Asia (specifically India) Gendering narratives	of Lin
Perspectives on Development	MA Sustainable Development Practice (core)	Development, Inequality and Marginalization	Lin
Integrated Approaches to Sustainable Development Practice	MA Sustainable Development Practice (core)	Social Inclusion	Lin
City and Regional Planning and Management	M.Tech (Urban Development Management) (core)	Inclusive Urban Planning: Social Justice and Economic Equity	Lin

An illustrative list of programmes organized around ethics:

12.02.2020	Good Publication Ethics...
02.11.2017	Workshop on Ethics in Public Policy...
26.09.2016	Philosophy of Biology and Ethics in Biology Research and Education...

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 18

1.3.2.1 How many new value-added courses are added within the last five years.

Response: 18

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 72.4

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
400	380	361	402	378

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 67.76

1.3.4.1 Number of students undertaking field projects or research projects or internships.

Response: 393

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document
Any additional information	View Document
Link for additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
URL for stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 3

2.1.1.1 Number of seats available year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
555	555	502	502	380

File Description

Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

• Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

Response: 100

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	3	4	8	11

File Description

Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

1. At TERI SAS, from the time of admission itself, learning levels of students are assessed. Later it is followed up at the programme level orientation programs at the beginning of every semester and then through continuous evaluation process employing a variety of assessments that include, but are not limited to:

1. Audit Report ([link](#))
2. Book Review ([link](#))
3. Case Study ([link](#))
4. Closed book written examinations ([link](#))
5. Field work based assessments ([link](#))
6. Group based activities ([link](#))
7. Lab based assessments ([link](#))
8. News presentations ([link](#))
9. Open book examinations ([link](#))
10. Policy Brief ([link](#))
11. Presentation of Research Proposal ([link](#))
12. Presentations of seminal papers ([link](#))
13. Quizzes ([link](#))
14. Research based term papers ([link](#))
15. Research Proposal ([link](#))
16. Reviews of literature ([link](#))
17. Tutorials ([link](#))
18. Viva/Oral examinations ([link](#))

2. On average every course has three assessments. This, coupled with mid-term feedback enables both students and faculty to identify, intervene and address diversity in learning levels.

3. Special programs are organized for both slow and advanced learners. For example in M.Sc. (Climate Science and Policy) programme, bridge courses in Applied Mathematics, Basic Computer Programming and Basics of Economics are offered to acclimatize those coming from diverse backgrounds.

4. Many programmes organise regular expert lectures provide a 360-degree perspective and understanding of many of the core subjects.

Name of the Programme	Link
MSc Economics programme	Link
M.A. (Sustainable Development Practice)	Link
MA (Public Policy and Sustainable Development)	Link

5. Many courses include tutorials facilitating individual attention for both slow and advance learners (Some illustrations are here: [Course1](#); [Course2](#)); provision of hands-on training is accounted for under practical hours. Some programmes offer an well organized and faculty guided 'Independent Study' with appropriate assessment metrics ([link](#)). Each course outline has lecture-tutorial-practical (L-T-P) hours mentioned.

6. Each program has Masters Program Executive Committee (MPEC) comprising of a Program Coordinator and other faculty members directly contributing to the program. MPEC meets at least two

times in a semester and is responsible to undertake all academic matters qua the program viz. running the course, moderation of the grades etc. They monitor performance of the students, and take appropriate actions. Mentors are assigned to all students. Mentors of slow learners keep informing the MPEC on their progress. Sections 6.5 Academic performance monitoring and 6.6 Mentor/Mentee in the Students Handbook (Link; pp. 22-23) explain these. This is a part of the Evaluation and Examination Policy (Annexure 2.2.1.A) approved by the Academic Council in its 48th meeting (link; enclosures 4 and 5) along with the Grade Improvement Policy.

7. Grade Improvement Policy contains provisions for students who received an F grade to secure a passing grade (Annexure 2.2.1.B).

8. Students Handbook includes provisions for absence and extension of academic deadlines on medical grounds (Link; pp. 24-25).

9. Students of the masters' programmes are advised to register for minimum number of credits as specified for the programme. There is no bar on the upper limit of credits subject to availability of the course and other conditions being fulfilled. Section (Link; p. 23) mentions these. PhD students are guided by relevant UGC regulations

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 12:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

1. At TERI SAS, each PG programme has a Major Research Project, Masters' Thesis or a Dissertation as a mandatory component in the final semester (list in Annexure 2.3.1.A). These exercises have underpinnings of experiential and participative learning. The students are supervised by faculty members (links to relevant guidelines are in Annexure 2.3.1.A). These are avenues for the students to apply their classroom learning into practice. Copy of each such output is stored in the library (in physical form till 2017; in electronic form since 2018; link to the repository—abstracts can be accessed).

2. In Minor and Major projects, students work with industry, corporate, ministry and other such, to gain experience of on-going projects at the host institutions. These projects are structured on the premise that students need to gain experiential learning and hands-on training for respective work areas. At times, they are preceded by summer internship (6-8 weeks; links are in Annexure 2.3.1.A) to have first-hand exposure of working with practitioners.

3. Master's Thesis and Dissertation are prepared by the students under guidance from the supervisors (mostly internal, and occasionally external)). Dissertations are written on a contemporary issue by applying doctrinal and/or non-doctrinal methods. The Theses and Dissertations are to be submitted and defended by the students before their peers and faculty like Major Projects (link to Guidelines in Annexure 2.3.1.A). Yearwise list of Masters Theses submitted by students of M.Sc. Economics programme alongwith name of (internal and external) supervisors can be accessed here.

4. Participative learning is embedded in the courses through a variety of learning methods, tools and mechanisms, such as field based assignments (see, links to Guidelines for Field Visits in Annexure 2.3.1.A), field visits (Link to Reports of Field Trips), group presentations, hands-on group exercise, workshops, training sessions, laboratory experiments, take home assignments, quizzes, seminars, brainstorming on original research articles, interaction with experts and various other stakeholders and role-play based learning (see entry under 2.2.1. for example).

5. TERI SAS has entered into various collaborative arrangements with a number of universities in India and abroad (link). Such engagements and tie-ups facilitate joint- projects, academic and scientific activities such as courses, seminars, conferences, lectures and other exchange initiatives. These engagements expose students to a wider gamut of opportunities and gain much needed experience.

6. Problem solving methodologies are taught through various research method courses: Some examples follow.

Programme Name	Course title (link embedded)	
LL.M.	Research Methods and Legal Writing	
M.A. (Public Policy & Sustainable Development)	Policy Lab-I Policy lab II	
M.A. (Sustainable Development Practice)	Social Research Methods	
M.Tech. (Renewable Energy Engineering & Management)	Independent Study	
M.Tech. (Urban Development & Management)	Research Methodology	
M.Sc. (Economics)	Methods of Research in Economics	

Further, LL.M. students are engaged through moot courts, negotiations, debates, expert lectures and other simulation exercises.

7. M.Sc. (Climate Science and Policy) offers a Seminar Course in Global Change that is centred around 'self-discovery/learning without the teacher'.

File Description	Document
Upload any additional information	View Document
Link for Additional Information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

1. Methods of IT integration in teaching and learning

A. All teachers extensively use ICT enabled tools for interactive teaching to optimally employ student centric methods such as role-play, case-studies, presentations.

B. Power-point presentations, conducting polls (using kahoot.com), holding quizzes (Microsoft Forms), mind-maps are few methods adopted by teachers to blend IT-enabled methods in the traditional classroom set-up.

C. Guest-lectures, seminars/webinars, talks, workshops, trainings and other such are organized through MS Team. Since March 2020 every academic activity has been organised over this platform.

D. Class attendance and progress of the students are posted on the portal by the faculty and can be accessed by the students. Through portal students submit feedback and faculty access the reports.

2. IT enabled evaluation and assessment

A. Format and weightage of assessments is integrated into the TERI SAS evaluation portal. (See details in entry under metric 2.5.3)

B. Entire process of submission of grades by the faculty, moderation, submission of grades to the Controller of Examination and final display of results to be accessed by the students is carried out online via the UMS and portal systems. (Flowchart is included in Annexure 1 in Annexure 2.3.2.A)

C. Plagiarism detection software available for detection of similarity in students' submissions for term-papers, project reports, thesis and dissertations. (see details in entry under 3.4.1)

3. Pedagogic innovations in response to COVID 19 pandemic

A. Advent of the pandemic and the subsequent lockdown since March 2020, forced the physical premise of the university inaccessible, however, teaching-learning and evaluation continued with the same rigor.

B. Students, faculty and staff given several training sessions for use of e-platform and resources. Remote access to the office – computer systems were given to faculty and staff for better coordination. Using VPN, students could access computer in some of the labs.

C. Accessibility of Online Resources at the Library from remote locations facilitating the students to access

online aggregators subscribed by the library such as JSTOR, Science Direct, etc. (Link to Remote Access; more details are here)

D. Feedback from students taken at regular intervals to access their response on the online-teaching, attainment of learning outcome and methods of evaluation. Reports on the feedback from students taken to access their response on the online-teaching, attainment of learning outcome and methods of evaluation is available here (Link1 and Link2) indicate reasonable satisfaction. Admittedly there were some issues, but most of them were beyond the scope of TERI SAS's intervention. Feedback from faculty on conducting online classes and evaluation indicated a positive response as well (Link).

4. IT integration in Admission and other administrative processes.

A. Dedicated tab on the TERI SAS website for admission to all programs. Further time to time updates on the admission-status posted in 'announcements'. Up-to date and complete information on the admission dates, procedure to apply, no. of seats, fee payment, loan facility, refund policy and admission brochures are posted on the institutions website.

Please refer to PDF for full text.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 13:1

2.3.3.1 Number of mentors

Response: 46

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 105.25

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years

Response: 96.8

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
47	52	57	58	52

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 9.58

2.4.3.1 Total experience of full-time teachers

Response: 460

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	View Document
Any additional information	View Document

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years**Response:** 34.55**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	6	6	5

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms**2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years****Response:** 27.93**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
12.77	22.86	27.7	27.54	48.8

File Description	Document
List of Programmes and date of last semester and date of declaration of results	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 1.61**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	13	4	1	0

File Description	Document
Number of complaints and total number of students appeared year wise	View Document

2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution**Response:**

1. The Annexure 1 to Annexure 2.5.3.A. captures the flow chart of the evaluation process at TERI SAS. From the selection of courses (both core and elective) to submission of marks against different components to generation of 'system generated grades' for consideration of concerned faculty, moderation committee and Dean (Academic) and final generation of results, everything is automated. Even attendance records are submitted by the faculty on the portal that calculated the percentage (see Annexure 2.5.3.B for attendance rule, included in Students Handbook). Such students are marked Ab. Academic Calendar includes dates for the following:

- Registration of courses
- System mail regarding final selection of courses by students
- Attendance upload in portal by faculty
- Upload/Display of marks
- System mail to students for short fall of attendance
- Completion of grading and MPEC meetings
- Display of grades

2. captures various stages of the IT integrated robust assessment process. Some of the salient features:

- The format and weightage of assessments in every course follows a five-stage review process (as a part of syllabi review process; see, entries under 1.4.1 and 1.4.2 for details)
- The format and weightage of assessments as decided by the Academic Council is integrated into the portal. The system does not allow any individual faculty member to make any deviation.
- In case of classroom based written examinations, the procedures, roles and responsibilities of invigilators and students are articulated in the Students Handbook (also included in the Annexure 2.5.3.A).

3. Reforms over the last five years:

- TERI SAS adopted the modern forms of assessments since inception, minimizing the need for any major reforms in this area. Nevertheless, we strive for continuous improvement in the assessment systems.
- Linkage between the course objectives and the assessments is clearly articulated in the syllabus of each course leading to improved communication to the students about the process and outcome of the assessments.
- While there has always an emphasis on ethics at TERI SAS, several proactive measures against assessment malpractices have been streamlined. Examples include monitoring of examinations by flying squad and CCTV cameras and increased use of plagiarism checking software for submissions like project reports, thesis, etc. The disciplinary action process ensures fair evaluation of the circumstances before any penalties are meted out. The details are outlined in the Students Handbook.
- In the context of COVID-19 pandemic in 2020, software and protocols for online examinations were set up so that the continuous evaluation process could be carried on smoothly. See, for all communications made by the Controller of Examinations in this regard. A survey was conducted among the students from April 13 2020 to gauge their comfort in online examinations (link to Report). The fact of TERI SAS culture enmeshed with IT in every possible way, helped us to complete the semester that started in January 2020 by June 2020 and academic session for the continuing students started on 4th August 2020 (link to Academic Calendar 2020-21)

File Description	Document
Year wise number of applications, students and revaluation cases	View Document
Any additional information	View Document
Link for additional information	View Document

2.5.4 Status of automation of Examination division along with approved Examination Manual

Response: 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Response:

The students of all the programs offered by TERI SAS are expected to demonstrate:

1. Advanced knowledge and understanding to comprehend and address the challenges relating to sustainability issues at local, national and global levels.
2. Commitment to bring a positive change through application of learning and critical thinking to create scientific, technological and policy innovations for strengthening resilience in communities.
3. Skill sets and capacity to collaborate, create and professionally communicate solutions for environmental and sustainable development pathways in urban and rural habitats.
4. Be future agents of change who would influence the society towards adopting ethical practices in development trajectory.

Description of Mechanism of Communication

The Program Outcomes (PO), Program Specific Outcomes (PSO) and the Course Outcomes (CO) along with course outlines (detailed course contents including andragogy, supporting reading material, evaluation criteria, etc.) for all the programs and courses are stated and displayed on the website. The Program Outcomes and Program Specific Outcomes are mentioned on the program overview webpage of the TERI SAS website for each program (Annexure 2.6.1.A also captures these). Brochures of programmes also mention these (link).

Syllabus, 'Course Objectives' and 'Learning Outcomes' for every course are displayed on the program outline webpage. The PSOs and COs are articulated after extensive discussions, reviews of the programme structure and course syllabi by external experts (see here for reporting of National Consultation Workshop to review introduction of the LL.M. programme), meetings of the MPEC, the Board of Studies and adoption before the Academic Council. Annexure 2.6.1.B captures COs of all courses.

In addition to the website, all the expected outcomes of a program, and courses offered are communicated to students at the program level orientation program organized at the onset of each semester (see here for reporting of orientation programme for newly admitted students of M.Sc. Economics). This gives students an opportunity to be aware and seek clarifications, if any. Finally, at the commencement of a semester, each instructor discusses the detailed course objectives and learning outcomes with the students.

Taking advantage of the relatively small class strength, each faculty has an open-door policy (or designated contact hours) and students have ample opportunity to express themselves including seeking clarifications about the PSOs and COs from the instructors and program coordinators (Annexure 2.6.1.C contains one such communication to the students). Each student also has a mentor, who often provides useful

suggestions on the choice of optional courses, among others (captured in 2.3.3).

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution

Response:

TERI SAS aims at preparing graduates to be the future agents for social good, which is resonated in the teaching and assessment methods adopted. The departments employ a variety of formative and summative assessments across courses and programs (see, entry under 2.2.1).

An evaluation of PSOs and COs of each programme and course are undertaken at individual department level using a continuous evaluation system throughout the semester. Masters Program Executive Committee (MPEC) meets regularly to ensure that the program outcomes are in sync with the objectives as required for employment as well as further studies. The attainment of program objectives is particularly evaluated through final dissertations/major project assignments undertaken by students over a period of one full semester. Faculty members take cognizance of the PSOs and COs while assigning grades at all levels. The recommendations of all the program level executive committees (MPECs) are reviewed by Deans and approved grades are forwarded to Controller of Examination for necessary action (see, 2.5.3.A and 2.5.3.C).

A comprehensive feedback mechanism is put in place to effectively evaluate the attainment of PSOs and COs. Capturing students' feedback is a regular and customary practice at TERI SAS which is undertaken both at mid-term and at the end of each semester for *every* course. The templates have changed over the years (Annexure 2.6.2.A-D includes the earlier and present templates, for both feedback). Students' responses on effectiveness of teaching method/s adopted and extent of meeting learning outcomes are analyzed subsequently (Feedback processes at the departments level can be accessed against the links below).

	Feedback processes	Action taken against feedback
Department of Policy Studies	Link	Link
Department of Natural Resources	Link	Link
Department of Energy and Environment	Link	Link

The feedback processes encompassing other stakeholders (faculty, alumni and employers) to capture response and learning are captured in entries under 1.4.1 and 1.4.2.

To capture the effectiveness of online teaching since March 2020, separate surveys were conducted. They are available online:

- A report on the first round of feedback on online classes from students
- A report on the second round of feedback on online classes and examinations from students
- A report of a Survey conducted among faculty members on online teaching and evaluation

Conducting Student-satisfaction-surveys are an annual exercise to assess the teaching-learning methods and outcomes across all programs.

2020-21 2019-20 2018-19 2017-18

Additionally, the institution also tracks alumni's work profiles, the nature of job they are engaged in to gauge semblance of their work profiles with the respective Program Objectives:

Name of Programme	Link to Alumni Profile
M.Sc. (Economics)	Link
M.A. (Sustainable Development Practice)	Link
M.Tech. (Renewable Energy Engineering and Management)	Link
M. Tech (Water Resources Engineering and Management)	Link
M.Sc. (Water Science and Governance)	Link
M.Sc. (Plant Biotechnology)	Link
M.Sc. (Geoinformatics)	Link
M.Sc. (Environmental Studies and Resource Management)	Link
M.Sc. (Climate Science and Policy)	Link
M.B.A. (Sustainability Management)	Link

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 99.21

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 250

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 252

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document
Link fo any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Research Promotion Policy was placed before the Board of Management for its adoption in its 39th meeting held on 14.10.2021 (link to the Minutes; item no 1; also included as Annexure 3.1.1.A). URL of Policy: https://terisas.ac.in/pdf/ResearchPromotion_39BoM.pdf

Intellectual Property Policy adopted by the BoM in its 23rd meeting as a part of Compendium of Policies, Rules and Guidelines (minutes link, pp. 66-70). Link to appropriate authority **with respect to implementation of the Intellectual Property Policy is here.**

Internal Grant Guidelines as included in the Compendium of Policies (link). Revised Internal Grant Guidelines was notified on 19.10.2020. A copy of the communication from the Registrar and the guidelines enclosed as Annexure 3.1.1.B.

The chapter in the Compendium of Rules on Awards/Rewards/Honaria adopted by the BoM in its 23rd meeting as a part of Compendium of Policies, Rules and Guidelines can be accessed at this link (pp. 42-44).

Forms for Annual Performance Assessment Report by the Faculty adopted as a part of Policy on Direct Recruitment & Promotion of Faculty of TERI SAS adopted by BoM in its 35th meeting held on 29 July 2020 can be accessed at this link (enclosure 6B, pp. 58-63).

Form for computation of Academic Research Score for recruitment and promotion as adopted by BoM in its 35th meeting held on 29 July 2020 can be accessed at this link.

Regulation on Direct Recruitment and Career Advancement Scheme for Teachers as adopted by BoM in its 35th meeting held on 29 July 2020 can be accessed at this link.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**Response:** 0.11**3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0.269	0.261

File Description	Document
Minutes of the relevant bodies of the University	View Document
Institutional data in prescribed format	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**Response:** 6.55**3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	6	6	4

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the award letters of the teachers	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

Response: 131

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
29	29	30	24	19

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.5 Institution has the following facilities to support research

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery
10. Any other facility to support research

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Upload any additional information	View Document
Paste link of videos and geotagged photographs	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 0

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by national and international agencies.

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).

Response: 933.2

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
20.80	133.51	148.64	315.03	315.22

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response: 1067.47

3.2.2.1 Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
252.52	99.58	248.40	302.82	164.15

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document
Any additional information	View Document

3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years

Response: 8.73

3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years.

Response: 124

3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..

Response: 71

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste Link for the funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.

Response:

The Institution Innovation Council (IIC; link) at the TERI SAS is working towards fostering an ecosystem of innovation at the institute in areas related to sustainable development. It SAS has members from the faculty, industry (external experts with expertise in technical, financial and legal aspects) as well as student coordinators from all programmes (link to latest composition).

It meets at regular intervals to chart out the quarterly activities and plans. Necessary details are being uploaded on the MHRD-IIC portal (Annexure 3.3.1.A). Information as received from MHRD-IIC is being regularly shared with the students as well as the faculty members.

A number of activities have been organized by the IIC to inspire the students to think 'big', innovatively. This includes workshops and webinars on innovation and entrepreneurship, IPR as well as project management. Founders of several start-ups have been invited to deliver pep-talks and share their entrepreneurial journey with the students.

The curriculum has been updated to include courses focusing on entrepreneurship and design thinking, which are offered to students from all disciplines as electives. The administration has been extending facilities to the interested students, enabling them utilize facilities at the Campus - library, laboratories and dedicated seating facilities, besides mentoring support from the experts. Students are further being encouraged to participate in design competitions and hackhatons.

List of Events undertaken by IIC

Sl. No	Title of event	Date
1.	Opportunities for beginners in Indian Solar Rooftop Sector	17-Jun-20
1.	Swapeco - A Startup story	23-May-20
1.	Session on Cleantech Entrepreneurship	25-Apr-20
1.	Renewable Energy with RENEW Power	17-Apr-20
1.	Renewable Energy Finance & Project Management with Tata Cleantech	11-Apr-20
1.	Business Sustainability- The Obvious Corporate Choice	9-Apr-20
1.	IPR Awareness in collaboration with CII	12-Mar-20
1.	Training in Analysis of Building Energy	14-Feb-20
1.	Entrepreneurial journey of a biotechnologist	13-Feb-20

Minutes of Meeting can be accessed against the links below.

Meeting Minutes - 6th Jul 2021

Meeting Minutes - 31st Mar 2021

Meeting Minutes - 28th Dec 2020

Meeting Minutes - 20th Jun 2020

Please refer to PDF for complete text

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 107

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
18	30	19	27	13

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 4

3.3.3.1 Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
3	0	1	0	0

File Description	Document
Institutional data in prescribed format	View Document
e- copies of award letters	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1. Commendation and monetary incentive at a University function 2. Commendation and medal at a University function 3. Certificate of honor 4. Announcement in the Newsletter / website

Response: A.. All of the above

File Description	Document
Institutional data in prescribed format	View Document
e- copies of the letters of awards	View Document

3.4.3 Number of Patents published / awarded during the last five years.

Response: 0

3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.4 Number of Ph.D's awarded per teacher during the last five years.

Response: 1.08

3.4.4.1 How many Ph.D's are awarded within last five years.

Response: 77

3.4.4.2 Number of teachers recognized as guides during the last five years

Response: 71

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 7.53

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
112	56	78	82	86

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.6 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 2.82

3.4.6.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
23	39	36	35	22

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.7 E-content is developed by teachers :

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. Any other Government Initiatives
6. For Institutional LMS

Response: A. Any 5 of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links or upload document of e-content developed	View Document
Any additional information	View Document

3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response:

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response:

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

Response:

Board of Management in its 38th meeting held on 29.12.2020. adopted a Revenue Sharing policy (link to Minutes; Annexure 1).

The Policy is available here: https://www.terisas.ac.in/pdf/RevenueSharing_39BoM.pdf

The associated regulation was notified on 19.08.2021 (communication from Registrar is enclosed as Annexure 3.5.1.A and the Regulation is enclosed as Annexure 3.5.1.B)

The excerpts from the Minutes of BoM is enclosed as Annexure 3.1.5.C.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	View Document
Paste URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 131.52

3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
4.74	54.51	29.98	42.29	0

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.

Response:

Students and faculty members are involved in various activities in the neighbourhoods. One example is awareness campaigns on various environmental aspects like air pollution and waste management in association with Resident Welfare Association (RWA) (link) and school level. TERI SAS has also been engaged in creating green covers in the nearby areas as a part of its social responsibility (through an MoU with ONGC from 2012 till about 2018). Urban villages, slum and street markets are visited by the students as a part of their course work, field work and major research projects.

Through empirically grounded thesis and research projects, students work on live cases such as impact of air pollution and extreme climate events on traffic policemen, street vendors, sweepers and auto-rickshaw drivers (link to the database of all such works by PG students). Some of the work has been published in international journals.

Assignment based field visit are held to conduct climate vulnerability assessment of communities in the neighbourhood as part of the curriculum. Studies have been conducted by students on vulnerability assessment of the slum communities in South Delhi and challenges related to control of water table depletion in Vasant Kunj and Masoodpur. This work received the Earthian-2013 award from Wipro (link). Recently TERI Students and Covid task force set up by its Eco Club has received laurels for their contributions in assisting those affected by pandemic (reported in metric 3.6.2).

In addition, the School-University Network (SUN) (link1, link2, link3, link4, link5, link6), BLISS (link) and other similar initiatives involve school level students based in Delhi NCR to visit TERI SAS and initiated them to the ways and means to adopt sustainable lifestyles.

All events are reported here: <https://terisas.ac.in/whats-happening.php>; Endeavour by faculty members to outreach are reported here: <https://terisas.ac.in/outreach.php>.

An illustrative list of activities is included in Annexure 3.6.1.B.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

Response: 2

3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 120

3.6.3.1 Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
15	10	25	30	40

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**Response:** 0.8**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	9	12	0

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.7 Collaboration**3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:** 188.2**3.7.1.1 Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
174	210	189	210	158

File Description	Document
Institutional data in prescribed format	View Document
Copies of collaboration	View Document
Any additional information	View Document

3.7.2 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-

the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 18

3.7.2.1 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
6	4	3	2	3

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the MoUs with institution/ industry	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Located in the fringes of Aravalli range, TERI SAS campus is an architectural delight. It has been planned to provide a setting that enhances learning, while simultaneously showcasing the concept of modern green, smart and productive building.

The building has 14 well-equipped science laboratories to facilitate cutting edge research, along with a well-designed conference hall, a seminar hall and adequate number of classrooms, each equipped with latest and functional audio visual display systems, adequate to cater to the needs of teaching, research and extension activities of this Deemed to be University.

Website of each laboratory describes a few key equipments, software and other such besides the research areas it support and a contact email address.

There is a well-equipped Computer Laboratory for use by students, a Media lab and a language lab (for all laboratories, see here: <https://www.terisas.ac.in/labs.php>).

TERI SAS hosts South Asia's most comprehensive library on Energy and Environment. The library exemplifies modern methods for creating, applying and utilizing digital information. The library uses bar-code technology that enables automated circulation and management of resources. It uses a web-enabled digital information system as a communication tool for providing updated information about other libraries, list of journals and links to e-resources. Each member of TERI SAS is given a unique username and password, which gives them access to the centralized file and data-sharing system, enabling them to archive and share the information internally.

AICTE approvals mention the adequacy of physical infrastructure to offer various programmes:

2015-16 ([link](#)) | 2016-17 ([link](#)) | 2017-18 ([link](#)) | 2018-19 ([link](#)) | 2019-20 ([link](#)) | 2020-21 ([link](#)) | 2021-22 ([link](#))

Please refer to the PDF for full description.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2 The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

Response:

TERI SAS always encourages its students to actively take part in sports to keep them physically and mentally alert and fit. From last several years, there has been a tradition at the institute for celebrating Sports Meet in which both boys and girls take part very enthusiastically and with great zeal (link).

A Badminton court and a Table Tennis playing area are available in the campus which are extensively used by the faculty and students. The Basketball and Volley Ball courts were established in 2011.

In addition to these, facility for several in-house games viz. Chess, Carrom etc. have been created in the activity room.

There is also a mini gymnasium with equipment like cycle, walker and work stations. One of the big hall in the campus is used for Yoga classes for promoting Yoga.

Competitive cricket and football matches used to be played at TERI Gram ground owned by the sponsoring society.

Open lawn and amphitheater host many programmes and activities (link1, link2).

Please refer to the PDF version for the full entry.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3 Availability of general campus facilities and overall ambience

Response:

With a built up area of 7962 sq m, on a land of 2 acres, the campus is a visual delight. It shares one of its

walls with Aravalli Biodiversity Park, in Vasant Kunj.

Just outside the campus, there is a Automatic Weather Station operational since April 2016, has collected hourly data on temperature, humidity, heat index, wind direction, wind speed and incident solar radiation, UV Sensors put up by TERI along with ALTERRA (Wageningen UR) under its HI-AWARE project. Wind turbine was installed in 2017 (link1, link2).

After entering the campus one finds the bell and a quote from Gurudev Rabindranath Tagore. Next to it is the Wall of honour that includes the name of the student securing highest CGPA per graduating batch.

From the entrance, Academic block falls on the left that hosts laboratories, IT lab, media lab, classrooms, lecture halls, seminar halls, and the library. On the right it is the administrative block that hosts administration, faculty cubicles, office of VC and registrar, a conference hall, and pantry.

At the rear is the cafeteria block, hosting the canteen, a few classrooms, language lab and PhD scholars room. This building looks over the amphitheatre. Adequate facilities exist throughout the campus for all kind of activities. Parking space is in the basement, ensuring efficient use of space.

Please refer to the PDF for the full text.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 8.45

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
73.06	60.96	98.22	91.67	118.25

File Description	Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Response:

TERI SAS library is almost completely automated for different services and most of the resources are available electronically both on-campus and off-campus. The details are given below:

1. Automated housekeeping: TERI SAS library is completely automated with almost all the housekeeping operations such as acquisition, serials management, cataloguing and circulation are computerized. The library uses bar-code technology that enables automated circulation and management of resources. Prior to 2019, TERI SAS Library was using LIBSYS details as LibSys- LSPremia, Automation fully, Version 4 (with Year of Automation as 2000 for an Integrated Library Management System or ILMS). Currently, TERI SAS Library uses KOHA platform as an ILMS (with version 17.11.05.000 and year of Automation December 2018). Annexure 4.2.1.1 A contains a snapshot of the computerized housekeeping work.

TERISAS-WebOPAC is available at <http://terisaslibrary.teri.res.in/>

A snapshot of the Resources Collection at the Library at TERI SAS and TERI (India Habitat Centre)

Resources at TERI SAS Library		Resources at TERI Library (IHC, New Delhi)	
Books	7573+	Books	28847+
E-Journal	240+	E-Books	1700+
E-Databases	05	E-Journals	22
Print Journal	06	Bound Journals	6000+
Ph.D. Theses	149+	Print Journals	51
Master Dissertations	2209+	CDs	1560
Newspaper clippings	2000+	E-Databases:	5+
Annual Reports	20+		
CDs	328		
Newspapers	09		
Work-stations	12		

[For the MoA with TERI (annexure 5.1 in Minutes of third meeting of Board of Management on 14.06.2001; link to Minutes), students and faculty of TERI SAS can access the resources at TERI library. Certificate from TERI is at Annexure 4.2.1.E]

2. Electronic database: The library has access to several electronic databases. The web interface of TERI SAS library provides flexible access to several electronic books, journals, databases, TERI SAS Ph.D. theses, photographs, newspaper clippings and multimedia resources. There are number of electronic databases available through library. Example of two of such databases such as *Capitaline* and *Manupatra* are given in Annexure 4.2.1.B.

3. Off-campus availability of library resources: TERI SAS library is accessible online to the faculty

members, staff and students of the university off-campus as well. TERI SAS library uses remote access support namely Knimbus (<https://terivk.knimbus.com/user#/home>) platform which students and faculty members can access our subscribed and open access resources anytime and from anywhere in the world. Annexure 4.2.1.C contains the snapshot of the Knimbus platform that is being used by the university.

4. Member of national level library network: TERI SAS is also member of library network such as DELNET. The library supports the academic programmes and research endeavors by meeting the information requirements of students, scholars, researchers, and faculty of TERI SAS, and other institutions in India through DELNET. contains the snapshot of the DELNET network available through TERI SAS library.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 17.72

4.2.3.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
3.38	35.26	35.77	5.74	8.44

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 50.64

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 318

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	View Document

4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 100

4.3.1.1 Number of classrooms and seminar halls with ICT facilities

Response: 18

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Response:

TERI SAS has a robust IT infrastructure, supporting every aspect of its functioning, from portal based admission to selection of courses through student portal to remote access to e-resources at the library to

online classes to online proctored examinations to online access to results and grades, or from procurement to leave of the staff (more details are included in the entry under 6.2.3). At <https://www.terisas.ac.in/>, HEI maintains its website. All aspects of the HEI are covered by it.

Board of Management in its 23rd meeting on 01.03.2017 (link to Minutes; item no 6) approved the HEI's Compendium of Policies and Guidelines 2017(link; pp. 55-61). Its Chapter VII covers aspects such as Procedure for information collection and Updation of website and Social Media, and Maintenance of the TERI SAS website (Annexure 4.3.2.A).

Board of Management in its 39th meeting on 14.08.2021 approved the HEI's IT Policy (link to Minutes; item no 4; Annexure 4.3.2.B). Aspects that it covers include the following:

LAN & Desktop connection policy

For Faculty members and Administrative Staff

For students

Backup policy

Wi-Fi policy

Printing policy

Network

Email policy

Purpose and scope

Usage, personal use and usage monitoring

General guidelines

Quotas and limits

Mailing Groups

Calendar / Scheduling

Access Modes

Virus checking

Email Security

Email Account Management

Service Level management

Annexure 6.2.3.K (also included here, for reference) includes Expenditure statements for the budget heads of e-governance implementation, including (a) Annual Maintenance Contract /Service for IT, (b) Repair & Maintenance Computer, Repair & Maintenance - Office Equipment and (c) Annual Cost in respect of Salary, Professional Fee etc (name hidden for privacy).

IT infrastructure, including Wi-Fi and Website are regularly updated at TERI SAS. Evidence of seamless switching to online teaching and examination in March 2020 shows that the e-office is a part of culture at this HEI. AQAR 2019-20 included 'Integration of Information and Communication Technology in all aspects of functioning of HEI' as one of the best practices (link).

Social media links of HEI are the following:

<https://www.facebook.com/terischool>

<https://twitter.com/terischool>

<https://www.youtube.com/c/TERISchoolofAdvancedStudies>

<https://www.instagram.com/terischool/>

Annexure 4.3.2.C provides glimpses from these websites.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.3.3 Student - Computer ratio (Data for the latest completed academic year)

Response: 5:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

File Description	Document
4.3.4 Available bandwidth of internet connection in the Institution (Leased line)	
Response: D. 50 MBPS - 250 MBPS	
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

Other Upload Files	
1	View Document

File Description	Document
4.3.5 Institution has the following Facilities for e-content development	
1. Media centre 2. Audio visual centre 3. Lecture Capturing System(LCS) 4. Mixing equipments and softwares for editing	
Response: A. All of the above	
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Links of photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years
Response: 28.26
4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
186.88	374.95	381.31	338.11	274.22

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

Appropriate procedures and systems of maintaining building, various utilities and services have been established at TERI SAS

- In TERI SAS, Registrar monitors the activities of administrative, IT, technical services and also monitors the maintenance of buildings infra structure.
- The TERI SAS's dedicated staffs assist in day to day basis maintenance and cleanliness of the campus. Two service providers *SMK Contractors* and *SAMS Facilities Management Pvt Limited* have been hired to provide services for maintenance and cleanliness.
- The administrative and building maintenance services are managed by Associate Director (admin).
- The IT services are managed by System Analyst (IT). ICT assets are maintained by IT section & contracted service provider (details are in Annexure 6.2.3.K). The IT section maintains the complete inventory of all assets with details viz. Asset name, user name, location, IP address, etc. Freeware software (GLPI) for maintaining updated record has been implemented which is also used for maintaining inventory and incident management. ERP & ICT Infrastructure Committee provide guidance for information and communications technology related infrastructure and components. (IT Policy; Annexure 4.4.2.C)
- Classrooms: Every classroom at TERI SAS is well equipped with a Projector System attached with a desktop. Routine checkup of all equipment is carried out every day to ensure proper serviceability and a report is forwarded to all concerned. Similarly, serviceability of class rooms are checked once in a week and a report is sent to concerned civil and technical team for necessary compliance.
- The Technical services are managed by Technical Superintendent. Routine checkup of all Panels, pumps motors, DG, audio visual systems, telecommunication systems etc is carried out every day to ensure proper serviceability and a report is forwarded to all concerned. Similarly preventive maintenance of all critical equipment like HT/LT Panels, Transformer, and centralized UPS etc is carried out in every six month.

- The building related repair and maintenance services such as Campus Cleanliness, Painting, Plumber and Carpenter work are ensured by housekeeping in charge in association with Associate Director (admin).
- The TERI SAS manual on Health, Safety and Environment lays down requisite policy guidelines for safety and maintenance. Health, Safety and Environment Advisory Committee provides guidance for safe campus environment and to reduce risks related safety, health and environment (Annexure 4.4.2.A, as included in the Compendium of Rules, approved by the Board of Management)
- A Fire Officer coordinates disaster preparedness and is responsible for conducting mock drills. (Automatic Fire Detection and Alarm system, Details of the Alarm Systems and Fire-Fighting equipment, and relevant Fire Order & other instructions related to training and evacuation plan are placed in Annexure B, C and D respectively as included in Annexure 4.4.2.A.)
- The material policy brings out provisions of AMC of the assets (Annexure 4.4.2.B). All critical equipment like elevators, generator sets, LT/HT Panel, UPS, Photocopiers, EPABX Board, Water R O Systems etc., are covered under AMCs which are renewed every year (details are in Annexure 6.2.3.K).

Link: <https://terisas.ac.in/infrastructure.php>

For full text, kindly refer to the PDF.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 5.92

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
12	13	28	45	54

File Description

Document

Upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Link for additional information

[View Document](#)

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 47.25

5.1.2.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
266	218	224	256	285

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document
Link to Institutional website	View Document

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Link for additional information	View Document

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 14.05

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	9	12	8	3

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
45	50	55	45	50

File Description	Document
Upload supporting data for the same	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

5.2.2 Average percentage of placement of outgoing students during the last five years

Response: 54.54

5.2.2.1 Number of outgoing students placed year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
100	129	175	180	125

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.2.3 Percentage of student progression to higher education (previous graduating batch).

Response: 3.01

5.2.3.1 Number of outgoing student progressing to higher education.

Response: 8

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.

Response: 16

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
6	3	3	3	1

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document
Link for additional information	View Document

5.3.2 Presence of Student Council and its activities for institutional development and student welfare.

Response:

Board of Management in its 35th meeting held on 29.07.2020. (Link to Minutes; resolution no TS/BM/35.5.1, p. 8) approved TERI School of Advanced Studies Students Council, 2020 (enclosure 8; pp. 87-93).

BoM in its 39th meeting held on 14.08.2021 (link to Minutes; resolution no TS/BM/39.3.1, p. 2) approved the amended rules for the Students Council (enclosure 2; also Annexure 5.3.2.A).

Chief Electoral Officer was notified on 29.01.2021 (Annexure 5.3.2.B). Chief Electoral Officer has informed the students about the election process to be carried out as soon as Delhi Disaster Management Authority allows presence of students in campus, enabling election through secret ballot (Annexure 5.3.2.C contains the communication dated 10.11.2021).

As envisaged through the Rules, students will contribute to the corpus (along with the fee for the next semester, in January 2022).

Students of TERI SAS has been active through various clubs: <https://www.terisas.ac.in/clubs.php>

At present there are three clubs, namely Eco Club (link), Sports Club (link) and Media & Arts Club (link).



Annexure 5.3.2.D contains the list of office bearers of earlier clubs and the faculty mentors in 2016-18. Following a meeting on 4th September 2019 it was decided to set up a Media and Arts Club subsuming Elocution Club, Music and Dance Club, Media and Photography Club and Dramatics Club. It was further decided that no new clubs to be allowed to set up in the campus in the future until the size of the student community substantially increases.

One of the major activities of the clubs has been publication of *Vasundhara*, a monthly magazine, conceived, designed, typeset, copyedited and produced entirely by students using in-house tools

Volume no	Title	Year and Month	Link
1	Damini	2020, March	Link
2	Ecorenaissance	2020, April and May	Link
3	Sanitrail	2020, June	Link
4	ReEnergize	2020, December	Link
5	The Sixth Extinction	2021, March	Link
6	The Blue Print	2021, June	Link
7	Eleventh Hour	2021, November	Link

In recognition of the exemplary contributions in ‘extending psychosocial support to Covid patients and their family members’, the members of Covid task force of Eco-club received recognition from MGNCRE, Govt of India (one certificate as Annexure 5.3.2.E).

TERI SAS has taken a conscious decision to enrol only as many number of students as possible to involve across systems and procedures. The Class Representatives (CRs) play a key role in all day to day activities in the class and all matters related to academics and administration.

TERI SAS encourages its students to be part of various organising committees that play a very active role in several activities organized throughout the year. In addition to the academic events, students are part of various clubs and take lead in planning, managing and organising extension activities, skill building and co-curricular activities.

Students are officially nominated for following standing Committees:

- Anti Ragging Committee ([link](#))
- IQAC
- Internal Complaint Committee to enquire into complaint of Sexual Harassment ([link](#))
- Committee on Grievance Redressal ([link](#))
- Institutional Innovation Council ([link](#))
- Diversity, Equality and Ethics Committee ([link](#))

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year**Response:** 6.4**5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
4	13	10	4	1

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.4 Alumni Engagement**5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.****Response:**

1. The Alumni Association was registered on September 9, 2005 (MoA is contained in Annexure 5.4.1.A; link) has been at the forefront to strengthen the bond between our illustrious alumni with their alma mater. An event marked the foundation of Mumbai Chapter of the Association on 4 March 2020 (link)

Our website includes dedicated page to the Alumni Association as such and also in the respective programme pages (an example is here). While the former covers the activities of the Association, the latter is used to track the progress of our alumnus in the professional and academic world.

2. Alumni Association is supported by an internal Alumni Committee consisting of a Convenor (a faculty) and a secretary (an administrative staff) with representatives from all academic departments. The Secretary also runs the Alumni Coordination office and works as a bridge between the Association and us, including maintaining the webpages mentioned in 1 above. Annexure 5.4.1.B. includes the relevant office orders and a report of its activities pertaining to the last completed academic year.

3. Alumni Association organises an Alumni Meet every year, where the current students get an opportunity to interact with their seniors and exchange ideas. The meet facilitates positive interactions between the two groups, which goes a long way in strengthening the bond. Some illustrations follow:

Date	Title of the Event
03.02.16	'Quaestus': an interactive alumni-student talk
16.11.19	Alumni Meet 2019 (Reminiscence-2019)
04.03.20	Alumni Meet 2020
28.02.21	Alumni Meet 2021

4. We invite many of our Alumni to share their work and provide opportunities to students through internship and employment. Through alumni initiatives, students have had opportunity to work in research oriented and applied projects. The alumni are also invited as speakers/facilitators/audience during seminars and conferences held by TERI SAS. They are also invited to deliver expert lectures in their field of expertise. Some illustrations follow.

Date	Title of the Event
08.09.2018	Alumni interaction with Ms Ananya, Schneider
09.02.2018	Alumni interaction with Ms. Yutika, Deloitte
06.09.2019	Alumni interaction with Mr Ankit Tulsiyan
08.08.2020	TE-Reconnect with alumni: Session by Mr. Amitaava and Mr. Charles
01.09.2020	E-Induction-2020-Alumni session by Ms Deepali Dhulia, Mr Romit Sen and Mr Ankit Tulsiyan
02.09.2020	Programme Orientation of ESRM and CSP, Alumni Session by Smita Rakesh, Abhishek Pattanaik and Neha Chawla
19.09.2020	TE Reconnect: Session by Mr Aditya Golatkar
10.10.2020	TE Reconnect: Session by Ms Deepali Dhuliya
17.10.2020	Session on IPR by Mr Akshat
05.12.2020	TE Reconnect: Session by Mr Pranjal Aggarwal
30.01.2021	TE Reconnect: Mr Aayush Gupta
06.03.2021	TE Reconnect: Mr Apurv Chaturvedi
10.04.2021	Status of Urban Governance in India, by Ms. Meghna Bandelwar
24.04.2021	'Careers in Research after M.Sc. Economics'

5. Alumni are invited to share their experiences and give valuable inputs for campus development, curriculum revision exercises besides through the Annual Feedback process. As per NAAC requirement, IQAC has an alumni member, who also serves on the Executive Committee of the Association.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in Lakhs)

Response: E. <5 Lakhs

File Description	Document
Any additional information	View Document
Link for any additional information	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

1. The Vision of the University (link) is:

- i. To accelerate the transition towards a more sustainable world through the creation of knowledge and human capacity.
- ii. To be a globally recognised University in the sphere of sustainability studies.

The Mission of the University (link) is:

- i. To create new knowledge and contribute to the writings and discourse on sustainability issues.
- ii. To design and deliver academic programmes, training and research on sustainability issues relevant to all streams of life and across age groups, assimilating the latest science and evidence.

The concept paper on TERI SAS approved by the Board of Management in its third meeting dated 14.06.2001 (link to Minutes; agenda item no 4; Annexure 4.1) provides the context of vision and mission, along with outlook of adequate governance structure.

1. The concept per defined the objectives as under:

“To provide for institution and training in energy studies, biosciences, environmental sciences, public policy and other such branches of learning as it may deem fit.”

“To provide for research and for the advancement of and dissemination of knowledge”.

These objectives were retained in the MoA [In accordance with UGC (Institution Deemed to be Universities) Regulations, 2010 and its amendments in the year 2014, 2015 and 2016] as adopted by BoM in its 20th meeting held on 30.05.2016 (link to Minutes), and in the revised Memorandum of Association/Rules (Conforming to UGC –Deemed to be University regulations 2016) adopted by BoM in its 22nd meeting held on 22.12.2016 (link to Minutes, p. 41), the revised MoA and Rules of the TERI SAS (Declared as Deemed to be University under S: 3 of the UGC Act, 1956) approved by the BoM in its 32nd meeting held on 06.06.2019 ((link to Minutes; selected pages as Annexure 6.1.1.A) while retaining these objectives, also added the following:

“5.1 To provide for higher education leading to excellence and innovations in such branches of knowledge as may be deemed fit [...]

5.2 To engage in areas of specialization with proven ability to make distinctive contributions to the objectives of the higher education system in diverse disciplines.

[...]

5.3 To provide for high quality teaching and research recognized nationally and globally

5.6 To provide for high quality teaching and research and for the advancement of knowledge and its dissemination [...]"

2. The concept paper also defined the powers and composition of key governance bodies as per the UGC guidelines: the Board of Management (link), Academic Council (link), Finance Committee (link), Planning and Monitoring Board (link) and Board of Studies of Departments and Centre (link1, link2, link3, link4, link5, link6, link7), each involving external experts. Over the years the changes in the powers and functions of these bodies can be witnessed through the documents listed above. The composition of these bodies, in particular the external members with their relevant experience and expertise adequately reflect the technical and administrative competence aligned with the Vision and Mission of TERI SAS. Annexure 6.1.1.B provides a list of external members in statutory bodies over the relevant period.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

1. Participation of faculty in the Statutory Bodies: Be it the concept paper on TERI SAS approved by in the third meeting dated 14.06.2001 (link to Minutes) or the MoA as adopted by BoM in its 20th meeting held on 30.05.2016 (link to Minutes), the revised MoA adopted by BoM in its 22nd meeting held on 22.12.2016 ((link to Minutes), or revised MoA and Rules adopted by the BoM in its 32nd meeting held on 06.06.2019 ((link to Minutes), composition of all the Statutory Bodies included faculty participation, both ex-officio and as nominated member at levels of Professor, Associate Professor and Assistant Professor (Link to present compositions: BoM; AC; PMB; FC; BoS of one department). Confirmed minutes of meetings of all statutory bodies are available on the website.

2. Delegated responsibilities by Statutory Bodies or Committees due to regulatory compliance:

(a) A concept paper on TERI SAS approved by in the third meeting [resolution no. BM/05/2011] dated 14.06.2001 (link to Minutes) approved an Executive Committee to the Academic Council with Director of TERI SAS, Dean, HoD/C and Registrar as members to consider any urgent matter within the purview of the AC, as decided by the Director.

BoM in its 32nd meeting held on 06.06.2019 (link to Minutes; Policy as Enclosure 6) modified the composition as well as powers and functions (Resolution no. TS/BM/32.8.1). It was allowed to “take up

any pressing issues that need a decision urgently and recommend issues related to major policies to Board of Management or Academic Council as applicable”. It consisted of the following members: (a) Controller of Examinations, (b) Convenor IQAC, (c) Internal members of the Board of Management, (d) Internal members of the Academic Council, with Vice Chancellor as its Chairperson and the Registrar as its Secretary.

This committee replaced the erstwhile informal Heads and Deans Committee. Annexure 6.1.2.A includes Minutes of one EC meeting. Annexure 6.1.2.B includes Minutes of one Heads and Deans meeting that decided on the formation of a Doctoral Programme Executive Committee (DPEC). Annexure 6.1.2.C includes the Office Order on the formation of first DPEC, with powers and functions.

(b) Composition of various standing committees that arose due to adoption of policies by BoM or to meet the regulatory requirements reflect participation from teachers, students and administrative staff. Links to composition of such committees: <https://www.terisas.ac.in/committees.php>

3. There are a set of other ad-hoc Committees that look after the everyday at TERI SAS.

(a) Academic (only Faculty as members):

- (i) Doctoral Programme Executive Committee
- (ii) Master's Programme Executive Committee
- (iii) Student Research Committee (or Research Advisory Committee) for PhD scholars
- (iv) Departmental Research Committee
- (v) Institutional Academic Integrity Panel and Department Academic Integrity Panel(s)

[Composition, Power and Functions are approved by BoM from time to time. Link to 23rd Meeting of BoM on 01.03.2017 that includes several such.]

(b) Non-academic (both Faculty and Administrative Staff as members with each supported by a member secretary from the administrative staff. Annexure 6.1.2.D includes last few notifications. <https://www.terisas.ac.in/committees.php>

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:**1. Strategic Plans**

A. BoM in its 20th meeting on 30.05.2016 discussed Five Year Development plan of the Deemed to be University (Annexure 6.2.1.A contains the relevant part of the Minutes; link to the Minutes). The Vice Chancellor in her presentation (slides in Annexure 6.2.1.B) proposed a roadmap. 2A and 2B below captures effective deployment of two elements of the plan.

B. Planning and Monitoring Board in its 8th meeting on 18.12.2017 discussed “the development and growth of TERI School of Advanced Studies so far” (Agenda 4) and “the next Five-Year Plan of TERISAS” (Agenda 5) (link to Minutes).

C. BoM in its 36th meeting on 01.10.2020 discussed “strategic plan for TERI SAS” (Agenda 6; link to Minutes). Annexure 6.2.1.C contains the draft strategic plan. Board has “resolved and recommended that the final draft may be put up in the next meeting of Board of Management”.

2. Deployment of two elements of the Five Year Development plan mentioned in 1A above.

A. Enhancing NAAC Score: IQAC has carried out the following actions so far:

(i) In recognition of new format of AQAR w.e.f. AY 2017-18 (more in sync with SSR) it has identified the corresponding offices for collection, collation, review and submission of relevant data to IQAC (link to Minutes for AQAR and link to Minutes for SSR).

(ii) Identification of deficiencies identified by NAAR peer team and taking corrective action (link1, link2, and link3 to Minutes)

(iii) A discussion on each comment made by the visiting NAAC Peer Team and noting the observations in addition to identifying the concerned office at which action is to be taken (link to Minutes)

(iv) Against each metric, comparison of scores obtained by TERI SAS in second cycle and a projected score based on then 'current status', in a meeting involving IQAC members, Heads and Deans (Annexure 6.2.1.D contains the invitation mail)

B. Harnessing Alumni for mentoring of existing students and fund raising activities.

(i) Alumni Association Executive Committee as such has organised several activities in this regard. At the programme level, several such initiatives has taken place. The list below contains some selected ones:

Title

M.Sc. Economics program organized alumni seminar with Swati Asnani, MSc Economics, 2018 and Sehgal, MSc Economics, 2019	Anm
Interactive alumni-student talk 'Quaestus' with Mr. Akhil Sood MBA in Infrastructure, 2014	
Campus2Corporate session with Priyanka Dhingra, MBA Business Sustainability, 2013	
Interactive webinar session with Ankit Tulsyan, MA SDP, 2017	

(ii) Bank account information is displayed on the website to receive financial contributions from alumni (link).

(iii) To strengthen linkage with Alumni, they have been some space on the Programme page through which anyone can track their progress (Link1, Link2, Link3 to one such example; general link)

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

1. TERI SAS has a Board of Management, which is responsible for its overall administration and control. The academic policy of the institute is decided by the Academic Council, which approves curricula, courses, and examination results. The Vice-Chancellor is the Chairperson of the Board of Management and the Academic Council. Financial advice to the institute is rendered by the Finance Committee. Various standing and ad-hoc committees (list in Entry under metric 6.1.2) as listed in the Organisational Chart are in place to provide measured advice on various issues concerning TERI SAS to the management.

Decentralization through the departmental system and participative decision making process are in place (also see Entry under metric 6.1.2). The institution follows the service rules according to the norms prescribed in the Compendium, as approved by BoM from time to time, in conformity with the statutory norms including but not limited to UGC and AICTE (Annexure 6.2.2.A includes the Section from Compendium on Terms & Conditions of Service of Faculty). Being a Deemed to be University, it is under obligation to follow them vide the MoA with UGC as adopted by the BoM time to time (some sections in Annexure 6.1.1.A)

The faculty and non-teaching staff have the benefits of Provident Fund, Health Insurance, Casual Leaves, Earned Leaves, Medical Leaves & Maternity Leaves etc. (Annexure 6.2.2.B includes the Chapter from Compendium on Leave and Leave Travel Concession Rules; Annexure 6.2.2.C includes a Screenshot from the portal through which employees apply for casual and earned leave; Annexure 6.3.1.G includes the chapter on Welfare Measures). The Seventh pay commission pay scales are introduced for the employees and they are entitled for authorised LTC, HRA and other allowances.

2. TERI SAS follows an open system of recruitment, where applications are invited from candidates irrespective of gender and region. Posts are advertised through the website and social media. Applications are made through an online portal (Annexure 6.2.2.D includes a screenshot of the online application portal (link)) All applications received for faculty positions are sent to the HoDs/Deans for preliminary scrutiny and recommendations. Subsequently, the candidates are invited to make a presentation which is evaluated by a Selection Committee. The non-teaching staff is selected through a written test and interview process.

Recruitment Policy for non-teaching Staff Positions is included in Chapter XI of Compendium of Rules (Annexure 6.2.2.E). Board of Management has approved Policy on Direct Recruitment & Promotion of Faculty of TERI SAS in its 35th meeting held on 29.07.2020 (Agenda 3; link to Minutes) replacing earlier policy of redesignation approved in its ninth meeting held on 10.01.2007 (link to Minutes)

3. Procedures for various types of Grievance Redressal are well laid out in Student's Handbook (Link) and Compendium of Rules (Annexure 6.2.2.F) accessible through internal portal (Annexure 6.2.2.G).

4. Link to Organogram on the TERI SAS website: <https://www.terisas.ac.in/pdf/OrganisationalChart.pdf>

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Link to Organogram of the University webpage	View Document

6.2.3 Institution Implements e-governance covering following areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

Response:

1. TERI SAS invests in its employees to ensure employee satisfaction which involves taking measures to

encourage staff to stay with the institution. Efforts are made to provision such services and amenities which could enhance self-esteem and create employee friendly atmosphere while facilitating comfort and improvement of employees. The TERI SAS Crèche mostly caters to the children of employees and is used by many of them (Annexure 6.3.1.I). Besides this, employees participate in institutional retreats which provide avenues to refurbish and rejoice as games and other amusement exercises in addition to team building exercises are conducted during these gatherings (link). A medical inspection room exists in the campus where physician is available on certain days of the week for consultation. It has facilities to allow provision of basic first-aid care as well as treatments such as minor cuts, scratches, bruising and minor bodily injury. The University also conducts health camps for extensive health check-up of employees. Other welfare measures include safe hygienic drinking water, facilities for sitting, clean latrines and urinals, canteen facilities so as to provide hygienic and nutritious food to the employees, proper and sufficient lights so that they can work safely during the night, changing rooms are provided for outsourced employees to change their cloth (evidence provided in Criterion 7). A flexitime policy has been introduced to provide opportunity to faculty to work with flexible working schedules (Annexure 6.3.1.J).

2. Online faculty appraisal system is available at <https://app.terisas.ac.in/>. Annexure 6.3.1.A includes some screenshots from the portal through which faculty members submit information and downloads the report to be submitted to the Registrar. The form has three sections: (a) Annual Performance Appraisal Report (APAR); (b) Additional Information (format in Annexure 6.3.1.B); (c) Self assessment and way forward (format in Annexure 6.3.1.C). The forms are evaluated by the Office of the Registrar, and then placed before the Head for comments and observations, if any. Afterwards, a committee of Deans meet each faculty and Head. Vice Chancellor meets the Deans at the end. As per the relevant UGC regulation, Head of Department/Centre, Deans and Vice Chancellor grade each faculty on a three point scale. Records are maintained by the Registrar's Office.

3. APAR follows the adoption of Policy on Direct Recruitment & Promotion of Faculty of TERI SAS by BoM in its 35th meeting (link to Minutes; item no 3; enclosure 6B). Parts (b) and (c) follows from the meetings involving the then (acting) Vice Chancellor, Deans, IQAC Coordinator and Registrar keeping in mind the requirements of internal appraisal requirements. This new system is in place from AY 2019-20. The earlier format is enclosed as Annexure 6.3.1.D for reference used since inception. Appraisal Forms submitted earlier have been considered to be equivalent to the APAR for the purposes of promotion under Career Advanced Scheme of TERI SAS 2020.

[kindly refer to PDF for the complete text]

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

Response: 8.02

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and

towards membership fee of professional bodies year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	5	9	6

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	View Document
Link for Additional Information	View Document

Other Upload Files	
1	View Document

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.**Response:** 12**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
10	15	10	7	18

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**Response:** 8.21

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
12	3	3	1	2

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

1. The Deemed to be University has a time tested and well-established resource mobilization policy in place. Right from the meeting of the first Finance Committee (FC) on 17th April 2001 (link to Minutes), optimal utilisation of resources has received the highest priority. A well structured internal and external audit system is in place to monitor and control both inflows and outflows of funds. Finance Committee scrutinizes financial estimates every year before recommending them to be placed before the BoM for approval, with its observations, if any (link to present FC composition and Minutes). The FC has occasionally advised "proper steps to ensure that forensic cum investigative and managerial and strategic audit is conducted by a competent professional firm" (link to the Minutes). Audited Statement of Accounts (link) are placed before Finance Committee and Board of Management.

2. Budget estimates covering both revenue and capital expenditure of various departments and sections are prepared and placed before the FC. The main sources of income are the following sources:

1. Student fees
2. Rent received from rental premises to M/s International Tractor Limited and hostel
3. Receipts from Training, Seminar and Workshop--both rental and for various services--offered to the faculties, department and outside agencies for organising academic and nonacademic activities like conference, seminars, lectures, workshop.

4. Interests on Deposits including Corpus

5. Overhead charges from research grants received from various government and non-government funding agencies.

TERI SAS does not receive any grant from any government besides those through sponsored projects, consultancy or programmes.

3. TERI SAS is aware of the need as well as the crucial significance of exploring alternative sources of funding for more effective progress towards achieving its goals and mission. Hence, it is in the process of developing more pro-active mechanisms to mobilise non-tuition related funds. For example, it strongly encourages its faculty members to pursue sponsored research projects and offer training programmes as part of its effort. Coca Cola Department of Regional Water Studies supported by the Coca Cola Foundation, the Railway Chair and the HUDCO Chair are examples that resulted from reaching out to Corporates and Foundations to provide general support or to support the establishment of specific programmes/facilities at the Deemed to be University (list of functional MoUs in Annexure 6.4.1.A)

4. The management of the finances at TERI SAS is done in a way as to ensure accuracy, transparency, disclosure and accountability. The financial resources are judiciously allocated to academic and administrative purposes in addition to developmental activities to meet the requirements. Deputy Finance and Project Management Officer head the team handling everyday financial matters. The financial management system is computerized (Annexure 6.2.3.I). The University follows online system for receipt of all fees including admission fees, and makes payment through NEFT, including salaries. The Purchase Committee (office order establishing the latest Purchase committee is in Annexure 6.4.1.B) consisting of the DFO, one member each from the Faculty and administration examines the quotations received for purchase of consumables, equipment, furniture etc., and after satisfying itself with the quality standards, prices quoted and reputation of the supplier, gives its recommendations for purchase of the items. Entire procurement takes place through online portal (Annexure 6.2.3.H).

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 0

6.4.2.1 Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in

Lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 332.55

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
66.51	66.51	66.51	66.51	66.51

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for Additional Information	View Document

6.4.4 Institution conducts internal and external financial audits regularly

Response:

Internal Audit and Compliance Audit:

TERI SAS has appointed Rajan K Gupta & Co. as Internal Auditor who looks after the following activities/ areas:

1. To verify the accuracy of the financial accounting and statistical records presented to the management
2. To comment on the effectiveness of the internal control system and the internal check system in force and to suggest means to improve them
3. To facilitate the early detection and prevention of frauds
4. To ensure that the standard accounting practices as outlined by the University are adhered to
5. To confirm that the liabilities have been incurred by the University in respect of its legitimate activities
6. To examine the protection provided to assets and the uses to which they are put
7. To examine the adequate billing and recovery of fund
8. To identify the authorities responsible for purchasing assets and other item as well as disposal of assets as per compendium direction
9. Scrutiny, processing and final payment of bills pertaining to salary and procurement, medical, research projects, maintenance, provident funds, refund of course fee, scholarships/fellowships from various grants such as DST, DBT, MHRD, etc., is being made by Finance wing as per the GFR/TERI SAS guidelines/order.
10. All the vendor bill payments are being made through electronic payment system, i.e., RTGS/NEFT/SWIFT
11. To examine statutory compliances under various acts by vendors

The main objective of this exercise is the review of Finance and Accounting Controls These primarily comprise of the plan of the University, and the procedures and records that are concerned with and directly related to the safeguarding of assets and reliability of financial records. These include budgeting control, standard costing, control accounts, bank reconciliation, self-balancing ledgers and internal auditing etc.

An internal auditor has to make a careful review of the accounting controls in order to ensure the accuracy and adequacy of financial statements.

External or Statutory Auditor:

TERI SAS has appointed Sanjay Rastogi & Associates as Statutory Auditor who conduct an audit on an annual basis. The Sanjay Rastogi & Associates examine all the financial reports and the statements that are used in the determination of financial position of the Deemed to be University in accordance with centrally accepted auditing standards in India.

Link to Minutes of meetings of Finance Committee: <https://www.terisas.ac.in/the-finance-committee.php>

Link to Audited Annual Accounts of last five years: <https://www.terisas.ac.in/audited-stat-of-accounts.php>

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

Response:

IQAC has taken several initiatives on quality assurance strategies and processes. Here we focus on two interventions.

A. In its meeting on 21 August 2019 (Link to Minutes) a decision was taken to ensure Programme Specific Outcome and Course Outcome for all programmes and courses respectively. Homepage of all the 26 Programmes include PSOs now. The list is below.

Program Name	Programme URL
M Sc (Environmental Science and Resource Management)	Link
M Sc (Climate Science & Policy)	Link
M Sc (Geoinformatics)	Link
M Sc (Economics)	Link
M Sc (Biotechnology)	Link
M Sc (Water Science & Governance)	Link
MBA (Infrastructure Management)	Link
MBA (Sustainability Management)	Link
MA (Public Policy & Sustainable Development)	Link
MA (Sustainable Development Practice)	Link
M.Tech (Renewable Energy Engineering & Management)	Link
M.Tech (Urban Development & Management)	Link
M.Tech (Water Resource Engineering & Management)	Link
LLM	Link
Ph.D in Natural Resource Management	Link
Ph.D in Energy & Environment	Link
Ph.D in Business Sustainability	Link
Ph.D in Bioresources & Biotechnology	Link
Ph.D in Water Science & Governance	Link
Ph.D in Policy Studies	Link
Ph.D in Legal Studies	Link
PG diploma (Public Policy & Sustainable Development)	Link
PG Diploma (Water Science & Governance)	Link
PG diploma in Renewable Energy	Link
Advanced PG diploma in Renewable Energy	Link
Certificate (Water Science & Governance)	Link

Similarly all course outlines include Course Outcome/Learning Outcome and connect them with different assessments. It has become mandatory to include these in every course presented before the AC or even the BoS. In short, it has become a part of academic culture at TERI SAS. Annexure 6.5.1.A includes a typical programme outline and set of courses with complete course outlines.

B. In its meeting on 18th February 2019 (Link to Minutes) two recommendations were made

(a) For cases of Review/Revision of Programmes a Report be made a part of Academic Council Agenda/Minutes.

(b) Such reports may include feedback from a variety of stakeholders.

Subsequent programme revisions include such a Report. Annexure 6.5.1.B. includes one such Report connected with revision of MSc Economics programme. Typically BoS Minutes includes the stakeholder feedback on review of courses and ATR. One example is included in the Minutes of BoS of Department of Policy Studies held on 10 May 2019 (link to Minutes) concerned review of several courses in the M.Sc. Economics programme.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: A. Any 5 or more of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution (Data Template)	View Document
Any additional information	View Document
Paste web link of Annual reports of University	View Document
Link for Additional Information	View Document

6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Response:

TERI SAS has established an Internal Quality Assurance Cell (IQAC) in 2013, as a part of statutory compliance. Its composition changes as per the relevant NAAC guidelines. Annexure 6.5.3.A. includes all Office Orders since 2015 (link).

Some of the key activities undertaken by IQAC during the period under consideration are as follows:

1. Preparing template for Annual Student Satisfaction survey since 2017-18 (link to Reports).
2. Facilitating preparation of templates for capturing Annual Feedback from Alumni, Employers and Peers/Faculty since 2020 (contains the template and contains the report of the Committee that prepared the form, collected the Feedback and analysed it.
3. Contributing to development of template for Annual Appraisal of the Faculty (contains the communication from the IQAC Coordinator to the Registrar on the preparation of proforma, parts B and C of the Appraisal Form.
4. Review of Report of the NAAC Peer Team in 2018 and identification of actions against each element under (i) criterion-wise analysis, (ii) strength, weakness, opportunities and challenges, and (iii) recommendations for quality enhancement of the institution (link to the Minutes).
5. Distribution of responsibilities across different departments, offices and sections for filling up AQAR in the new format (in effect since 2017-18 (link to Minutes).
6. Allocation of responsibilities to fill up SSR among the faculty members of IQAC (link to the Minutes)
7. Preparation and timely submission of AQAR reports.
8. Contribution to submission of data on Performance and Academic Outcomes of the Deemed to be University in the UGC Deemed to be University portal (Annexure 6.5.3.E contains the acknowledgement from Assistant Registrar.
9. Preparation of the data for
10. Drafting of policies on (i) Grievance redressal for academic & non-academic staff, (ii) Grievance redressal for students, (iii) revised Hostel rules (link to Report) and review of several policies (link1 and link2 to Reports).

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

1. Issues related to gender are addressed in the many courses and modules. Some examples are as follows:

Course name	Programmes in which course is offered	Module name	Li
Gender, rights and equity perspective for sustainable water management	MSc Water Science and Governance (core)	Social organization of gender in South Asia (specifically India)	Li
	MTech Water Resources Engineering and Management (core)	Gendering narratives	
	MA Sustainable Development Practice (elective)		
Perspectives on Development	MA Sustainable Development Practice (core)	Development, Inequality and Marginalization	Li
Integrated Approaches to Sustainable Development Practice	MA Sustainable Development Practice (core)	Social Inclusion	Li
City and Regional Planning and Management	M.Tech (Urban Development Management) (core)	Inclusive Urban Planning: Social Justice and Economic Equity	Li

2. Composition of office bearers in various student clubs (link) and alumni association (link) captures gender equity. Annexure 7.1.1.A lists office bearers of student clubs and Alumni Association since 2016.

3. A Gender Audit was carried out in June 2020 (link). 137 respondents were asked questions on all the seven major areas identified by NAAC for the assessment of gender sensitivity in institution.

4. Every student signs an 'honor code' during the process of admission. It includes the following statement:

"I will conduct myself within and outside the Deemed University's premises in a manner befitting the students of a research university, and consider the following as actions that are in violation of the Student's Honour Code of the Deemed University, and which would invite disciplinary action:

[...]

Sexual Misconduct, Sexual Assault and Sexual Harassment. Offences committed under UGC, AICTE and TERI SAS Policy & guidelines for the prevention, prohibition and punishment of Sexual Harassment of Women.”

(for more details see p. 67 of Students Handbook 2019-20; included under Annexure 7.1.10.A).

5. Safety and security arrangements at TERI SAS are adequate and captured in the Gender Audit.

6. A day care room is available at the hostel for children of the staffs. In 2015, a room in the hostel was converted into a day care room for children with required basic facilities for the entertainment and use of the children such as beds, table-chair, a few toys, posters etc. (Annexure 7.1.1.B). Besides, the parents themselves bring a plenty of items as per the need of their children. A caretaker (maid) is also attached with the child to take care during the office time of the staff.

7. Separate toilet facilities exist for men and women in academic and administrative blocks. It is captured in the Gender Audit.

8. A variety of programmes are organised on Gender matters, including MDPs. Examples are in the enclosure.

9. BoM in its 19th meeting held on February 2016 adopted “TERI University Policy & guidelines for the prevention, prohibition and punishment of Sexual Harassment of Women, 2015”(link to Minutes). Based on the UGC notification dated 02 May 2016,BoM in its 22nd meeting held on December 2016 approved “TERI University policy on prevention, prohibition and punishment of sexual harassment of women employees and students-2016”(link to Minutes)

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant

- 3. Wheeling to the Grid**
- 4. Sensor-based energy conservation**
- 5. Use of LED bulbs/ power efficient equipment**

Response: A. 4 or All of the above

File Description	Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Appropriate waste management is one important aspect of sustainability of any unit. TERI SAS, as a university committed to environmental protection as its core value, has steered up its efforts to ensure an appropriate and efficient waste management system in operation. In a campus of 2 acres, waste segregation is visibly exemplified and made possible through sustainable and untiring endeavour collectively by the TERI SAS family including students, faculty members and the administrative staffs.

For smooth and efficient waste management, marked and colour-coded dustbins are placed across the campus (Annexure 7.1.3.A). These are sent off for disposal and recycling accordingly. Recyclable waste as papers, cardboards, plastics, metals are collected separately and sent for recycling.

TERI SAS has a very active Eco Club, and eco-friendly management of waste ranging from alternatives of reuse, composting to energy generation is promoted. The waste water generated from the hostel building equivalent to 8 Kl/day is treated through efficient biological process using a combination of microorganisms and bio-media filter. The treatment system requires low area and energy. Raw sewage water is usually collected and pumped by the submersible pump provided with the Sewage Treatment Plant (Annexure 7.1.3.B). The treated water meets the prescribed standards for landscape irrigation and is used for lawns and potted plants at the campus.

For Bio hazard waste generated at Biotechnology laboratories, a contract has been signed with an agency M/S Biotic Waste Solutions Pvt. Ltd. approved by Government of National Capital Territory of Delhi (Annexure 7.1.3.C). The agency is engaged in the business of operating a Common Bio-Medical Waste Treatment and Disposal Facility for the reception, transportation, treatment and disposal of biomedical waste after collection of the same from TERI SAS campus as per the Bio-Medical Waste Management (Amendment) Rules, 2018. However, the biotechnology laboratories at TERI SAS do not generate any hazardous chemicals or radioactive waste.

TERI SAS has a well-established system of collecting and disposing off E-Waste collected at the campus. Eco Club student members actively participate in the E-waste collection drive periodically and also make the TERI SAS family aware about the E-waste and encourage them to dispose their old unused/defected electronic items. Special bins are placed at prominent locations of the campus and encourage staff and students to put their unusable items viz. mobile phones, chargers, computer waste, batteries, etc. in those bins. All the official E-waste items and collected personal E-waste is sent to an organization called CHINTAN – Environment Research and Action Group (Annexure 7.1.3.D), for sending to an authorized recycler where processing and recycling is done within laws set forth by the Ministry of Environment, Forest and Climate Change, Government of India.

File Description	Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or all of the above

File Description	Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

- 1.Green audit
- 2.Energy audit
- 3.Environment audit
- 4.Clean and green campus recognitions / awards
- 5.Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Divyangjan friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The University remained committed to being inclusive as a diverse population of students, faculty and staff from different religions, castes, cultures, physical abilities and countries are its greatest strengths. The policy instruments are designed keeping this diversity in consideration and aim towards equality and

harmony.

Board of Management in its 19th meeting held on 12 February 2016 (link to Minutes) adopted a “Policy on Equality, Diversity and Inclusion, 2015” (Annexure 7.1.8.A). This resulted in an “Equality Advisory Committee (EAC)”. Since 2017, this Committee has been renamed as “Diversity, Equality and Ethics Committee (DEEC)”. Annexure 7.1.8.B contains relevant office orders. Present composition of the DEEC can be accessed here.

Minutes of meeting of EAC/DEEC are included in Annexure 7.1.8.C. A report from DEEC for the year 2019 is enclosed as Annexure 7.1.8.D.

Weblink: <https://terisas.ac.in/policy-on-equality-diversity-and-inclusion.php>

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Several programmes have been organised by the TERI SAS on constitutional obligations: values, rights, duties and responsibilities of citizens. All programmes are archived. Some of them are included below:

Title	Month and Year	Link
Certificate course on “Nuclear Energy and Law”	March 2017	View Webp
Webinar on “Relevance of Fundamental Duties amid COVID-19 Pandemic”; a talk by Gopal Sankaranarayanan, Senior Advocate, Supreme Court of India	April 2020	View Webp
7th Certificate Course on Nuclear Energy and Law	March 2020	View Webp
Workshop on “Creating Awareness on Intellectual Property Rights”	March 2020	View Webp
Two Days National Seminar on “Poverty and Social Exclusion : A life Course Perspective” in association with Dr. Ambedkar Chair in Social Justice, IIPA, Lokashraya Foundation, New Delhi	April 2018	View Webp
Webinar on “International Rivers and the emerging legal challenges”; a talk by Mohan Katarki, Senior Advocate, Supreme Court of India	May 2020	View Webp
Webinar on “The Right to Health and Access to Healthcare”; a talk by Gopal Subramaniam, Former Solicitor General of India	May 2020	View Webp
A talk on “Good Publication Ethics” by Arun S. Kharat	February 2020	View Webp
Webinar on “Making Things Happen in the Government: Ethical Dilemmas of a Civil Servant” by Anil Swarup, former Secretary, School Education and Literacy, Government of India	July 2020	View Webp

Workshop on “Practice of Nuclear Liability, Compensation and Insurance: National and International Experience”	August 2016	View	Webp
Economics Seminar Series –“The Application of Labour Laws, Employment Outcome and Assessment of Workers’ Bargaining Power: Some Recent Trends from India” by Anamitra Roy Chowdhury	September 2016	View	Webp
A talk on “Philosophy of Biology and Ethics in Biology Research and Education” by Kambadur Muralidhar	September 2016	View	Webp
3 Day Litigation Clinic for law students and young lawyers	October 2016	View	Webp
5 Day Certificate Programme on Environment Law, Regulation & Policy in Practice	December 2015	View	Webp
A seminar on “Nuclear power, radiation and regulation: A development perspective”	January 2016	View	Webp
‘UN International Law Commission and International Environmental Governance’ a talk by Aniruddha Rajput, Member, United Nations International Law Commission (2017-21).	April 2020	View	Webp
Neeraj Aarora, Advocate-On-Record, Supreme Court of India, International Arbitrator and Computer Forensics Expert spoke at a webinar and training session on ‘Cyber Security and Law’ organised by CPGLS.	June 2020	View	Webp
A lecture on ‘Why have Judges?’ by Gabrielle Appleby	August 2018	View	Webp
Dr. Hamish Rennie, Associate Professor, Faculty of Environment, Lincoln University, delivered a talk on “This River is a Person! A revolutionary development in environmental planning?”	August 2018	View	Webp

Some of the courses cover various aspects of constitutional obligations, rights, duties, and responsibilities, which are as follows:

Course title	Module title	Link to Course Out
Law, Society and Sustainable Development	Key legal concepts	View Document
Environmental law and policy	Basic Concepts in Environmental Law	View Document
Urban Governance	Introduction and Constitutional Provisions	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

TERI SAS as an institution of international repute has always been instrumental in utilizing the opportunities of celebrating the national and international commemorative days in such a manner that those could be the source of inspiration, motivation, awareness, commitment, perseverance, pride, and progress for its students and the society in general. All important national days, especially Independence day and Republic day, are celebrated in its small campus (in the TERI SAS amphitheater), but in a grand manner in the presence of and with the participation of students, faculty members and administrative staffs.

TERI SAS family always offers tribute/homage to great leaders, scientists, freedom fighters and other personalities of national and international fame by commemorating their birth and death anniversary in the form of seminar, invited talks, organizing several events including quiz, poster/poetry/essay competitions etc.

TERI SAS has a formal group of students for different activities such as Eco Club (link), Sports Club (link), and Media & Arts Club (link) of students whose prime responsibilities are to organize and engage students in such extra-curricular activities, events and festivals. These students' committees are also supported and supervised by the corresponding committees of faculty members.

Annual Reports capturing all such events organized by TERI SAS to celebrate/pay homage/solemnize national and international commemorative days are available from here: <https://www.terisas.ac.in/annual-report.php>. General link for reporting is here: <https://www.terisas.ac.in/whats-happening.php?id=515>. A glimpse is presented below:

Programme/Activity	Month/Year	Weblink
75th Independence Day Celebration at TERI SAS	August 2021	View Social Media Post

74th Independence Day Celebration at TERI SAS	August 2020	View Webpage
73rd Independence Day Celebration at TERI SAS	August 2019	View Webpage
72nd Independence Day Celebration at TERI SAS	August 2018	View Webpage
71st Independence Day Celebration at TERI SAS	August 2017	View Webpage
70th Independence Day Celebration at TERI SAS	August 2016	View Webpage
69th Independence Day Celebration at TERI SAS	August 2015	View Webpage
72nd Republic Day Celebration at TERI SAS	January 2021	View Webpage
71st Republic Day Celebration at TERI SAS	January 2020	View Webpage
70th Republic Day Celebration at TERI SAS	January 2019	View Webpage
69th Republic Day Celebration at TERI SAS	January 2018	View Webpage
68th Republic Day Celebration at TERI SAS	January 2017	View Webpage
67th Republic Day Celebration at TERI SAS	January 2016	View Webpage
66th Republic Day Celebration at TERI SAS	January 2015	View Webpage
Teachers' Day Celebration (5th September)	September 2020	View Social Media Post
Teachers' Day Celebration (5th September)	September 2019	View Webpage
Teachers' Day Celebration (5th September)	September 2018	View Webpage
Teachers' Day Celebration (5th September)	September 2017	View Webpage
Teachers' Day Celebration (5th September)	September 2016	View Webpage
Teachers' Day Celebration (5th September)	September 2015	View Webpage
70th Anniversary of Constitution Day	November 2019	View Webpage
Birth Anniversary of Netaji Subhash Chandra Bose: Creative Writing Competition	January 2021	View Webpage
144th Birth anniversary of Sardar Vallabh Bhai Patel: "Pledge of Unity"	October 2019	View Webpage
139th Birth anniversary of Sardar Vallabh Bhai Patel: "Run for Unity"	October 2014	View Webpage

Please refer to PDF or this URL: https://www.terisas.ac.in/pdf/SSR2021_7.1.11.pdf

File Description	Document
Any other relevant information	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

1. Title of the Practice

Feedback from a variety of stakeholders through structured questionnaires

2. Objectives of the Practice

New Education Policy (pp. 42-43) mentions the importance and relevance of "meaningful input from all

stakeholders - Board members, institutional leaders, faculty, students, and staff - rather than decisions made by a few individuals” to form the “basis for progress towards institutional goals”. NEP further calls for creation and enabling of “[s]uitable mechanisms for all to participate in forming an institutional vision towards excellence”. In alignment with these stated best practices TERI SAS endeavours to collect responses from a variety of stakeholders on selected aspects of education imparted here.

3. The Context

TERI SAS has been collecting feedbacks from the stakeholders since its inception.

1. The students are asked to provide feedback twice in a semester for every course that they study.
2. Feedbacks are also taken from present students, alumni, employers and internal academic peers during the review of existing courses and programmes as well as for new courses and programmes.
3. Additional feedback is solicited from stakeholders for decision making on specific situations. Some examples follow: At the time of program restructuring; During pandemic, a feedback of students on online learning and preparedness for examinations was conducted in April-May 2020 prior to taking decision on the final examination schedule; Every new syllabus has feedback from external academic peers, apart from BoS and AC.

The feedback process is also periodically reviewed and the questionnaires are updated as required. During 2017-18, an exercise was carried out to revisit the questions under ‘A’ above. It was initiated through the Heads and Deans meeting and involved all faculty members through respective Heads of Departments. The structure of the mid-semester and end-semester feedback forms circulated to the students are presented below in A.1 and A.2, respectively. Since 2019-20, an exercise was carried out to revisit the questions through which (annual) feedback is collected from stakeholders other than students. The annual feedback form circulated now among employers, faculty members and alumni are presented in B.1-B.3 below.

4. The Practice

A.1. Template for collecting feedback (on a scale of 1 to 10) from students at mid-semester in every taught course studied:

Question 1	The instructor clearly explain the objectives and teaching plan of the course
Question 2	The reading material suggested by the instructor in relevant and useful
Question 3	I am comfortable with the pace of progress in the course
Question 4	Adequate encouragement given by the instructor to think, question and discuss
Question 5.	Question/ clarifications raised in the class were appropriately addressed
Question 6	The instructor could convey her/his command over the subject
Question 7	The instructor could articulate and express adequately
Question 8	The instructor could create an interest in the subject for me
Question 9	Other comments

A.2. Template for collecting feedback (on a scale of 1 to 10) from students at end-semester in every taught course studied:

Question 1	There has been an enhancement of my knowledge through this course
Question 2	The reading material suggested by the instructor is relevant and useful

Question 3	I was exposed to updated material in this course	
Question 4	The course content delivered within assigned number of class hours	
Question 5	The pedagogy employed by the instructor was appropriate for meeting the objectives of the course	
Question 6	The instructor was accessible outside of class for discussions (during contact hours and by appointment)	
Question 7.1	The mode of assessment and process of evaluation reflected the course plan	
Question 7.2	The evaluation tested in-depth understanding of the subject	
Question 7.3	The evaluation helped in understanding the subject better	
Question 7.4	The evaluated answer-sheets/assignments/etc. were made available for consultation as per schedule	
Question 7.5	The evaluation process was appropriate and fair	
Question 8.1	Assigned hours is commensurate with the course content	
Question 8.2	Topics covered in the course were appropriate and interconnected	
Question 8.3	The course is commensurate with the overall programme	
Question 8.4	This course is relevant for my professional development	
Question 9	You may write about the aspects of the course and the teaching not captured above. For example, you may write about the aspects of the course that you have liked, the problems that you have faced during this course, and how you may also make suggestions to improve the course delivery?	

Feedback is collected from each student. Respective teachers can access the feedback. Also it can be accessed by the Programme Coordinator, Head of the Department, Dean (Academic) and the Vice Chancellor. Annual Performance Appraisal Report of every teacher includes a column where average score (between 1 and 10) of the end-semester feedback in every course (taught or coordinated) are included.

B.1. Template for collecting annual feedback from employers

Please rate the alumni/intern of TERI School of Advanced Studies presently working in your organisation on a scale of 1 (Very Dissatisfied) to 5 (Very Satisfied) for the given skills. Mark 6 only if the given skill does not apply to the employee due to the nature of work and thus restricts your ability to assess him/her.

S. No	Skills	
1	Technical skills and domain specific knowledge	
2	Teamwork and interpersonal skills	
3	Communication Skills (Oral and Written)	
4	Ability to think creatively, objectively and offer insights into solving problems.	
5	Proficiency in the use of technology (IT)	
6	Analytical skills	
7	Project Management skills	
8	Ability to handle pressure	
9	Time management	
10	Adherence to organisational rules and regulations	
11	Ability to empathize	
12	Gender sensitivity	
13	Alignment of the employee skills with the outcome of the programme attended at TERI SAS (Please click on the link to read the programme outcomes prior to answering this question)	
Please suggest any courses/skills that you think may be included to make our programme more relevant for your organisation.		

B.2. Template for collecting annual feedback from teachers

S. No	Question
1	The courses/syllabi taught by me have a good balance between theory and application
2	Contents of the curriculum are as per the industry requirement
3	The university has adequate infrastructure facilities to run the programs
4	The university provides adequate opportunities and support to faculty members for upgrading the qualification
5	The books/journals etc. prescribed/listed as reference materials are relevant, updated and cover the entire
6	The environment in the university is conducive to teaching and research
7	The treatment of the students irrespective of the background of the student (gender, caste, community, teaching and evaluation is fair
8	I have the freedom to adopt new techniques/strategies of testing and assessment of students
9	The program in which I teach enhances knowledge and skill in the area of specialization
10	The program instills values and professional ethics in the student
11	The program makes the student industry/research ready
12	Individual mentoring to the students is provided for holistic development
Please suggest any courses/skills that you think may be included to make our programme Industry/Research relevant	

B.3. Template for collecting annual feedback from alumni

Please rate the program of TERI School of Advanced Studies on a scale of 1 to 5 for the given skills. Mark 6 only if the given skill does not apply to you.

S.No	Skills
1	The program inculcated employability skills in me
2	The program played an important role in my personal growth and confidence building
3	The program instilled problem solving and decision-making skills in me
4	The program improved my communication and team working skills
5	The program improved my critical thinking ability
6	The program provided me adequate theoretical knowledge and hands on skills in the field of specialization
7	The nomenclature of the program is unique, and it gave me first mover advantage
8	The program gave me exposure to IT skills
9	The program enabled me to develop strong theoretical and analytical skills
10	I would recommend the program to other prospective students
Please suggest any courses/skills that you think may be included to make our programme Industry/Research relevant	

Needless to say, each feedback is kept anonymous to every user. The feedback is collected, analysed and shared with all the faculty members irrespective of programme with which one is associated. Departments maintain an ATR.

5. Evidence of Success

a) Improvement in the scores obtained by teachers against a given course.

- b) Involvement of alumni in the matters in their alma mater.
- c) Reflection on the part of the teachers on the entire spectrum of education offered at TERI SAS. Utilization of feedback for modification of courses and restructuring programs periodically.
- d) Inclusiveness on the part of employers.

6. Problems Encountered and Resources Required.

- a) Getting responses from employers and alumni
- b) Lack of an in-house programmer compelled use of Google Forms for this purpose.

7. Notes (Optional)

The process TERI SAS went through in designing the questionnaires are quite robust. In particular, the one for students have undergone a number of iterations and now it has passed the test of time. Other HEIs can use this set (A.1 and A.2 in 4 above)

Link: <https://terisas.ac.in/pdf/BestPracticeTBA1.pdf>

B.

1. Title of the Practice

Integration of Information and Communication Technology in all aspects of functioning of HEI

2. Objectives of the Practice

NAAC manual for Self Study Report of Universities (p. 7) mentions the following: “Technological advancement and innovations in educational transactions have to be undertaken by all HEIs, to make a visible impact on academic development as well as administration. [...] To keep pace with the developments in other spheres of human endeavour, HEIs have to enrich the learning experiences of their students by providing them with state-of-the-art educational technologies. The campus community must be adequately prepared to make use of Information and Communication Technology (ICT) optimally”. Integration of ICT in the everyday functioning of TERI SAS has been geared to meet these objectives.

3. The Context

Sustainability being one of the core areas of importance and competence at TERI SAS, use of green practices came to it quite ‘naturally’. E-office for internal communications (including approvals), ‘portals’ for students and faculty, financial software for meeting accounting requirements, MIS for managing academic matters were thought to be saving both time and resources including papers. It follows that from the very first day, all newly admitted students and staff members are exposed to an ICT enabled environment. This paid a lot of dividend during the pandemic in 2020. The entire teaching and evaluation could be shifted to online mode with no loss in working days.

4. The Practice

Effective integration of ICT in every aspect of functioning has been implemented at TERI SAS since its inception. From submission of application form for admission to admission to choice of subjects to checking attendance records to accessing grades, every aspect of a student life-cycle has been operating within the digital platform. Similarly, application for teaching positions to submission of appraisal to application for leave for faculty have been functioning in an ICT enabled environment. All the classrooms are equipped with latest ICT tools. Every aspect of finance is carried out through a digital environment.

Technical details of Management Information System (MIS) are given below.

S. No	Module	Description	Technology
1	Admissions	Admissions data is available in University Management System (UMS).	Oracle 10g and Developer 2000 (Form 6i)
2	Academics	Entire academic module is available in UMS and respective part of the same is available in Student and Faculty Portal	For Faculty and Student portal, front .Net and backend is Oracle
3	Examination	Role based access given to respective faculty member and can be processed through UMS.	Front developed in .Net and backend is
4	Placement	Can be accessed through .Net portal	Front developed in .Net and backend is
5	Feedback - Mid Term and Final	Can be accessed through .Net portal	Front developed in .Net and backend is
6	Minor - Major Project	Can be accessed through .Net portal	Front developed in .Net and backend is
7	ESS Portal	Can be accessed through .Net portal and managed through Navision Portal	Front developed in .Net and back through Microsoft Navision
8	Purchase	Can be accessed through .Net portal and managed through Navision Portal	Front developed in .Net and back through Microsoft Navision

A narrative follows:

- **Methods of IT integration in teaching and learning**
- Teachers extensively use ICT enabled tools for interactive teaching to optimally employ student centric methods such as role-play, case-studies, presentations.
- Power-point presentations, conducting polls (kahoot.com), holding quizzes (Microsoft Forms), mind-maps are few methods adopted by teachers to blend IT-enabled methods in the traditional classroom set-up.
- Guest-lectures, seminars/webinars, talks etc., workshops, trainings are organized through video-conferencing, skype etc.
- A repository of recorded video of seminars, guest-lectures and also lectures developed by faculty members have also been created for different courses; they are made available to students online for self-paced learning (<https://www.youtube.com/user/teriuniversity/videos>).

- Class attendance and progress of the students are posted on the portal by the faculty and available for the students to access them through their portal. Progress of students participating in Projects or Internships in external organizations is also monitored through portal system.
- **IT enabled evaluation and assessment**
 - Format and weightage of assessments are integrated into the TERI SAS evaluation portal.
 - Entire process of submission of grades by the faculty, moderation, submission of grades to the Controller of Examination and final display of results to be accessed by the students is carried out online via the UMS and portal systems.
 - Plagiarism detection software available for detection of similarity in students' submissions for term-papers, project reports, thesis and dissertations.
- **IT integration in Admission and other administrative processes.**
 - Dedicated tab on the TERI SAS website for admission to all programs. Further time to time updates on the admission-status posted in 'announcements'.
 - Up-to date and complete information on the admission dates, procedure to apply, no. of seats, fee payment, loan facility, refund policy along with a copy of brochure are posted on the institutions website.
- **Infrastructure supporting IT integration**
 - Dedicated IT staff for managing IT services and ICT assets at the university.
 - Every classroom, seminar halls and conference rooms at TERI SAS is well-equipped with a computer system and projector.
 - Wi-fi enabled campus.
 - Two computer labs, one computer center and over 200 computer systems.
 - Vast collection of e-books, e-journals and other e-resources along with remote-access to the library.
 - A committee was set up in May 2020 'to recommend appropriate online unified communications platform for smooth conduct of academic activities' with the following terms of reference: (a) Review the appropriateness and effectiveness of the product/platform under existing licensing arrangement with M/s Microsoft Ltd. and other vendors for delivering online teaching-learning and examination processes; (b) Examine other popular platforms and recommend a suitable product/platform for the University; (c) Examine other relevant IT related issues for long-term preparedness of the University for addressing challenges arising due to COVID-19 environment and offer suggestions if any. The Committee submitted its report in September 2020.

[Kindly refer to https://www.terisas.ac.in/pdf/SSR2021_7.2.1.pdf or PDF for the complete text]

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Board of Management of the Deemed to be University in its 14th meeting held on 7th December 2012 decided that “Knowledge for Sustainable Development” shall be the tag line (link to the Minutes; item no 7).

These are reflected in the Vision: “To accelerate the transition towards a more sustainable world through the creation of knowledge and human capacity. To be a globally recognized deemed University in the sphere of sustainability studies”. Mission and Core values of TERI SAS also reflect these (link).

These are further reflected in the “Objectives of the Deemed to be University” as included in the MoA with the UGC (approved by the BoM in its 32nd Meeting held on 6th June 2019; link to the Minutes: Enclosure 10).

“5.5 To engage in areas of specialization with proven ability to make distinctive contributions to the objectives of higher education system;

[...]

5.7. To provide for institution and training in energy studies, biosciences, environmental sciences, public policy and other such branches of learning as it may deem fit;

5.8. To provide for research and for the advancement of and dissemination of knowledge.”

In operational terms these were translated into the following functions (as included in the MoA with UGC):

“iii. To design and conduct academic and training programmes, courses and research and to provide instruction from time to time as appropriate for the fulfilment of the objectives;

iv. To organize outreach activities; extension services and other measures for promotion of university;

[...]

xii. To publish publications of any kind in furtherance of the objectives of the deemed University.”

Details on the academic programs and publications are covered in several other metrics (for example,

1.3.1, 3.4.5, 3.4.6, 3.4.8, 3.4.9). The text below focuses on additional points.

1. **OUTREACH:** The faculty members are engaged with outreach activities and document their efforts on the website. <https://www.terisas.ac.in/outreach.php> deposits all such endeavours. Some examples follow:

Details of the event
Naqui Anwer was a resource person at an AICTE sponsored one week Short term training program on “Emerging Trends and Challenges in Grid Connected Renewable Power Generation” at Department of Electrical and Electronic Engineering, Ghaziabad during 1-6 July 2019.
Kamna Sachdeva spoke at a seminar to promote sustainability at Benaras Hindu University, Varanasi on 21 April 2019
‘24 Hours of Reality - Walk for Climate Emergency’ and an interactive Session at Sarvodaya Vidhyalaya, Vasundhara, Gurgaon. Our students educated the Sarvodaya Vidhyalaya students on Air Pollution and Sustainable Development Goals.
Nandan Nawn gave a presentation on “Biodiversity and Bioeconomy: Routemap for Strategies and Action” at ATREE, Bengaluru
Sudipta Chatterjee , delivered a lecture on ‘ Sustaining Life - Conserving biodiversity in the face of global changes ’ at the National Conference on Sustainability organised by Eternal University, Baru, Himachal Pradesh
CK Singh Delivered a lecture at Summer School on Environment and Sustainable Habitat organised by Guru Nanak Dev University, Amritsar
Sukanya Das delivered a lecture on ‘Economic Tools and Techniques for Valuing Environmental Resource’ as part of 5th Refresher Course in Environmental Studies (IDC) Organised by UGC-Human Resource Development Centre, JNU

2. **CONFERENCES:** With regularity, annual conferences such as BIOTIKOS (2015, 2016, 2017, 2019) and REtopia (2015, 2016, 2017, 2018 and 2019) are held. Many other conferences are also held.

Details of the event
CLI-MATES’18, the first ever youth driven Climate Change Conclave on September 20, 2018 was organized by students of M.Sc. (Climate Science and Policy), to provide an insight into the catastrophic impacts of Climate Change on different aspects of Ocean and understand the challenges pertaining to mitigation of impacts and developing climate resilience
“SDGs and Sustainable Livelihood: Opportunities and Challenges in India” was organised by Department of Policy Studies on April 12, 2019 to discuss how we could strategize and implement SDGs for generating sustainable livelihood. It involved lectures by renowned experts and a poster competition.
Art from the Heart, the first lead up event to Climate Jamboree during September 25 - 26, 2018 involved participation of more than 100 youth in performing arts productions highlighting issues of sustainability.
“International workshop on Strengthening International Agribusiness Trade: Stakeholder Dialogue and Partnerships towards SDGs” in association with TATA Trusts, Western Sydney University, Confederation of Indian Industries

Root Skills, Deakin University, Australia India Business Council, TATA Cornell Institute of Agriculture, Syracuse University, UN Global Compact India during 14-15 November 2019.

Second International Conference on “Business, Economics and Sustainable Development” in collaboration with Government of India Rooftop Solar Technical Assistance Program supported by the World Bank, January 17-2019

3. **TERI SAS YOUTUBE CHANNEL** hosts records of a variety of endeavours, including Institutionalized Seminar Series. Some examples follow:

Details of the event

Webinar by Neeti, on including cutting edge technology like GEE in the curriculum dated 12 March 2019.

A video titled ‘Trash hunger not food’ on preventive food waste association with UNEP and Switch Asia dated 21 November 2018.

Lecture series on Environment and Climate Change: ‘Risks, Vulnerabilities and Responses —Agriculture and Water’ by Chubamenla Jamir, Chander K. Singh, and Dr. Akash Sondhi on 15th May 2020

Institutionalized Seminar Series on WASH, Coca-Cola Department of Regional Water Studies : Quantify Hydrological performance by Arun Kansal

Learning by experience — a film by students of M.Tech./M.Sc. Water Science and Governance

Need Assessment in Mukundapur Village by MA-SDP Students

Alumni Webinar Series by Ankit Tulisyan on Policy to Practice – Insights from Swachh Bharat Mission Urban Programme implemented by Govt. of India

Such efforts by TERI SAS faculty and students are recognised at various international platforms. An illustration follows: A short film of our UNEP funded project conducted on food supply chain in Nagaland (2017-2019). They identified our work as one of the 4 success stories worldwide. The video, made by UNEP was released in January 2021 (Link).

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

TERI SAS is at a cusp at present. While international policy space is abuzz with matters in the area of its traditional expertise and specialization, the opportunities are yet to be exploited fully. One reason is number of able and willing faculty members constrained by the limited number of students. After all, getting salary support from sponsored projects has been increasingly rare these days.

Morale of faculty will be greatly boosted with an improved score obtained through this re-assessment by NAAC, aided by the prospect of having bright and sincere students.

Concluding Remarks :

As can be seen from the pages of this SSR, policies and regulations are well framed, structures of governance and management are well defined, and practices and processes are well documented.

There are many more ways through which TERI SAS can serve the society. Having a greater number of students is the first step. A higher grade from the NAAC, than the present one will help the institution greatly towards this endeavour.