YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	TERI School of Advanced Studies
• Name of the Head of the institution	Prof. Prateek Sharma
• Designation	Vice Chancellor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	01171800222
• Mobile no	9899678802
• Registered e-mail	vc@terisas.ac.in
• Alternate e-mail address	prateeks@terisas.ac.in
• City/Town	New Delhi
• State/UT	Delhi
• Pin Code	110070
2.Institutional status	
• University	Deemed
• Type of Institution	Co-education
• Location	Urban
• Name of the IQAC Co-ordinator/Director	Dr. Naqui Anwer

• Phone no./Alternate phone no	**01171800222**
• Mobile	**9911440305**
• IQAC e-mail address	**iqac@terisas.ac.in**
• Alternate Email address	**naqui.anwer@terisas.ac.in**
3.Website address (Web link of the AQAR (Previous Academic Year)	https://terisas.ac.in/assets/pdf/AQAR_2019-20.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**3.26**	**2013**	**23/03/2013**	**22/03/2018**
Cycle 2	**B++**	**2.84**	**2018**	**02/11/2018**	**30/04/2024**

6.Date of Establishment of IQAC	**19/02/2013**

7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**Nil**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of IQAC	View File
9.No. of IQAC meetings held during the year	**1**
• The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)	**Yes**

• (Please upload, minutes of meetings and action taken report)	No File Uploaded	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**	
• If yes, mention the amount		

11.Significant contributions made by IQAC during the current year (maximum five bullets)

1. Finalised the consultancy revenue sharing policy. 2. Development of the ERP system of TERI SAS with support from Director IT, TERI to the IT team of TERI SAS. 3. Prepared and adoption of TERI SAS media strategy policy and TERI SAS Social Media Policy. 4. Operationalisation of Policy on Direct Recruitment Promotion of Faculty of TERI SAS approved by BoM. 5. Formation of Students Council, following the approval of Rules for TERI School of Advanced Studies Students Council.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Re-assessment by NAAC.	successfully submitted
Improved record keeping for all events organised by TERI SAS and their display on the website.	Fully achieved
Approval of Programme Specific Outcomes for all programmes by statutory bodies.	Fully achieved
Introduced Policy on Direct Recruiment & Promotion of Faculty of TERI SAS as per UGC norms.	Implemented

13.Whether the AQAR was placed before statutory body?	**Yes**
• Name of the statutory body	

Name	Date of meeting(s)
Board of Management	25/03/2022

14.Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?	No

15.Whether institutional data submitted to AISHE

Year	Date of Submission
2019-20	10/01/2021

Extended Profile

1.Programme

1.1 Number of programmes offered during the year:	23
1.2 Number of departments offering academic programmes	8

2.Student

2.1 Number of students during the year	580
2.2 Number of outgoing / final year students during the year:	266
2.3 Number of students appeared in the University examination during the year	253
2.4 Number of revaluation applications during the year	0

3.Academic

3.1 Number of courses in all Programmes during the year	320

3.2 Number of full time teachers during the year	48
3.3 Number of sanctioned posts during the year	48

4.Institution	
4.1 Number of eligible applications received for admissions to all the Programmes during the year	1539
4.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	1
4.3 Total number of classrooms and seminar halls	18
4.4 Total number of computers in the campus for academic purpose	109
4.5 Total expenditure excluding salary during the year (INR in lakhs)	591.89

Part B

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 University

TERI School of Advanced Studies (TERI SAS) was established as a Trust in 1998 with TERI (The Energy and Resources Institute) as its sponsoring society promoting research led education in the fields of energy, environment, natural resources and sustainability through masters and PhD programmes with courses having societal relevance. The purpose and vision for the University was further strengthened in 1999 after getting "Deemed to be University" status by the UGC and notified vide the Ministry of Human Resources Development,

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Department of Education, Government of India, notification no.
F.9-19/95-U-3 dated 5 October 1999.

The academic activities are spread over 14 masters and 6 PhD
programmes. The programmes are designed to promote
interdisciplinarity on cross cutting issues promoting the
sustainability studies through the SDGs (Sustainable Development
Goals), different national policies & missions and national &
international schemes by incorporating them in the curriculum
directly or indirectly.



. The courses have been developed to promote the learning based on
SDGs and several national & international missions such as National
Mission for Sustaining the Himalayan Ecosystem, National Skill
Development Mission, National Clean Air Programme, National Mission
on Education through Information and Communication Technology etc
along with corresponding SDGs.
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File Description	Documents
Upload relevant supporting document	[View File](#)

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

4

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

204

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

2

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

4

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3 - Curriculum Enrichment

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

TERI School of advanced studies (TERI SAS) came into existence with an aspiration to promote sustainability through structured programmes. It is evident that incorporating the concept of gender equality, human values and professional ethics is inevitable to bring the concept of sustainable development to reality. Keeping this into mind, the courses of all the 14 Masters and 6 PhD are designed to integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics as part of the curriculum. Different courses spread over diverse programmes of the university offers the opportunity to study and analyze a number of policies, measures, activities and campaigns related to these contemporary fields facilitate students to evolve as sensitive and ethical individuals grounded in strong personal values and principles. TERI SAS positions itself as a source for creation of professionals on sustainable development who would be able to tackle issues related to these areas that need urgent attention. This guiding philosophy influences formulation of curriculum and are communicated effectively through appropriate emphasis on gender, human values and ethics.

File Description	Documents
Upload relevant supporting document	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

43

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

821

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

252

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni	• **All 4 of the above**

File Description	Documents
Upload relevant supporting document	View File

1.4.2 - Feedback processes of the institution may be classified as follows	• Feedback collected, analysed and action taken and feedback available on website

File Description	Documents
Upload relevant supporting document	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

555

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

1

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.2 - Catering to Student Diversity

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

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 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. 4. Many programmes organise regular expert lectures provide a 360-degree perspective and understanding of many of the core subjects. 5. Many courses include tutorials facilitating individual attention for both slow and advance learners; provision of hands-on training is accounted for under practical hours. 6. Each program has 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.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	Nil

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
541	48

File Description	Documents
Upload relevant supporting document	View File

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

At TERI SAS, each PG programme has a Major Research Project, Masters' Thesis or a Dissertation as a mandatory component in the final semester These exercises have underpinnings of experiential and participative learning. The students are supervised by faculty members 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

File Description	Documents
Upload relevant supporting document	View File

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

1. Methods of IT integration in teaching and learning

2. IT enabled evaluation and assessment

3. Pedagogic innovations in response to COVID 19 pandemic

4. IT integration in Admission and other administrative processes.

5. Infrastructure supporting IT integration

File Description	Documents
Upload relevant supporting document	View File

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

48

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

48

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.2 - Total Number of full time teachers withPh.D./D.M/M.Ch./D.N.B

Superspeciality/D.Sc./D'Lit. during the year

48

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

337

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

1

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

13

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 year

13

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

0

File Description	Documents
Upload relevant supporting document	**No File Uploaded**

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

1. **IT integration during admission to registration to examination**
2. **IT integrated robust assessment process.**

File Description	Documents
Upload relevant supporting document	View File

2.5.4 - Status of automation of Examination division along with approved Examination Manual	**A. 100% automation of entire division & implementation of Examination Management System (EMS)**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

1. Advanced knowledge and understanding to comprehend and address the challenges relating tosustainability 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 indevelopment trajectory.

File Description	Documents
Upload relevant supporting document	View File

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

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.

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. Master's 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 toController of Examination for necessary action.

File Description	Documents
Upload relevant supporting document	View File

2.6.3 - Number of students passed during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

253

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

https://terisas.ac.in/pdf/SSS_2020.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

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

File Description	Documents
Upload relevant supporting document	View File

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

1

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

29

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.5 - Institution has the following facilities to support research Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab Research/Statistical Databases Moot court Theatre Art Gallery	**A. Any 4 or more of the above**

File Description	Documents
Upload relevant supporting document	View File

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

0

File Description	Documents
Upload the data template	**No File Uploaded**
Upload relevant supporting document	**No File Uploaded**

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 year (INR in Lakhs)

20.80

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

252.52

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

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

21

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

The Institution Innovation Council 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 . Information as received from MHRD-IIC is being regularly shared with the students as well as the faculty members. Page 54/118 27-12-2021 05:39:37 Self Study Report of TERI School of advanced Studies 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.

File Description	Documents
Upload relevant supporting document	View File

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

19

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

19

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

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

3

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following 1. Inclusion of research ethics in the research methodology course work 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc) 3. Plagiarism check 4. Research Advisory Committee	A. All of the above

File Description	Documents
Upload relevant supporting document	View File

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

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

22

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	**No File Uploaded**

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

3

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	**No File Uploaded**

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year

1

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	**No File Uploaded**

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS	**A. Any 5 or all of the above**

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	**No File Uploaded**

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
235	**447**

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
59	**40**

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

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

Board of Management in its 38th meeting held on 29.12.2020. adopted a Revenue Sharing policy . The Policy is available here: https://www.terisas.ac.in/pdf/RevenueSharing_39BoM.pdf The associated regulation was notified on 19.08.2021

File Description	Documents
Upload relevant supporting document	View File

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

4.74

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	**No File Uploaded**

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 year

Students and faculty members are involved in various activities in the neighborhoods.

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 driversSome 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.

File Description	Documents
Upload relevant supporting document	[View File](#)

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 year

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

2

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

0

File Description	Documents
Upload the data template	**No File Uploaded**
Upload relevant supporting document	**No File Uploaded**

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

0

File Description	Documents
Upload the data template	**No File Uploaded**
Upload relevant supporting document	**No File Uploaded**

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during

the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

174

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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 year

6

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

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.

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 welldesigned 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.. TERI SAS hosts South Asia's most comprehensive library on Energy and Environment.The library uses barcode 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.

File Description	Documents
Upload relevant supporting document	View File

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

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

File Description	Documents
Upload relevant supporting document	View File

4.1.3 - Availability of general campus facilities and overall ambience

With a built up area of 7962 sq m, on a land of 2 acres, the campus is a visual delight. Just outside the campus, there is an 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 under its HI-AWARE project. Wind turbine was installed in 2017. 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. Parking space is in the basement, ensuring efficient use of space.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

73.06

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.2 - Library as a Learning Resource

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

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

1. Automated housekeeping

2. Electronic database

3. Off-campus availability of library resources

4. Member of national level library network

File Description	Documents
Upload relevant supporting document	[View File](#)

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-	A. Any 4 or all of the above

books e-ShodhSindhu Shodhganga Databases

File Description	Documents
Upload relevant supporting document	View File

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

3.39

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

51

File Description	Documents
Upload relevant supporting document	View File

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

18

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

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.

Compendium of Policies and Guidelines 2017. 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 .

Board of Management in its 39th meeting on 14.08.2021 approved the HEI's IT Policy .Aspects that it covers include the following:

- LAN & Desktop connection policy
- Backup policy
- Wi-Fi policy
- Printing policy
- Virus checking
- Email Security
- Email Account Management
- Service Level management

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 .

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/

File Description	Documents
Upload relevant supporting document	[View File]

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
551	35

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)

- **50 MBPS - 250 MBPS**

File Description	Documents
Upload relevant supporting document	View File

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

A. All of the above

File Description	Documents
Upload relevant supporting document	View File
Upload the data template	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

18688000

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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.

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).**

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

File Description	Documents
Upload relevant supporting document	[View File](#)

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

12

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

266

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology

A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

- All of the above

File Description	Documents
Upload relevant supporting document	View File

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

3

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.2 - Total number of placement of outgoing students during the year

100

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

7

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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 year

6

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

TERI SAS have the following student clubs: 1) Eco-Club, 2) Media and Arts Club, and 3) Sports Club. Each club shall operate under the following parameters:

1. Each club would have 1 Secretary and as many coordinators or

executives as required by the Secretary.

2. Each club to be advised to hold at least one student competition/event every year.

3. The responsibility of organising the Ethnic Day to be given to the Media and Arts Club and the Sports Week to the Sports Club.

4. All clubs to be advised to consider Alumni participation in all the events for creating a vibrant community.

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.

The following events were organised by the students clubs:

1. Independence Day on 15th August 2020
2. Swacchata hi Sewa Campaign during 25th September- 26th September 2020
3. Pledge for Unity on 31st October 2020
4. Ethnic Day on 15th November 2020
5. Constitution Day on 26th November 2020
6. Republic Day on 26th January 2021

File Description	Documents
Upload relevant supporting document	[View File](#)

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

4

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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 during the year

YES. TERI School of Advanced Studies Alumni Association is registered under Societies Registration Act XXI of 1860, vide number S 53643 of 2005 dated 9th September 2005 with Registrar of Societies, Govt of NCT of Delhi.

File Description	Documents
Upload relevant supporting document	[View File]()

5.4.2 - Alumni contribution during the year (INR in Lakhs)   **E. <1Lakhs**

File Description	Documents
Upload relevant supporting document	[View File]()

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

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

- **To create new knowledge through research and contribute to the discourse on sustainability issues at national and global levels.**
- **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.**

File Description	Documents
Upload relevant supporting document	[View File]()

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

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 or the MoA as adopted by BoM in its 20th meeting held on 30.05.2016 , the revised MoA adopted by BoM in its 22nd meeting held on 22.12.2016.**
2. **Delegated responsibilities by Statutory Bodies or Committees due to regulatory compliance.**
3. **There are a set of other ad-hoc Committees that look after the everyday at TERI SAS**

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

- **BoM in its 20th meeting on 30.05.2016 discussed Five Year Development plan of the Deemed to be University.**
- **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".**
- **Deployment of two elements of the Five Year Development plan.**

File Description	Documents
Upload relevant supporting document	[View File](#)

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.

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.**

The faculty and non-teaching staff have the benefits of Provident Fund, Health Insurance, Casual Leaves, Earned Leaves, Medical Leaves & Maternity Leaves etc.. The Seventh pay commission pay scales are introduced for the employees and they are entitled for authorised LTC, HRA and other allowances.

1. **TERI SAS follows an open system of recruitment, Posts are advertised through the website and social media. Applications are made through an online portal .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. 2. Procedures for various types of Grievance Redressal are well laid out in Student's Handbook and Compendium of Rules accessible through internal portal**

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination	A. All of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

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 . 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 . A medical inspection room exists in the campus where physician is available on certain days of the week for consultation.

1. Online faculty appraisal system is available at https://app.terisas.ac.in/.The form has three sections:

(a) Annual Performance Appraisal Report (APAR);

1.

(c) Self assessment and way forward .

The forms are evaluated by the Office of the Registrar, and then placed before the Head for commentsand observations, if any. Afterwards, a committee of Deans meet each faculty and Head. Vice Chancellor meetsthe Deans at the end.As perthe relevant UGC regulation, Headof Department/Centre,Deans andViceChancellorgradeeach facultyonathreepointscale.Records aremaintained bytheRegistrar'sOffice.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

9

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

12

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4 - Financial Management and Resource Mobilization

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

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 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.

1. Budget estimates covering both revenue and capital expenditure of various departments and sections are prepared and placed before the FC.

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

1. 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.

1. 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 judicially allocated to academic and administrative purposes in addition to developmental activities to meet the requirements.

File Description	Documents
Upload relevant supporting document	View File

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

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

6.4.3 - Funds / Grants received from non-government bodies, individuals,philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

66.51

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4.4 - Institution conducts internal and external financial audits regularly

Regular external financial audits are conducted, and placed before the Board of Management. For FY 2019-20, it was conducted by Sanjay Rastogi and associates (FRN-014056N) and submitted

File Description	Documents
Upload relevant supporting document	View File

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

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

In its meeting on 21 August 2019 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.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting documnent	[View File](#)

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

TERI SAS has established an IQACin 2013, as a part of statutory compliance. Its composition changes as per the relevant NAAC guidelines.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
2. Facilitating preparation of templates for capturing Annual Feedback from Alumni, Employers and Peers/Faculty since 2020
3. Contributing to development of template for Annual Appraisal of the Faculty
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
5. Distribution of responsibilities across different departments, offices and sections for filling up AQAR in the new format (in effect since 2017-18
6. Allocation of responsibilities to fill up SSR among the faculty members of IQAC
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.
9. Drafting of policies on (i) Grievance redressal for academic & non-academic staff, (ii) Grievance redressal for students, (iii) revised Hostel rules and review of several policies.

File Description	Documents
Upload relevant supporting document	[View File](#)

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 year

Title of the programme

Period (from-to)

Participants

Female

Male

Gendered impacts of Work from Home (WFH) during COVID 19 Pandemic

17-07-2020

67

27

File Description	Documents
Upload relevant supporting document	[View File](#)
Annual gender sensitization action plan(s)	[available](#)
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	[Dedicated women security staff , counsellor available and counseling activities organized time to time. Girls Common room as well as Daycare centre available .](#)

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment	**A. Any 4 or All of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

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.

File Description	Documents
Upload relevant supporting document	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus | `A. Any 4 or all of the above`

File Description	Documents
Upload relevant supporting document	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: | `A. Any 4 or All of the above`

1. **Restricted entry of automobiles**
2. **Use of bicycles/ Battery-powered vehicles**
3. **Pedestrian-friendly pathways**
4. **Ban on use of plastic**
5. **Landscaping**

File Description	Documents
Upload relevant supporting document	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: | `A. Any 4 or all of the above`

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

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software,mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

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.

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

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and

responsibilities of citizens

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

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 Webpage

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 Outline

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

File Description	Documents
Upload relevant supporting document	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

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.

File Description	Documents
Upload relevant supporting document	View File

7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

Student Magazine by Eco Club titled "Vasundhara"

This unique magazine was started by TERI SAS Eco-Club to synthesise current knowledge concerning sustainable development and document grassroot realities.

TERI SAS students intended to create an engaging magazine covering current issues surrounding sustainable development. Students possess good research acumen, however converting it into engaging content was quite challenging.

Launched in March 2020, Eco-club magazine "Vasundhara" has been a creative endeavour to sensitise student community regarding sustainable development. This professional quality magazine is widely circulated online and has loyal readership within and beyond TERI SAS community. Limited publishing skillsets within students and higher printing costs are two major challenges.

The 8th edition of the magazine was launched at Conference of Parties (COP)-26 and 9th edition of the magazine was launched in World Sustainable Development Summit (WSDS). The magazine and its engaging content were widely praised in both these events.

High-quality publishing requires skillsets like graphic design, writing, photography, interviewing, editing and software skills. A dedicated graphic design and video/photo editing software is also needed to continue this practice sustainably.

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Wednesdays for Water (www.wforw.in)

USP of the activity

To engage in conversation with water experts, grassroot practitioners, policy makers and youth to explore the complex-intertwined issues associated with water and explore possible solutions

Brief detail of the activity

The Wednesdays for Water leverages the virtual and the social media platforms to create awareness and deliberate on challenges and solutions related to water issues in India. There is a talk that is scheduled every Wednesday between 1700-1815 hours.

Evidence of Success

It completed 41 talks as on 21 Feb 2022 and has also had the privilege of hosting distinguished talks by eminent speakers namely Shri G Asok Kumar, DG, NMCG, Dr. Kiran Bedi (Retd. IPS), Mr Rajender Singh (Waterman of India) and other Padma Shri and Padma Vibhushan speakers.

Problems Encountered and Resources Required

Everyone in the team is working pro bono beyond regular office hours to sustain this initiative and hence there are challenges in timely conversion of talks into articles and editing of videos. Wednesdays for Water would also like to scale up the virtual discussion to physical deliberations in towns and cities across India.

7.3.2 - Plan of action for the next academic year

1. Preparedness for next SSR

2. Streamlining the process of implementation of NEP

3. Universal Human value and Professional Ethics

4. employability/ entrepreneurship/ skill development activities

5. Review of student satisfaction survey

6. Making Alumni Association more proactive and collect contributions from the alumni

7. Preparing roadmap for academic integrity among students