



# **YEARLY STATUS REPORT - 2021-2022**

## **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@teirsas.ac.in**

• City/Town **Delhi**

• State/UT **New Delhi**

• Pin Code **110070**

#### **2.Institutional status**

• University **Deemed**

• Type of Institution **Co-education**

• Location **Urban**

• Name of the IQAC Co-ordinator/Director **PROF. NAQUI ANWER**

- Phone no./Alternate phone no **71800222**
- 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/iqac.php>

**4.Whether Academic Calendar prepared during the year?**

**Yes**

- if yes, whether it is uploaded in the Institutional website Web link:

[https://www.terisas.ac.in/pdf/AcademicCalendar2022\\_23.pdf](https://www.terisas.ac.in/pdf/AcademicCalendar2022_23.pdf)

**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>A</b>	<b>3.26</b>	<b>2013</b>	<b>23/03/2013</b>	<b>22/03/2018</b>
<b>Cycle 2</b>	<b>B++</b>	<b>2.84</b>	<b>2018</b>	<b>01/05/2019</b>	<b>30/04/2024</b>
<b>Cycle 3</b>	<b>A</b>	<b>3.01</b>	<b>2022</b>	<b>21/09/2022</b>	<b>20/09/2027</b>

**6.Date of Establishment of IQAC**

**05/10/1999**

**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
<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>

**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**

**2**

- The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website.

**Yes**

(Please upload, minutes of meetings and action taken report)

- (Please upload, minutes of meetings and action taken report) [View File](#)

**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)**

**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
<b>Nil</b>	<b>Nil</b>

**13. Whether the AQAR was placed before statutory body?** **No**

- Name of the statutory body

Name	Date of meeting(s)
<b>Nil</b>	<b>Nil</b>

**14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?** **Yes**

**15. Whether institutional data submitted to AISHE**

## Part A

### Data of the Institution

<b>1.Name of the Institution</b>	<b>TERI SCHOOL OF ADVANCED STUDIES</b>
• Name of the Head of the institution	<b>PROF. PRATEEK SHARMA</b>
• Designation	<b>VICE CHANCELLOR</b>
• Does the institution function from its own campus?	<b>Yes</b>
• Phone no./Alternate phone no.	<b>01171800222</b>
• Mobile no	<b>9899678802</b>
• Registered e-mail	<b>vc@terisas.ac.in</b>
• Alternate e-mail address	<b>prateeks@teirsas.ac.in</b>
• City/Town	<b>Delhi</b>
• State/UT	<b>New Delhi</b>
• Pin Code	<b>110070</b>
<b>2.Institutional status</b>	
• University	<b>Deemed</b>
• Type of Institution	<b>Co-education</b>
• Location	<b>Urban</b>
• Name of the IQAC Co-ordinator/Director	<b>PROF. NAQUI ANWER</b>
• Phone no./Alternate phone no	<b>71800222</b>
• Mobile	<b>9911440305</b>
• IQAC e-mail address	<b>iqac@terisas.ac.in</b>

• Alternate Email address	<a href="mailto:naqui.anwer@terisas.ac.in">naqui.anwer@terisas.ac.in</a>				
<b>3.Website address (Web link of the AQAR (Previous Academic Year))</b>	<a href="https://terisas.ac.in/iqac.php">https://terisas.ac.in/iqac.php</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.terisas.ac.in/pdf/AcademicCalendar2022_23.pdf">https://www.terisas.ac.in/pdf/AcademicCalendar2022_23.pdf</a>				
<b>5.Accreditation Details</b>					
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	01/05/2019	30/04/2024
Cycle 3	A	3.01	2022	21/09/2022	20/09/2027
<b>6.Date of Establishment of IQAC</b>			05/10/1999		
<b>7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			Yes		
• Upload latest notification of formation of IQAC			<a href="#">View File</a>		
<b>9.No. of IQAC meetings held during the year</b>			2		
• 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		

<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>		
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
<b>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</b>		
Plan of Action	Achievements/Outcomes	
<b>Nil</b>	<b>Nil</b>	
<b>13. Whether the AQAR was placed before statutory body?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>		
Name	Date of meeting(s)	
<b>Nil</b>	<b>Nil</b>	
<b>14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?</b>	<b>Yes</b>	
<b>15. Whether institutional data submitted to AISHE</b>		
Year	Date of Submission	
<b>2019-20</b>	<b>10/01/2020</b>	
<b>16. Multidisciplinary / interdisciplinary</b>		
<p><b>1. Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution -As an exclusively post-graduate institution dedicated to the generation and dissemination of knowledge for sustainable development, TERI SAS has developed as a multi-disciplinary institution from its very</b></p>		

inception. It plans to further augment its efforts in this direction by collaborating with other organizations and by establishing centres of excellence around particular themes related to sustainable development.

2. Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations - All our science-based master's programs have embedded courses (both core and elective) related to ethics, law, public policy and regulations to encourage integrative thinking.

3. Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain - As a deemed-to-be University dedicated to furthering research and education in sustainable development, environmental education is an integral component of all program offerings at TERI SAS. Several of these programs include a component of community engagement and service in the form of field trips and internships that involve active interaction and involvement with local bodies, NGOs and parastatals. As stated earlier, by virtue of its focus on sustainable development from its very inception, TERI SAS has consistently promoted a holistic and multi-disciplinary approach to education.

4. What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples. - This is not applicable to TERI SAS as it is a post-graduate institution offering only master's and doctoral programmes. No provision for multiple entry and exit was available in the Master's programs for the reporting period.

5. Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020. - All our master's and doctoral students have been permitted to enroll in any course offered by other degree programs subject to scheduling, fulfilment of pre-requisites and/or instructor permission.

#### **17. Academic bank of credits (ABC):**

1. Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020. - Registration was ongoing during the review period.

2. Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details. - Registration was ongoing during the review period.

3. Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer - None to report during the review period.

4. How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc - Faculty members at TERI SAS employ diverse pedagogical approaches that include conventional classroom teaching, discussion groups, student presentations, field trips, and guest lectures by external experts. Every head of department is empowered to approve two hours' worth of guest lectures per course without requiring additional financial approval for honorarium payment. All faculty members are free to choose a combination of textbooks, journal articles, case studies and publicly available audio-visual material for their respective courses. These, as well as any other suggested (but not mandatory) reference materials are clearly specified in the outline of each course across all programs. Additionally, faculty members are free to choose a combination of varied evaluation methods (based on desired learning outcomes) such as assignments, term papers, short quizzes, research proposal development, open- and/or closed-book examinations, group discussions and student presentations.

5. Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020 - TERI SAS was not registered with the ABC during the period under review.

#### **18.Skill development:**

1. Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework - TERI SAS did not have any vocational degree programs during the period under



review.

2. Provide the details of the programmes offered to promote vocational education and its integration into mainstream education - Not applicable, see (a) above.

3. How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc - The syllabi used at TERI SAS across master's degree programs necessarily include elements of humanistic and universal values. Furthermore, through a combination of field trips to and internships held in diverse parts of India, students are sensitized to issues faced by local and often marginalized communities. This promotes a holistic perspective on problems related to sustainable development, besides imparting positive values and transferable life skills.

4.

1. Enlist the institution's efforts to:

1. Design a credit structure to ensure that all students take at least one vocational course before graduating. - None for the review period.

2. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions. - None for the review period.

3. To offer vocational education in ODL/blended/on-campus modular modes to Learners. - TERI SAS was ineligible to offer open and distance learning programmes during the reporting period as its NAAC score was less than 3.01 (vide UGC's notification in the Gazette of India no. No. F. 1-1/2020(DEB-I) dated 4 September, 2020).

4. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification. - TERI SAS did not offer any vocational programs during the review period.

5. Skilling courses are planned to be offered to students through online and/or distance mode. - None for the reporting period.

6. Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020. - TERI SAS courses in several programmes clearly list the learning

outcomes, skill set and corresponding employment avenues.

**19.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

1. Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc,) into the curriculum using both offline and online courses. - None for the review period.
2. What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details. - Currently, the medium of instruction in the classroom is English, interspersed with Hindi. Instructors are free to use Hindi or any other Indian languages during their classes to help improve learning outcomes. However, formal training has not been provided to faculty members for classroom delivery in a bilingual mode.
3. Provide the details of the degree courses taught in Indian languages and bilingually in the institution. - None, as TERI SAS conducts its operations in English.
4. Describe the efforts of the institution to preserve and promote the following: - (A) Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.) - None for the reporting period. (B) Indian ancient traditional knowledge - None for the reporting period. (C) Indian Arts - None for the reporting period. (D) - Indian Culture and traditions. - TERI SAS observes an ethnic day/svadeshi divas as part of its academic calendar wherein faculty and staff are encouraged to come to campus in their traditional attire.
5. Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020. - None for the reporting period.

**20.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

1. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)?  
- Learning outcomes are explicitly mentioned in all course outlines across all degree programmes offered by the university.
2. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices.  
- The evaluation component of every course is mapped to

specific learning outcomes in the course outline in some programs.

3. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020.
- Each course at TERI SAS in every Master's program is designed such that expected learning outcomes, skill sets and potential employment avenues are clearly specified, wherever applicable.

## 21.Distance education/online education:

(A) - During the period under review, TERI SAS was ineligible to offer open and distance learning programmes as its NAAC score was less than 3.01 (vide UGC's notification in the Gazette of India no. No. F. 1-1/2020(DEB-I) dated 4 September, 2020).

1. Delineate the possibilities of offering vocational courses through ODL mode in the institution.
2. Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning.

(B) - Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020.

## Extended Profile

### 1.Programme

1.1

22

Number of programmes offered during the year:

File Description	Documents
Data Template	No File Uploaded

1.2

8

Number of departments offering academic programmes

### 2.Student

2.1

424

Number of students during the year

File Description	Documents
Data Template	No File Uploaded

2.2	205
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	No File Uploaded

2.3	205
Number of students appeared in the University examination during the year	

File Description	Documents
Data Template	No File Uploaded

2.4	0
Number of revaluation applications during the year	

<b>3.Academic</b>	
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3.1	320
Number of courses in all Programmes during the year	

File Description	Documents
Data Template	No File Uploaded

3.2	31
Number of full time teachers during the year	

File Description	Documents
Data Template	No File Uploaded

3.3	31
Number of sanctioned posts during the year	

File Description	Documents
Data Template	No File Uploaded

**4.Institution**										
4.1  Number of eligible applications received for admissions to all the Programmes during the year	**1151**									
	File Description	Documents		------------------	------------------		Data Template	No File Uploaded		
4.2  Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	**1**									
	File Description	Documents		------------------	------------------		Data Template	No File Uploaded		
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 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 13 Masters and 6 Ph.D. programmes. The programmes are interdisciplinarity 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.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

6

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 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

269

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

### 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

8

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	<a href="#">View File</a>

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

13

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

### 1.3 - Curriculum Enrichment

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

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.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

269

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

**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**

511

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

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

205

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

**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	<a href="#">View File</a>

**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	<a href="#">View File</a>

**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****395**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<b>No File Uploaded</b>

**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	<a href="#">View File</a>
Upload relevant supporting document	<b>No File Uploaded</b>

**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

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.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link For Additional Information	Nil

### 2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
511	42

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 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 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 to have first-hand exposure of working with practitioners.

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. Yearwise list of Masters Theses submitted by students of M.Sc. Economics programme alongwith name of (internal and external) supervisors can be accessed

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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	<a href="#">View File</a>

**2.3.3 - Ratio of students to mentor for academic and other related issues during the year****2.3.3.1 - Number of mentors****42**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**2.4 - Teacher Profile and Quality****2.4.1 - Total Number of full time teachers against sanctioned posts during the year****42**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<b>No File Uploaded</b>

**2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. during the year****42**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<b>No File Uploaded</b>

**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****427**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

#### 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

3

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

### 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

15

#### 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

15

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

#### 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. 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 (for attendance rule, included in Students Handbook). Such students are marked Ab. Academic Calendar includes dates for the following:

1. Registration of courses
2. System mail regarding final selection of courses by students
3. Attendance upload in portal by faculty
4. Upload/Display of marks
5. System mail to students for short fall of attendance
6. Completion of grading and MPEC meetings
7. Display of grades

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

1. 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)
2. 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.
3. In case of classroom based written examinations, the procedures, roles and responsibilities of invigilators and students are articulated in the Students Handbook

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 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	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

## 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

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 - YES

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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. 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

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

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 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

205

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

### 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\\_2022.pdf](https://terisas.ac.in/pdf/SSS_2022.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. URL of Policy: [https://terisas.ac.in/pdf/ResearchPromotion\\_39BoM.pdf](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.

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	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 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	<a href="#">View File</a>
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

0

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

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

4

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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	<a href="#">View File</a>

### 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	<a href="#">View File</a>
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)**

182

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

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

258

File Description	Documents
Upload the data template	<a href="#">View File</a>
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

440

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

## 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

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

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

2

#### 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****2**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**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****0**

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

**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	<a href="#">View File</a>

**3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards****A. All of the above**

**Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter / website**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

### **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	<a href="#">View File</a>
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**

23

File Description	Documents
Upload the data template	<a href="#">View File</a>
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	<a href="#">View File</a>
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**

23

File Description	Documents
Upload the data template	<a href="#">View File</a>
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**

E. None of the above

File Description	Documents
Upload the data template	No File Uploaded
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	<a href="#">View File</a>
Bibliometrics of the publications during the year	<a href="#">View File</a>

**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	<a href="#">View File</a>
Any additional information	<a href="#">View File</a>

### 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

**Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy - Yes**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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)**

**13**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<b>No File Uploaded</b>

### 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 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

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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**

0

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

**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)**

7



File Description	Documents
Upload the data template	<a href="#">View File</a>
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

700

File Description	Documents
Upload the data template	<a href="#">View File</a>
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

318

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

#### 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

14

File Description	Documents
Upload the data template	<a href="#">View File</a>
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 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>).

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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.

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	<a href="#">View File</a>

#### 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. 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 ALTEIRA (Wageningen UR) 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. Adequate facilities exist throughout the campus for all kind of activities. Parking space is in the basement, ensuring efficient use of space.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)****370**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<b>No File Uploaded</b>

**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. The details are given below:**

**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	<a href="#">View File</a>

**4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases**

**A. Any 4 or all of the above**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)****3**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

**4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)****86**

File Description	Documents
Upload relevant supporting document	No File Uploaded

**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	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

**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 . At <https://www.terisas.ac.in/>, HEI maintains its website. All aspects of the HEI are covered by it.

The Board of Management in its 23rd meeting on 01.03.2017 approved the HEI's Compendium of Policies and Guidelines 2017. Chapter VII

covers aspects such as Procedure for information collection and Updation of website and social media, and Maintenance of the TERI SAS website.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
511	183

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

- 50 MBPS - 250 MBPS

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 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	<a href="#">View File</a>
Upload the data template	No File Uploaded

#### 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

345

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

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 head administration.
- The IT services are managed by System Analyst (IT). ICT assets are maintained by IT section & contracted service provider. 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.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 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)**

13

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

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

1051

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

**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	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

**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	<a href="#">View File</a>

### 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	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

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

163

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

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

5

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

**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**

0

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

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

The rules for TERI SAS Student Council (TSSC) were approved by Board of Management 39-/14.08.2021 and came into effect in academic year 2021. The objectives of the council were stipulated as follows:

1. To promote spirit of oneness and to nurture academic, scientific and sustainable outlook amongst the students of TERI SAS
2. To foster harmonious relationship based on mutual respect amongst the students, teaching and non-teaching staff of TERI SAS
3. To encourage and assist social, cultural, linguistic and intellectual development of the student of TERI SAS and enable their participation in society towards fulfillment of the vision of TERI SAS

Election to the first TSSC was conducted on 6th May, 2022 and notified on 30th May, 2022. Thirteen members representing diverse backgrounds were elected. The secretaries of clubs (Eco-Club, Media and Arts & Sports) were also notified. The council actively organized a total of 21 events including 5 commemorative events with significant impact on societal awareness, cultural and sports events despite intermittent lockdowns. TSSC undertook the role of mentors and participated in Orientation program for batch of 2022. The council has made several advocacies to TERI SAS administration towards attaining more meaningful impact.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

22

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

#### 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

1. The Alumni Association was registered on September 9, 2005 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 Our website includes dedicated page to the Alumni Association as such and also in the respective programme pages. 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 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.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

File Description	Documents
Upload relevant supporting document	No File Uploaded

## 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

The Vision of the University 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 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.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

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 or revised MoA and Rules adopted by the BoM in its 32nd meeting held on 06.06.2019, 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 . Confirmed minutes of meetings of all statutory bodies are available on the website.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

### 6.2.1 - The institutional Strategic plan is effectively deployed

#### 1. Strategic Plans

1. BoM in its 20th meeting on 30.05.2016 discussed Five Year Development plan of the Deemed to be University. The Vice Chancellor in her presentation proposed a roadmap. 2A and 2B below captures effective deployment of two elements of the plan.
2. 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" .
3. BoM in its 36th meeting on 01.10.2020 discussed "strategic plan for TERI SAS" .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".

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 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.

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 as listed in the Organisational Chart are in place to provide measured advice on various issues concerning TERI SAS to the

management .

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 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	No File Uploaded
Upload relevant supporting document	No File Uploaded

### 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

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. 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. A flexitime policy has been introduced to provide opportunity to faculty to work with flexible working schedules .

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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	<a href="#">View File</a>
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**

4

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

**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)**

5

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

## 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. Finance Committee scrutinizes financial estimates every year before recommending them to be placed before the BoM for approval, with its observations, if any . 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" . Audited Statement of Accounts 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.



File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 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)

**NIL**

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)

**1**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

#### 6.4.4 - Institution conducts internal and external financial audits regularly

**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

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 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. A. 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. The list of Program Name below.**

M Sc (Environmental Science and Resource Management)

M Sc (Climate Science & Policy)

M Sc (Geoinformatics)

M Sc (Economics) M Sc (Biotechnology)

M Sc (Water Science & Governance)

MBA (Sustainability Management)

MA (Public Policy & Sustainable Development)

MA (Sustainable Development Practice)

M.Tech (Renewable Energy Engineering & Management)

M.Tech (Urban Development & Management)

M.Tech (Water Resource Engineering & Management )

LLM

Ph.D in Natural Resource Management

Ph.D in Energy &amp; Environment

Ph.D in Business Sustainability

Ph.D in Bioresources &amp; Biotechnology

Ph.D in Water Science &amp; Governance

Ph.D in Policy Studies

Ph.D in Legal Studies

PG diploma (Public Policy &amp; Sustainable Development)

PG Diploma (Water Science &amp; Governance)

PG diploma in Renewable Energy

Advanced PG diploma in Renewable Energy

Certificate (Water Science &amp; Governance)

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**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	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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 Internal Quality Assurance Cell (IQAC) in 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 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 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.
6. Allocation of responsibilities to fill up AQAR among the faculty members and staff.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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
<p>Issues related to gender are addressed in the many courses and modules. Some examples are as follows:</p> <p>Course name</p> <p>Programmes in which course is offered</p> <p>Module name</p> <p>Link to course outline</p> <p>Gender, rights and equity perspective for sustainable water management</p> <p>MSc Water Science and Governance (core)</p> <p>MTech Water Resources Engineering and Management (core)</p> <p>MA Sustainable Development Practice (elective)</p> <p>Social organization of gender in South Asia (specifically India)   Gendering narratives</p> <p>Link</p> <p>Perspectives on</p> <p>Development</p> <p>MA Sustainable Development</p> <p>Practice (core)</p> <p>Development, Inequality</p> <p>and Marginalization</p> <p>Link</p> <p>Integrated Approaches to Sustainable Development</p>

**Practice****MA Sustainable Development Practice (core)****Social Inclusion****Link****City and Regional Planning and Management****M.Tech (Urban Development Management) (core)****Inclusive Urban****Planning: Social Justice and Economic Equity****Link**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Annual gender sensitization action plan(s)	<a href="https://www.terisas.ac.in/pdf/GenderAuditReport2020.pdf">https://www.terisas.ac.in/pdf/GenderAuditReport2020.pdf</a>
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	<a href="https://www.terisas.ac.in/infrastructure.php">https://www.terisas.ac.in/infrastructure.php</a>

**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	<a href="#">View File</a>

**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	<a href="#">View File</a>

**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	<a href="#">View File</a>

**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	<a href="#">View File</a>

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

**7.1.6.1 - The institution's initiatives to**

**A. Any 4 or all of the above**

**preserve and improve the environment and harness energy are confirmed through the following:**

- 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	<a href="#">View File</a>

**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	<a href="#">View File</a>

**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. Board of Management in its 19th meeting held on 12 February 2016 adopted a "Policy on Equality, Diversity and Inclusion, 2015". This resulted in an "Equality Advisory Committee (EAC)". Since 2017, this Committee has been renamed as "Diversity,**



Equality and Ethics Committee (DEEC)". Weblink: <https://terisas.ac.in/policy-on-equality-diversity-and-inclusion.php> 7.1.8.1

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

7.1.9 - Sensitization of students and employees of the institution to 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

Link

A talk on "Philosophy of Biology and Ethics in Biology Research and Education" by Kambadur Muralidhar

[View Webpage](#)

A seminar on "Nuclear power, radiation and regulation: A development perspective"

[View Webpage](#)

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.

[View Webpage](#)

A lecture on 'Why have Judges?' by Gabrielle Appleby

[View Webpage](#)

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?"

[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	<a href="#">View File</a>

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

and festivals

**YES**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 7.2 - Best Practices

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

### Campus to Corporate (C2C).

1.Objectives of the Practice- The practice of C2C is followed to give our students exposure to practical and application-based approach to various business concepts by Industry professionals.

2.The Context. Campus to corporate is being conducted from last 5 years in the MBA(SM) program. This is a student led initiative. A student team is formed by the faculty coordinator. The practice of conducting C2C has to conducted fortnightly. Inviting leading industry professionals and maintaining the consistency in timelines come as minor challenges at times. It helps the students in networking and collaboration. It also enhances their team building skills.

### 3.The Practice

The practice creates a interface between Industry and academia. Frequent C2C also help in co-production of knowledge and helps the students in understanding the practical implications of theory. It also helps them in understanding the realtime problem and challenges. (in about 50 words)

### 4.Evidence of Success

Thus is the 5th year of conducting successful C2C. The students have benefitted in the form of placements and gaining internships apart from the practical knowledge by industry experts..

### 5.Problems Encountered and Resources Required

Consistency and motivation of student team .

### 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)

1. TERI SAS organized a Management Development Program (MDP) between 9th to 30th October. The MDP was organized by the Department of Business Sustainability. 2. The 14th Convocation ceremony of the TERI School of Advanced Studies (TERI SAS) was held on 8th December 2021 at Stein Auditorium, India Habitat Centre (IHC), Lodhi Road, New Delhi. Professor Krishnaswamy VijayRaghavan, Principal Scientific Adviser to the Government of India was the Chief Guest for this august occasion. Prof. VijayRaghavan is also the Chairperson of the Prime Minister's Science, Technology & Innovation Advisory Council (PM-STIAC). In this year's Convocation ceremony, a total of 18 PhDs and 216 Master's degrees were awarded to the students. 3. On 17th December 2021, a Memorandum of Understanding (MoU) Is signed between TERI School of Advanced Studies, New Delhi and Indian Pollution Control Association (IPCA) on Academic and Research Collaboration. The MoU aims to design, develop and run a special course to encourage entrepreneurship in the areas of Waste Management in different Cities of India.

7.3.2 - Plan of action for the next academic year

Departments to be communicated to set up the high end research equipment facility .

- Chancellor to be advised for appoinment of regular statutory positions specially Vice-Chancellor and CoE needs to be made.
- Strenthening value added courses with student intake.
- Defined process of faculty recruitment with transparency as per the UGC norms
- STP be made functional; ETP and organic waste management should be made effective.