



# YEARLY STATUS REPORT - 2022-2023

## Part A

### Data of the Institution

<b>1.Name of the Institution</b>	TERI School of Advanced Studies
• Name of the Head of the institution	Prof. Suman Kumar Dhar
• Designation	Vice Chancellor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	9171800222
• Mobile no	8920159427
• Registered e-mail	vc@terisas.ac.in
• Alternate e-mail address	registrar@terisas.ac.in
• City/Town	New Delhi
• State/UT	Delhi
• Pin Code	110070
<b>2.Institutional status</b>	
• University	Deemed
• Type of Institution	Co-education
• Location	Urban
• Name of the IQAC Co-ordinator/Director	Prof. Naqui Anwer
• Phone no./Alternate phone no	9171800222
• Mobile	9911440305
• IQAC e-mail address	iqac@terisas.ac.in
• Alternate Email address	naqui.anwer@terisas.ac.in
<b>3.Website address (Web link of the AQAR (Previous Academic Year)</b>	<a href="https://terisas.ac.in/assets/pdf/AQAR_2021-22.pdf">https://terisas.ac.in/assets/pdf/AQAR_2021-22.pdf</a>
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes

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

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

## 5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.26	2013	23/03/2013	01/11/2018
Cycle 2	B++	2.84	2018	02/11/2018	20/09/2022
Cycle 2	A	3.01	2022	21/09/2022	20/09/2027

## 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
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

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

- (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

NIL

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

Steered the peer team visit (PTV) for NAAC accreditation

Streamlined the process of executing different activities during the PTV

Provided help in maintaining quality initiatives within the university

Communicated the recommendation of peer team to the faculty members/ staff and higher management

Strengthened the process of data collection for AQAR and SSR and make it robust

## 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
• Implementation of National Education Policy 2020 (NEP 2020) and thereby introducing Four Year Undergraduate Programmes (FYUP).	Achieved
• Implementation of suggestions and recommendations made under the National Education Policy (NEP) 2020 and adherence to the guidelines of the National Higher Education Quality Framework and National Credit Framework.	Partially achieved and continuing
• Get the appointment/recruitment of regular statutory positions viz. Vice-Chancellor and Registrar completed as per the recommendations of peer team during visit for NAAC accreditation.	Achieved
• Process of data collection for AQAR and SSR to be made easy and accessible to all the functionaries.	Completed and ongoing

## 13. Whether the AQAR was placed before

Yes

statutory body?

- Name of the statutory body

Name	Date of meeting(s)
Executive Council	Nil

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

Year	Date of Submission
2022	02/03/2023

16. Multidisciplinary / interdisciplinary

TERI SAS commits to academic excellence and provides an environment that will encourage both personal and intellectual growth through teaching, creating and sharing knowledge using multidisciplinary/interdisciplinary approach.

TERI School of Advanced Studies was set up as a Trust by TERI (The Energy and Resources Institute) - a not-for-profit, independent research institute recognized globally for its contribution to scientific and policy research in the realms of energy, environment, and sustainable development in 1998. In 1999, the TERI School of Advanced Studies was granted the 'Deemed to be University' status by the University Grants Commission (UGC) and notified vide the Ministry of Human Resources Development, Department of Education, Government of India, notification no. F.9/19/95-U-3, dated October 5, 1999. The objective of the TERI SAS is to build capacity around various themes of sustainable development adopting an inter-disciplinary approach and incorporating the most contemporary, research-based evidence into the curriculum. Since its inception, the TERI SAS has offered not just world-class education, but also an environment that enables its students to develop fresh perspective in their subject areas. Beyond the academic programmes, the deemed University is actively reaching out to school and college students as also to mid-career professionals to sensitize them towards the environment and sustainable development in a systemic, solutions-oriented manner. The deemed University started functioning from its 'green campus', located in Vasant Kunj, in 2008 and today offers a dozen Masters programmes and has nearly 200 PhD students enrolled. It has started work on developing a new campus at Hyderabad, Telangana in the south of India and hopes to start offering academic programmes from this campus .

The research excellence of TERI School is demonstrated through an extensive record of high-impact, multidisciplinary research in overarching and interrelated themes such as natural resources, energy and environment, water studies, biotechnology, business and sustainability, and policy studies. There is greater emphasis for the faculty-led research in these thematic areas to complement the learning outcomes of post-graduate programmes. Advance research in such thematic areas is led by our distinct departments that have dedicated and specialized team of highly qualified faculty members and researchers working towards knowledge advancement for examining and addressing sustainability challenges. The publications in leading international high impact journals, policy briefs, result oriented research reports and popular publications by faculty members and scholars aim to create a difference. In pursuit of advancing frontiers of research and higher education, TERI School had always been on competitive advantage through meaningful partnerships with industry, policy and decision makers, funding organisations, community and leading research and higher education institutions globally. We immensely value such partnerships and strive to strengthen them on a continual basis. Our specialised departments also assist in strengthening the capacity of local, state and national governments, other higher education and research institutions, and industry and business organisations in India and other developing countries through specialised trainings, management development programmes, summer schools and certificate programmes. A targeted expected outcome is to share knowledge for enhanced well-being and prosperity and assist our collaborating institutions to design and implement long-term solutions for society and ecology.

17. Academic bank of credits (ABC):

TERI School of Advanced Studies has institutionalized the Academic Bank of Credits on the lines of the National Academic Depository (NAD), where the students' academic data are held and academic awards are stored (i.e. storehouse of academic awards). Despite the fact that ABC enables students to register or commence credit transfer, the final outcomes of credit redemption and issuance of certificates, as well as the compilation of award records, are administered by TERI School of Advanced Studies using the NAD Platform. Hence being the owner of academic awards, TERI School of Advanced Studies registered under ABC via NAD and mandated that each student should register for ABC.

**18.Skill development:**

TERI School of Advanced Studies (TERI SAS) have incorporated skill development strategies as part of curriculum and provided opportunity for improving specific skills to be more efficient and effective. TERI SAS understands that It is an important part of education, as it helps students to develop the skills they need to be successful in the workplace and in life.

There are many different skills that has been developed through the curriculum, including:

- **Communication skills:** These skills include the ability to read, write, and speak effectively. They are essential for success in any field, as they allow students to communicate their ideas and collaborate with others.
- **Problem-solving skills:** These skills include the ability to identify and solve problems. They are important for success in the workplace, as they allow students to think critically and come up with solutions to challenges.
- **Critical thinking skills:** These skills include the ability to analyze information and form judgments. They are important for success in the workplace, as they allow students to make informed decisions.
- **Creativity skills:** These skills include the ability to think outside the box and come up with new ideas. They are important for success in the workplace, as they allow students to be innovative and come up with new solutions to problems.
- **Leadership skills:** These skills include the ability to motivate and inspire others. They are important for success in the workplace, as they allow students to lead teams and achieve goals.

TERI SAS enhances skill development in the students through hands-on activities that allow students to practice their skills and provide students with opportunities to work on projects that require them to use their skills. Also specific feedback of individual students from faculty members and industry professionals on their skills help them to develop their skills further.

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

The integration of Indigenous Knowledge Systems (IKS) into the curriculum is an integral part of courses of various programmes at TERI School of Advanced Studies to preserve culture, redefine the learning paradigm, and instill a sense of cultural pride and identity in students. Apart from this, TERI SAS is also in the process of establishing a committee to create guidelines for orientation towards IKS. Preparing guidelines for incorporating IKS through separate courses in some of the programmes and introduced them at PAN university level to the extent possible. TERI SAS also intends to promoting research in IKS through PhD.

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

TERI School of Advanced Studies promotes and provide Outcome-based education (OBE) inherently through its academic system where the programmes and courses emphasize on what students should know and be able to do, rather than just covering a set curriculum. TERI SAS has incorporated all the four major components of OBE: Curriculum design, Teaching and learning methods, Assessment, and Continual quality improvement (CQI) and monitoring through its rigorous academic process, effective curriculum design & delivery, continuous evaluation and transparent methods of flow of information with the students.

TERI SAS focuses equally on outcomes of the courses and the learning processes. Students are given clear objectives and regular evaluations of progress, and they receive personalized feedback on how well they have achieved those goals. TERI SAS provides quality benchmarks for both faculty members and students, facilitating focused teaching and learning experiences while enabling effective assessment and evaluation. measurable, attainable, relevant, and time-bound learning outcomes specific to courses as well programmes.

**21.Distance education/online education:**

All the programmes offered through distance education/online education by TERI SAS are currently suspended. 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).

**Extended Profile****1.Programme**

1.1  
Number of programmes offered during the year:

21

File Description	Documents
Data Template	<a href="#">View File</a>
1.2	5
Number of departments offering academic programmes	
<b>2.Student</b>	
2.1	295
Number of students during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.2	221
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.3	221
Number of students appeared in the University examination during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.4	0
Number of revaluation applications during the year	
<b>3.Academic</b>	
3.1	222
Number of courses in all Programmes during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
3.2	34
Number of full time teachers during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
3.3	34
Number of sanctioned posts during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>4.Institution</b>	
4.1	1063
Number of eligible applications received for admissions to all the Programmes during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
4.2	0
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	
File Description	Documents

Data Template	<a href="#">View File</a>
4.3 Total number of classrooms and seminar halls	18
4.4 Total number of computers in the campus for academic purpose	223
4.5 Total expenditure excluding salary during the year (INR in lakhs)	129

## 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

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

The teaching activities are spread over 13 Masters and 7 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

5

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

263

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

#### 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

11

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

### 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 SAS (Deemed to be University) offers masters and doctoral programme across multidisciplinary from its campus with emphasis on sustainability. All the programmes offered provide students plethora of opportunities for academic learning and related activities leading to professionalism and thereby being in a position to contribute towards nation building.

Further, each and every programme has courses offering core, core electives, elective and audit from a multiple set of courses being offered in the University. The courses offered provide opportunity to the students towards subjects such as professional ethics, gender sensitization, universal human values. Flexibility is inbuilt activity at TERI SAS wherein being a student centric university the students are at liberty to choose the electives cross cutting from various departments. The courses are offered both in physical as well as online/blended mode.

With an ultimate aim of making the students professional in the field of sustainability with an inclination and motive aligning to UN sustainable development goals as applicable in India and others. TERI SAS reaffirms to motto "Knowledge for Sustainable Development".

TERI SAS has integrated all such societal values, goals and objectives in its taught courses. This endeavour continues in our efforts in outreach, publication, collaborations, and course curriculum. These can be seen from an illustrative list of courses.

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

158

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

#### 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

5776

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

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

581

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

### 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 has been taken
----------------------------------------------------------------------------	----------------------------------------------------------

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

455

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

##### 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

0

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

### 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. The University identify advanced and slow learners on the basis of several mechanisms and keep track of their movements. The major parameter is the performances in Minor examinations apart from class interactions. The class activities throughout the semester include several mechanisms such as Quizzes, Group Discussion, presentations, assignments etc. The internal assessment through minor/mid-term tests, seminars, assignments, presentations, and other means helps the respective teachers to monitor and assess the progress of students. The subject teachers accordingly provide them with suitable guidance and extend special attention to slow learners while the advanced learners are involved in higher order learning activities as well as mentoring of the slow learners. Counselling sessions by faculty and conduct of remedial classes, guest lectures, etc. boost the activity, leadership, and intelligence of advanced learners and slow learners. To further improve the performance of slow learners and understand their academic needs university follows a system of Mentor-Mentee. Advanced learners are encouraged for further subject exploration beyond the syllabus. They are nominated for attending and organising workshops/conferences and other competitive events to acquire other relevant skills. Toppers are rewarded with medals during University Convocation.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link For Additional Information	<a href="https://terisas.ac.in/msc-climate-science-and-policy.php">https://terisas.ac.in/msc-climate-science-and-policy.php</a>

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

Number of Students	Number of Teachers
533	34

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

Each programme in the Institute 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. Efforts are made to nurture creativity and scientific temper among the learners through various curricular and co-curricular activities.

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

Teachers use ICT enabled tools including online resources for effective teaching and learning processes. The University encourage intensive use of ICT-enabled tools including online resources for effective teaching and learning process in majority of courses. LCD projectors with internet and LAN connectivity are available in all classroom/seminar halls of the university. The existing classrooms are further strengthened to upgrade the ICT infrastructure. All the faculty members of university are well versed to the use of ICT tools and resources. University Library offers a wide range of e- resources including online books and online journals. Library also provides remote access to various online digital resources such as Turnitin Anti plagiarism software, E-books, E-journals for students and faculty of the university. There are digital learning classrooms having complete video-conferencing facilities for conducting online digital sessions and recording of lectures.

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

34

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

34

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

#### 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

34

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

#### 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

34

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**

12

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**

The University has a well-structured integrated examination system. The assessment process has - continuous and term-end assessment. This involves mid-term tests with assignments, case studies, presentations, live projects, etc. The online entry/capturing of marks is undertaken for continuous as well as end-term evaluation.

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 calculate the percentage (for attendance rule, included in Students Handbook). Academic Calendar includes dates for the following:

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

File Description	Documents
Upload relevant supporting document	No File Uploaded

**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	No File Uploaded
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 outcomes of all programs run in the University are to impart and inculcate skills, competencies, and abilities among the students of the university studying in different programs. The expected attributes and the program-specific outcomes are aligned together through the mapping of Course outcomes on the Program Outcomes and Program Specific Outcomes, which are derived from the expected Graduate Attributes. This ultimately helps to include relevant course inputs required to realize the desired outcomes. The schemes and curriculum for each program also contain the Course Outcomes and Objectives followed by course contents. These are widely publicized and reinforced through the University Website as well as posters at strategic locations in all schools. The academic programs are designed using a top-down approach. This exercise is done by School level Academic Program Committee, respective Board of Studies (comprising of faculty and experts) and finally by the Academic Council of the University before adoption. The details of the Programme, its objectives and semester-wise courses to be taught with course objectives, course details, credits, hours, etc. are uploaded on the website. The courses are categorized as Core/Skill based/Interdisciplinary/ability enhancement/Generic electives and Discipline-specific electives, in the scheme of programs itself.

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

The curriculum for the Institute's academic programmes is the outcome of significant deliberation, and is reviewed at the commencement of each academic session. The learning outcomes of the academic programmes, which represent a blend of theoretical and practical perspectives, are clearly stated and shared with the students. 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. Students' responses on effectiveness of teaching method/s adopted and extent of meeting learning outcomes are analysed subsequently. The University monitors student performance, in order to ensure that course outcomes are met, through a process of continuous evaluation involving internal assessment, mid-semester examinations, final examinations, projects, presentations, and viva voce.

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

230

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\\_2023.pdf](https://terisas.ac.in/pdf/SSS_2023.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.

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).

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.

Formation of Institutional Ethics Committee was adopted in the 39th BoM Meeting held on 14th August 2021, whose minutes 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	<a href="#">View File</a>

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

12

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

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

20

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

12

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

## 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)

114.72

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

Upload relevant supporting document	<a href="#">View File</a>
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### 3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

51.78

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

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

1

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

## 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

TERI SAS has created Institution Innovation Council (IIC) as per the regulatory requirements of the Ministry of Education (MoE). The Council aims at fostering the culture of innovation and the start-up ecosystem in TERI SAS in areas related to sustainable development. The IIC at TERI SAS has members from the faculty, industry professionals (external experts) as well as student representatives. Regular activities are being undertaken by the Council on areas related to ideation, Problem solving, Proof of Concept development, Design Thinking, IPR and project management. The Institute offers courses related to 'Entrepreneurship' and 'Design Thinking' as electives to the students. Professionals from the industry are being invited from time to time to enlighten the student community on relevant themes leading towards innovation. Founders of several start-ups have also delivered pep-talks, inspiring the students to think big and start their own ventures. Students are further being encouraged to participate in design competitions and hackathons. The details of the IIC can be found here.

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

5

#### 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

5

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

276

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

## 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

A. All of the above

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

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

B. Any 3 of the above

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

**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**

1

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

**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**

20

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

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

**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**

29

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

**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**

D. Any 2 of the above

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

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

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
12	NA

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)**

55.71

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

**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

TERI SAS provides professionalism in academics through multiple means to include academic rigour, field trips, case studies, industry exposure, internships, invited talks & lectures amongst others.

Opportunities provided do ensure that the student of TERI SAS are capable of being professionals in their respective fields thereby contributing to the overall development of the nation. As part of professionalism, the students are given an opportunity to explore and orient themselves with the societal issues and issues pertaining to holistic development beyond the classrooms.

Every student is expected to carry out an impact analysis of various schemes run by Govt / non Govt bodies and study its relevance with proposed changes recommended. Students are encouraged to adopt and mentor 3 - 4 families from the SEDG background and give them information related to all possible avenues available.

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**

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

**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)**

15

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

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

263

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

### 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**

293

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

**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**

16

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

## 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.

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 are available in the campus.

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 workstations. One of the big hall in the campus is used for Yoga classes for promoting Yoga.

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 an Automatic Weather Station collecting hourly data on temperature, humidity, heat index, wind direction, wind speed, incident solar radiation and UV Sensors. University also houses a 3.3 kWp Wind turbine.

After entering the campus one finds the Bells of Hope 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.

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)

767.53

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

#### 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:

**Automated housekeeping:** TERI SAS library is completely automated with almost all the housekeeping operations such as acquisition, serials management, cataloguing and circulation are computerized. The library uses bar-code technology that enables automated circulation and management of resources.

**Electronic database:** The library has access to several electronic databases. The web interface of TERI SAS library provides flexible access to several electronic books, journals, databases, TERI SAS Ph.D. theses, photographs, newspaper clippings and multimedia resources. There are a number of electronic databases available through library

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
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Upload relevant supporting document	<a href="#">View File</a>
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**4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

4.45

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

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

424

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

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

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

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

We have an excellent IT infrastructure that supports every aspect of our operation, from portal-based admissions to course selection, feedback through the student portal, to remote access to library e-resources, online results, Online project report submission and leave of absence.

TERI School of advanced Studies covers aspects such as Procedure for information collection and Updation of website and social media, and Maintenance of the TERI SAS website on regular basis.

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
476	243

**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**

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.

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)

22

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

768

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

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

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

11

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

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

193

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

4

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

## 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

2

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

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

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

8

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

## 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.

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.

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 (<https://www.terisas.ac.in/vision-mission-core-values.php>) 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 (<https://www.terisas.ac.in/vision-mission-core-values.php>) is:

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

The concept paper on TERI SAS approved by the Board of Management in its third meeting dated 14.06.2001 (<https://www.terisas.ac.in/pdf/minutes/bom/3rdBoMMinutes14June2001.pdf>: agenda item no 4; Annexure 4.1) provides the context of vision and mission, along with the outlook of adequate governance structure.

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

TERI SAS has defined the powers and composition of key governance bodies as per the UGC guidelines: the Board of Management, Academic Council, Finance Committee, Planning and Monitoring Board and Board of Studies of Departments with each involving external experts. The composition of these bodies, in particular the external members with their relevant experience and expertise, adequately reflects the technical and administrative competence aligned with the Vision and Mission of TERI SAS. Besides finding representation in the statutory bodies prescribed by UGC, the University has an actively functioning Committee of Heads and Deans that meets periodically to discuss issues of operational importance. The University has set up a Heads and Deans committee to involve all the Deans and the Heads of Departments in the University's decision-making processes. This Committee and other standing committees on various issues meet regularly and indicate the practice of decentralized and participative management at the University.

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

The university tagline "knowledge for sustainable development" is practiced diligently. As such, the University aims to create capacities in research and disseminate knowledge on all aspects of sustainable development, focusing on 17 SDGs. In the spirit of NEP, the university

has leapfrogged to offer UG\Intergrated programmes from the academic year 2023-24. It offers flexibility to students to choose courses from various programs and disciplines, value-added and skill enhancement courses have increased, academic bank of credits available to students, all programs are multi-track with exit option and lateral entry.

Being a research-led university, it has institutionalized the Research Centre of Excellence to work with industries on the one hand and offer students an opportunity to work on real-life problems with research scientists. Two research centres are already operational (<https://icwmr.terisas.ac.in/> & <https://www.terisas.ac.in/eccess/emerson/> ), and some more are planned for the near future. Additionally, the University offers several short-term courses in online mode and plans to offer degree courses in online/hybrid mode from AY 2024-25. It also has plans to establish labs focused on big data, analytics, and behaviour studies.

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 Organizational Chart are in place to provide measured advice on various issues concerning TERI SAS to the management.

Decentralization through the departmental system and participative decision-making process are in place. The institution follows the service rules according to the norms prescribed in the Compendium, as approved by BoM from time to time, in conformity with the statutory norms pertaining to UGC and AICTE. Being a Deemed to be University, it is under obligation to follow them vide the MoA with UGC as adopted by the BoM time to time.

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

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, and to encourage staff to stay with the institution. Efforts are made to provide such services and amenities that could enhance self-esteem and create an employee-friendly atmosphere while facilitating employee comfort and improvement. Besides this, employees participate in institutional retreats, which provide avenues to refurbish and rejoice as games, other amusement exercises, and team-building exercises are conducted during these gatherings. A medical inspection room exists on campus where a physician is available for consultation on certain days of the week. It has facilities to provide basic first-aid care and treatments such as minor cuts, scratches, bruising and minor bodily injury. The University also conducts health camps for extensive health check-ups of employees. Other welfare measures include safe, hygienic drinking water, facilities for sitting, clean latrines and urinals, canteen facilities to provide hygienic and nutritious food to the employees, proper and sufficient lights so that they can work safely during the night, changing rooms provided for outsourced employees to change their cloth.

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

7

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**

The University strongly encourages its faculty members to pursue sponsored research projects and offer training programmes to mobilize non-tuition-related funds. In addition, it is reaching out to Corporates and Foundations to provide general support or to support the establishment of specific programmes/facilities at the University. Example cases are the institutionalization of two centres of excellence viz. ICWMMR is supported by the Indian Pollution Control Association and the Emersion Centre of Excellence on Sustainability Studies, supported by theEmerson Electric Company (India) Pvt. Ltd..

The University has also designed a set of Executive Development Programmes that would help spread the message of sustainability and be a funding source. Some of these programmes are being developed as non-credit certificate courses that can be offered online for working professionals.

From a fund utilisation perspective, the University has an aggressive savings strategy that tries to maximise the returns on any cash surpluses it may have. It has also created a culture of cost savings on expenditure items through strategic procurement, self-fabrication and better planning.

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

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)**

51.78

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

231.51

File Description	Documents
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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 Sanjay Rastogi & Associates. 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. identify the authorities responsible for purchasing assets and other item as well as disposal of assets as per compendium direction 9. Scrutiny, processing and final payment of bills pertaining to salary and procurement, medical, research projects, maintenance, provident funds, refund of course fee, scholarships/fellowships from various grants such as DST, DBT, MHRD, etc., is being made by Finance wing as per the GFR/TERI SAS guidelines

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

Internal Quality Assurance Cell (IQAC) at TERI SAS was established in 2013, as Internal Quality Assurance Team (i-QAT). Since February 2017 it is known by its present name. As a mandate the IQAC has the following Terms of Reference:

- Carry out peer review of development and implementation of TERI SAS's quality assurance procedures.
- Scrutinise quality standards with respect to academic and non-academic administration; quality of teaching and research; responsiveness of learning outcomes to the changing needs and international standards; support for students; relations with stakeholders and community; management of resources; and maintenance of records for institutional memory.
- Recommend correct processes as per national accreditation standards and promulgate detailed matrix of procedures.
- Ensure periodic reports as required by NAAC/UGC are sent out in time.

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)

The Internal Quality Assurance Cell (IQAC) at TERI SAS adheres to the vision of NAAC and make quality the defining element of TERI SAS through a combination of self and external quality evaluation, promotion and sustenance initiatives. 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. Strategize and planned the peer team visit for the NAAC accreditation.
2. Assigned duties and responsibilities for effective peer team visit.
3. Steered the NAAC peer team visit which led to accreditation of TERI SAS with grade "A" "improving from the previous grade "B+"
4. For effective preparation of AQAR, Criteria wise responsibility allocation for Section-B of AQAR has been carried out.

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

As a leading institution in sustainability studies, TERI SAS has had a very exclusive background of advocating, educating, and promoting pro-planet, nature-centric, and biodiversity-loving behaviour, attitudes, and practices among people who understand and respect the existence and contribution of each species on the planet. By the ethos the institution believes in and practices audaciously, the group of people affiliated with this institution, be it students, faculty members, or administrative staff enjoy the advantages of realizing gender equity on and off the campus. Being a higher education institution in India, and still having the sex ratio of students and staff way far in favour of females, manifests the TERI SAS's obligations towards promoting gender equity in the last 25 years of its existence.

Among several formal institutional measures, one of the prominent and effective elements is the active role played by the institutional committee on "Diversity, Equality and Ethics", by carrying out various related activities.

TERI SAS provides common space facilities for both students and staff, as there are no gender-specific rules followed, except for a few exceptions, such as washroom/restroom, or the girls' hostel on campus.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Annual gender sensitization action plan(s)	<a href="#">yes</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="#">yes</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

For smooth and efficient waste management, marked and colour-coded dustbins are placed across the campus.

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

For Biohazard waste generated at Biotechnology laboratories, a contract has been signed with an agency M/S Biotic Waste Solutions Pvt. Ltd. approved by the Government of National Capital Territory of Delhi. The agency is engaged in collection of the bio-wastefrom TERI SAS campus

as per the Bio-Medical Waste Management (Amendment) Rules, 2018. However, the biotechnology laboratories at TERI SAS do not generate any hazardous chemicals or radioactive waste.

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
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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:  <ol style="list-style-type: none"> <li>1. Restricted entry of automobiles</li> <li>2. Use of bicycles/ Battery-powered vehicles</li> <li>3. Pedestrian-friendly pathways</li> <li>4. Ban on use of plastic</li> <li>5. Landscaping</li> </ol>	A. Any 4 or All of the above

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 preserve and improve the environment and harness energy are confirmed through the following:  <ol style="list-style-type: none"> <li>1. Green audit</li> <li>2. Energy audit</li> <li>3. Environment audit</li> <li>4. Clean and green campus recognitions/awards</li> <li>5. Beyond the campus environmental promotional activities</li> </ol>	B. Any 3 of the above

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
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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 (link to Minutes) adopted a "Policy on Equality, Diversity and Inclusion, 2015". This has resulted in an "Equality Advisory Committee (EAC)". Since 2017 this Committee has been renamed as "Diversity, Equality

and Ethics Committee (DEEC)". Annexure 7.1.8.A contains relevant office orders. The present composition of the DEEC can be found here.

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

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:

1. Several programmes have been organised by TERI SAS on constitutional obligations: values, rights, duties and responsibilities of citizens. All programmes are archived at <https://www.terisas.ac.in/whats-happening.php>. Some of them are included below:

Title
Month and Year
Link
Climate Dialogue Series - 5: Empowering Youth Changemakers Towards Nature-Based Solutions
June 2023
<a href="#">View Webpage</a>
Climate Dialogue Series -2: Empowering Youth Towards Climate Change
September 2022
<a href="#">View Webpage</a>

1. 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
<a href="#">View Document</a>
Environmental law and policy
Basic Concepts in Environmental Law
<a href="#">View Document</a>
Urban Governance
Introduction and Constitutional Provisions
<a href="#">View Document</a>

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
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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

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 grandly in the presence of and with the participation of students, faculty members and administrative staff.

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 seminars, invited talks, organizing several events including quizzes, poster/poetry/essay competitions etc.

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

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

### 1. Title of the Practice

Publication of a Newsletter: ENVELOPE, by students of the Department of Biotechnology.

### 2. Objectives of the Practice

The newsletter communicates complex scientific topics to non-science audiences, emphasizing the vital role of modern biotechnology in sustainable development.

### 3. The Context

Envelope, an initiative by M.Sc. Biotechnology students. The newsletter includes various sections covering simplified scientific discoveries, book reviews, fun content in the form of art, puzzles, comic strips, and discussions on scientific breakthroughs. Special interviews with researchers from TERI and faculty members from TERI SAS, providing valuable insights from the scientific community.

### 4. The Practice

The newsletter serves as a creative platform for scientific communication. Through practices like interviewing researchers and faculty, crafting commentaries, and creating visual content, students develop valuable skills in research communication, critical analysis, and creative expression.

### 5. Evidence of Success

The newsletter's impact extends beyond its releases, garnering appreciation from both students and researchers for its insightful content and valuable contributions to promoting science among the public and student community.

### 6. Problems Encountered and Resources Required

Maintaining consistency and motivation of the editorial team might be a major challenge going ahead.

### 7. Notes

Such practices would be a great motivation for students of other Departments in the University.

## 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)

- In 2023, the TERI SAS observed its Silver Jubilee year, completing a milestone of 25 years of sustainability education with seamless transition and expansion of academic and training programmes, courses and research activities throughout these years. TERI SAS decided to commemorate this milestone year with a year-long engagement in outreach activities embracing, reflecting, and sharing its accumulated experiences in sustainability education. In May 2023, it started with orienting more than 25 school Principals on promoting academic engagement in the field of environmental studies and the

ethos of sustainable development among their students and teachers (<https://www.terisas.ac.in/whats-happening.php?id=708>).

2. Several academic, research, and consultancy activities were carried out during the assessment period, such as organizing the Distinguished Fellow Lecture Series on "Climate Change, Environment, and Sustainability; Training programme and Certificate course on "Sustainable Waste Management"; Assessment of Ecosystem Services of Western Ghat; Preparing first Sustainability Report for Bisleri International, etc.
3. TERI SAS also manages to engage with several grass-root level or research-based non-governmental organizations and provide technical support in several specialized areas. This also provides a platform for TERI SAS students to participate in sustainable development practices. On 10th Jun 2022, TERI SAS signed a MoU with Think Through Consulting (TTC).

### 7.3.2 - Plan of action for the next academic year

- Implementation of National Education Policy 2020 (NEP 2020) and thereby introducing Four Year Undergraduate Programmes (FYUP).
- Implementation of suggestions and recommendations made under the National Education Policy (NEP) 2020 and adherence to the guidelines of the National Higher Education Quality Framework and National Credit Framework.
- Get the appointment/recruitment of regular statutory positions viz. Vice-Chancellor and Registrar completed as per the recommendations of peer team during visit for NAAC accreditation.
- Process of data collection for AQAR and SSR to be made easy and accessible to all the functionaries.