



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

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. 01171800222
- Mobile no 01171800222
- Registered e-mail vc@terisas.ac.in
- Alternate e-mail address
- 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 **01171800222**
- Mobile **9911440305**
- IQAC e-mail address **iqac@terisas.ac.in**
- Alternate Email address **naqui.anwer@terisas.ac.in**

3. Website address (Web link of the AQAR (Previous Academic Year)) <https://terisas.ac.in/iqac.php>

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

- if yes, whether it is uploaded in the Institutional website Web link: <https://terisas.ac.in/academic-calendar.php>

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	02/11/2019	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 **1**

- 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)

- Implemented National Education Policy 2020 (NEP 2020) and thereby introducing Four Year Undergraduate Programmes (FYUP) and 5 year Integrated PG programmes.
- Implemented the 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.
- The appointment/recruitment of regular statutory positions viz. Vice-Chancellor and Registrar has been completed.
- Process of data collection for AQAR has been made accessible to all the functionaries.

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
Implemented National Education Policy 2020 (NEP 2020) and thereby introducing Four Year Undergraduate Programmes (FYUP) and 5 year Integrated PG programmes.	Fully Achieved
Implemented the 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.	Fully Achieved
Get the appointment/recruitment of regular statutory positions viz. Vice-Chancellor and Registrar completed.	Fully Achieved
Process of data collection for AQAR to be made easy and accessible to all the functionaries.	Fully Achieved

13. Whether the AQAR was placed before statutory body? Yes

- Name of the statutory body

Name	Date of meeting(s)
Executive Council	23/01/2025

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

15. Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	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.	01171800222
• Mobile no	01171800222
• Registered e-mail	vc@terisas.ac.in
• Alternate e-mail address	
• 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	01171800222
• Mobile	9911440305
• IQAC e-mail address	iqac@terisas.ac.in

• Alternate Email address	naqui.anwer@terisas.ac.in				
3.Website address (Web link of the AQAR (Previous Academic Year))	https://terisas.ac.in/iqac.php				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://terisas.ac.in/academic-calendar.php				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
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Cycle 2	B++	2.84	2018	02/11/2019	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			1		
• The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)			Yes		

Plan of Action	Achievements/Outcomes
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Implemented the 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.	Fully Achieved
Get the appointment/recruitment of regular statutory positions viz. Vice-Chancellor and Registrar completed.	Fully Achieved
Process of data collection for AQAR to be made easy and accessible to all the functionaries.	Fully Achieved
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name	Date of meeting(s)
Executive Council	23/01/2025
14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?	No
15. Whether institutional data submitted to AISHE	
Year	Date of Submission
2023	15/04/2024

16.Multidisciplinary / interdisciplinary

TERI School of Advanced Studies (TERI SAS) envisions transforming itself into a holistic multidisciplinary institution in alignment with the National Education Policy (NEP) 2020, fostering a learning environment that bridges disciplines, encourages innovation, and addresses global sustainability challenges. The institution's vision is rooted in integrating diverse knowledge systems and methodologies, emphasizing interdisciplinary research and education to produce well-rounded graduates equipped to address real-world problems. Established under the notification no. F.9/19/95-U-3, dated October 5, 1999, the objective of TERI SAS is to build capacity around various themes of sustainable development by adopting an interdisciplinary 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 perspectives in their subject areas. Beyond the academic programs, the deemed University is actively reaching out to school and college students as well as 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 Master's programs 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 programs from this campus. The research excellence of TERI SAS 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 on faculty-led research in these thematic areas to complement the learning outcomes of postgraduate programs. Advanced research in such thematic areas is led by distinct departments with dedicated and specialized teams 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 its approach towards the integration of humanities and sciences with STEM, TERI SAS offers programs such as M.A. (Public Policy and Sustainable Development) and M.Sc. (Environmental Studies and Resource Management), which combine social sciences, policy

studies, and environmental science with advanced technological and scientific methodologies. These programs ensure students gain a nuanced understanding of both quantitative and qualitative aspects of sustainability challenges, thereby creating a robust multidisciplinary foundation. Further, courses such as 'Environmental Governance' and 'Sustainability Reporting' explicitly integrate humanities perspectives into STEM disciplines, fostering a comprehensive educational approach. TERI SAS provides a flexible and innovative curriculum that includes credit-based courses and projects in areas such as community engagement, environmental education, and value-based learning. Programs like the 'M.A. (Sustainable Development Practice)' feature community immersion components where students engage with local stakeholders to address environmental and social issues. Similarly, the 'Ph.D. in Sustainable Development' encourages interdisciplinary research incorporating both scientific rigor and socio-cultural insights. The institution also integrates value-based learning through modules on ethics, governance, and leadership, ensuring students develop a strong sense of purpose and social responsibility. To offer a multidisciplinary and flexible curriculum with multiple entry and exit points, TERI SAS has designed programs adhering to the framework suggested by NEP 2020. For example, the undergraduate curriculum being offered include certification at the end of the first year, a diploma at the end of the second year, and a full degree upon completion of the third year, with options for students to re-enter after taking a break. These flexible structures maintain academic rigor through continuous assessment and modular learning outcomes while enabling students to pursue diverse career paths or higher studies without rigid constraints. In UG programmes offered at TERI SAS, students enrolled in one programme can take a minor in another discipline. This facilitate interdisciplinarity and in this way provides multidisciplinary to the students right from UG. In pursuit of advancing frontiers of research and higher education, TERI SAS has always maintained a competitive advantage through meaningful partnerships with industry, policy and decision-makers, funding organizations, communities, and leading research and higher education institutions globally. The institution immensely values such partnerships and strives to strengthen them on a continual basis. Specialized departments also assist in strengthening the capacity of local, state, and national governments, other higher education and research institutions, and industry and business organizations in India and other developing countries through specialized trainings, management development programs, summer schools, and certificate programs. A targeted expected outcome is to share knowledge for

enhanced well-being and prosperity and assist collaborating institutions in designing and implementing long-term solutions for society and ecology. One notable good practice of TERI SAS that promotes a multidisciplinary/interdisciplinary approach is its collaborative initiatives. TERI SAS brings together experts from engineering, social sciences, environmental studies, and policy to address sustainable development goals through interdisciplinary dialogue and research. Additionally, TERI SAS's collaboration with organizations like The Nature Conservancy and India Circular Economy Forum exemplifies how academic programs are designed to incorporate practical, real-world sustainability challenges, preparing students to contribute meaningfully to society. Through these concerted efforts, TERI SAS exemplifies its commitment to becoming a holistic multidisciplinary institution, fostering an environment where education, research, and community engagement converge to address global challenges and create impactful change-makers.

17.Academic bank of credits (ABC):

TERI School of Advanced Studies (TERI SAS) has taken significant steps to institutionalize the Academic Bank of Credits (ABC) in alignment with the NEP 2020 guidelines. The institution has registered under the ABC framework via the National Academic Depository (NAD) platform, ensuring that students can avail the benefits of multiple entry and exit points during their chosen programs. This system allows for the storage and retrieval of academic records, enabling seamless credit transfer and redemption. TERI SAS mandates that all students register for ABC to fully utilize this innovative mechanism, ensuring transparency and accessibility in academic achievements. To foster seamless collaboration and internationalization of education, TERI SAS actively pursues partnerships with foreign institutions, enabling joint degree programs and facilitating credit transfers. For example, its collaborations with global universities and research institutions provide students with opportunities to engage in exchange programs, joint research, and dual-degree pathways. This approach enhances the global competitiveness of the curriculum while adhering to ABC guidelines for credit recognition and transfer. Faculty members at TERI SAS are encouraged to design their own curricular and pedagogical approaches within the approved academic framework. They have the autonomy to select textbooks, compile reading materials, design assignments, and implement innovative assessment methods. This flexibility ensures that the curriculum remains dynamic, catering to the evolving needs of students and the industry while aligning with the

interdisciplinary ethos of TERI SAS. A noteworthy practice at TERI SAS is its emphasis on integrating the ABC system with its existing student-centric academic processes. The institution maintains a robust digital infrastructure to manage academic records, facilitate credit transfers, and compile award records efficiently. Furthermore, TERI SAS promotes workshops and training sessions for faculty and administrative staff to ensure the smooth implementation of ABC. This proactive approach has established TERI SAS at the forefront leveraging the ABC framework to provide a flexible and comprehensive educational experience that aligns with the vision of NEP 2020. Each student enrolled at TERI SAS are mandated to register in ABC. This is ensured by the office of Dean (Academic) through corresponding HoDs and programme coordinators.

18.Skill development:

TERI School of Advanced Studies (TERI SAS) has implemented a comprehensive approach to skill development, aligning with the National Skills Qualifications Framework (NSQF) to strengthen vocational education and soft skills among its students. The institution integrates skill development into its curriculum by offering credit-based courses that encompass communication, problem-solving, critical thinking, creativity, and leadership skills. These courses are mandatory for all students, ensuring that they graduate with essential workplace competencies. Through hands-on activities, project-based learning, and industry engagement, TERI SAS provides students with practical exposure and opportunities to enhance their skill sets. TERI SAS offers specialized programs that promote education, blending it seamlessly with mainstream education. These programs include modules on renewable energy technologies, environmental management, sustainable business practices, and biotechnology applications, among others. The institution engages industry veterans and master craftspeople to deliver training sessions, bridging gaps in faculty expertise and ensuring students receive up-to-date, practical knowledge. Skilling courses are also offered through blended and modular modes, enabling learners to access flexible and tailored learning experiences. Partnerships with the National Skill Development Corporation (NSDC) have further streamlined the management of learner enrollment, skill mapping, and certification processes. Value-based education is a cornerstone of TERI SAS's pedagogy, aiming to inculcate humanistic, ethical, and universal values among its learners. Courses and co-curricular activities emphasize the development of truth (satya), righteous conduct (dharma), peace (shanti), love

(prem), and nonviolence (ahimsa). The institution also promotes scientific temper, citizenship values, and life skills through structured learning experiences and community engagement initiatives. Students are encouraged to participate in activities that foster ethical reasoning, cultural sensitivity, and social responsibility. As part of its efforts to enhance skill development, TERI SAS ensures that all students undertake at least one vocational course before graduation. The credit structure has been designed to facilitate this requirement. Additionally, the institution emphasizes feedback-driven improvement, providing individual assessments from faculty and industry professionals to help students refine their skills. TERI SAS has adopted good practices such as incorporating NSDC resources, offering learning options for skilling, and maintaining close collaborations with industry partners to enhance employability (eKinetic, HCL Foundation, QCI, Adani Green Energy Limited, etc.). These initiatives align with the vision of NEP 2020, preparing students to excel in their professional and personal lives while contributing meaningfully to society. All UG/PG programmes are specific courses for skill development. UG programmes have a distinct bouquet of skill development courses as per NEP 2020.

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

TERI School of Advanced Studies (TERI SAS) is committed to the appropriate integration of the Indian Knowledge System (IKS) into its curriculum, reflecting the ethos of NEP 2020. The institution incorporates Indigenous Knowledge Systems (IKS) into various programs to preserve Indian culture, redefine learning paradigms, and instill a sense of cultural pride and identity among students. TERI SAS is in the process of establishing a dedicated committee to create guidelines for the orientation and integration of IKS across programs. The institution has introduced separate courses focusing on IKS at the university level and promote research on indigenous knowledge through its PhD programs. These initiatives are aimed at fostering a deeper understanding and appreciation of India's rich heritage. Inclusion of courses like 'Ancient Indian Sustainable Practices' and 'Modern Indian Language' brings IKS into the curriculum. In alignment with the vision of NEP 2020, TERI SAS is developing strategies to offer courses to ensure inclusivity and accessibility for a diverse student population. Faculty members are trained to enhance their pedagogical techniques. TERI SAS is actively integrating Indian cultural and traditional knowledge

into its existing courses. The institution also emphasizes the revival and dissemination of Indian arts, culture, and traditions by incorporating modules on classical music, dance, painting, and architecture into its curriculum and club activities. TERI SAS offers opportunities for students to engage with Indian ancient traditional knowledge, including Ayurveda, Vedic sciences, and sustainable practices rooted in Indian traditions. A notable good practice of TERI SAS is the integration of IKS principles into sustainability-focused programs, emphasizing traditional ecological knowledge and its relevance to contemporary environmental challenges. These efforts collectively contribute to the preservation and promotion of Indian knowledge, aligning with TERI SAS's mission to build capacity for sustainable development through an interdisciplinary and culturally grounded approach.

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

TERI School of Advanced Studies (TERI SAS) has embraced Outcome-Based Education (OBE) as a core pedagogical approach, aligning with the principles outlined in the National Education Policy (NEP) 2020. The institution's curriculum emphasizes what students should know, understand, and be able to demonstrate upon completing their courses and programs, moving beyond traditional content delivery. TERI SAS integrates the four major components of OBE—curriculum design, teaching and learning methods, assessment, and continual quality improvement (CQI)—through a rigorous academic framework. Curriculum design at TERI SAS incorporates measurable, attainable, relevant, and time-bound learning outcomes that align with program objectives. Teaching and learning practices focus on experiential learning, problem-solving, and skill development. Regular assessments and evaluations are conducted to gauge the achievement of these outcomes, with transparent feedback mechanisms ensuring students are aware of their progress. Faculty members are encouraged to adopt innovative pedagogical approaches, including case-based learning, project-based assignments, and interactive discussions, fostering a learner-centric environment. In line with NEP 2020, TERI SAS has institutionalized continual quality improvement processes to monitor and enhance the effectiveness of OBE implementation. Personalized feedback mechanisms and structured evaluation processes help identify areas for improvement in both teaching methodologies and student performance. Good practices such as the integration of real-world projects, industry internships, and multidisciplinary research ensure that students develop practical skills and critical thinking capabilities

essential for addressing contemporary challenges. These initiatives reflect the institution's commitment to fostering holistic and outcome-driven education, preparing students for meaningful contributions to society and sustainable development. The methodology and outcome fostering the OBE is made after a rigorous stakeholder consultation on regular basis.

21.Distance education/online education:

TERI School of Advanced Studies (TERI SAS) is committed to exploring the potential of offering vocational courses through Open and Distance Learning (ODL) mode, aligning with the goals of the National Education Policy (NEP) 2020. While TERI SAS is currently not offering distance or online education programmes, the institution remains focused on enhancing its academic quality to meet eligibility criteria for such programmes in the future. TERI SAS envisions integrating vocational education into mainstream learning through flexible and innovative curriculum design, enabling students to acquire industry-relevant skills in a modular format. A notable good practice at TERI SAS includes its commitment to incorporating technology-driven solutions for capacity building and skill development. Although distance education programmes are not currently operational, the institution is actively preparing to leverage its technological infrastructure and academic expertise to offer high-quality online and blended learning courses once eligible. This proactive approach reflects TERI SAS's dedication to fostering accessible, flexible, and outcome-oriented education in alignment with NEP 2020. IPCA Centre for Waste Management and Research (ICWMR) is a collaboration of Indian Pollution Control Association (IPCA) and TERI School of Advanced Studies (TERI SAS). Online certificate programmes offered in: Fundamentals and application of life cycle assessment Anaerobic digestion of organic waste: Market potential, technology and implementation Validation, registration, verification and issuance of carbon credit certificate Protection of intellectual rights: A primer for students, researchers, start-ups and institutions

Extended Profile

1.Programme

1.1

28

Number of programmes offered during the year:

File Description	Documents
Data Template	View File
1.2 Number of departments offering academic programmes	5
2.Student	
2.1 Number of students during the year	641
File Description	Documents
Data Template	View File
2.2 Number of outgoing / final year students during the year:	254
File Description	Documents
Data Template	View File
2.3 Number of students appeared in the University examination during the year	256
File Description	Documents
Data Template	View File
2.4 Number of revaluation applications during the year	1
3.Academic	
3.1 Number of courses in all Programmes during the year	305
File Description	Documents
Data Template	View File
3.2	38

Number of full time teachers during the year						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table>			File Description	Documents	Data Template	View File
File Description	Documents					
Data Template	View File					
3.3	Number of sanctioned posts during the year	51				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table>			File Description	Documents	Data Template	View File
File Description	Documents					
Data Template	View File					
4.Institution						
4.1	Number of eligible applications received for admissions to all the Programmes during the year	1997				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table>			File Description	Documents	Data Template	View File
File Description	Documents					
Data Template	View File					
4.2	Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	40				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table>			File Description	Documents	Data Template	View File
File Description	Documents					
Data Template	View File					
4.3	Total number of classrooms and seminar halls	24				
4.4	Total number of computers in the campus for academic purpose	247				
4.5	Total expenditure excluding salary during the year (INR in lakhs)	238.44				
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

The TERI School of Advanced Studies (TERI SAS) was established by its sponsoring society TERI (The Energy and Resources Institute) as a higher education institute fostering research and education focused on sustainable development. Accordingly, all programs offered at TERI SAS lay significant emphasis on local, national, regional and global developmental needs in the areas of energy, environment, natural resources, engineering, technology and policy through a combination of teaching, research, publication, outreach and extension.

The programme offerings at TERI SAS include 7 Ph.D., 13 masters, 2 post-graduate diplomas, 4 four-year undergraduate and 2 five-year integrated post-graduate programmes. The programmes incorporate multidisciplinary in their curricula to enable students to productively engage with the scientific, policy and social issues related to sustainable development at the local, national and global levels. Individual courses focus directly and indirectly on one or more multiple Sustainable Development Goals and Targets, different national policies & missions and national & international schemes.

File Description	Documents
Upload relevant supporting document	View File

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

2

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

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

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

305

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

1.2 - Academic Flexibility

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

31

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

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

21

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

1.3 - Curriculum Enrichment

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

The motto of TERI SAS is "Knowledge for Sustainable Development". As the only higher education institution of its kind dedicated to furthering education and research in the field of sustainable development, TERI SAS makes a conscious effort to integrate cross-cutting issues into all existing and proposed curricula. Furthermore, as the complex problem of sustainability is inseparable from social realities as well as human values, all programs integrate courses of professional ethics, gender and human values. These courses are often taught collectively to students from multiple degree programs and disciplines, giving everyone an exposure to diversity in perspectives and approaches

to problem-solving. These values are also embedded in individual and institutional efforts towards outreach, publication, collaborations, and curriculum formulation.

Courses also offered on Research publication and Ethics and Gender, rights and equity perspective for sustainable water management.

File Description	Documents
Upload relevant supporting document	View File

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

156

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

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

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

6156

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

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

406

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

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni	<ul style="list-style-type: none"> • All 4 of the above
File Description	Documents
Upload relevant supporting document	View File
1.4.2 - Feedback processes of the institution may be classified as follows	<ul style="list-style-type: none"> • Feedback collected, analysed and action taken and feedback available on website
File Description	Documents
Upload relevant supporting document	View File
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Demand Ratio	
2.1.1.1 - Number of seats available during the year	
423	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)	
2.1.2.1 - Number of actual students admitted from the reserved categories during the year	
26	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
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

At TERI School of Advanced Studies, the institution identifies slow and advanced learners through a multi-phase assessment that includes Continuous Comprehensive Evaluation, and monitoring class participation. For advanced learners, TERI SAS offers various programs like expert talks, MOOCs, skill development courses, career orientation programs, research orientation, competitive exam coaching, and personal mentoring. These initiatives are designed to enhance their academic and professional skills, preparing them for future success. Slow learners, on the other hand, benefit from orientation courses for beginners, personalized mentoring, and regular assessments and feedback with specific recommendations for improvement. Programs like NRE 113: Applied Mathematics and NRC 143: Basic Economics lay a strong foundation for beginners and slow learners. These efforts aim to build their confidence and help them progress in their academic journey, ensuring a comprehensive support system for all learners at TERI SAS.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	https://terisas.ac.in/iqac.php

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
641	38

File Description	Documents
Upload relevant supporting document	View File

2.3 - Teaching- Learning Process

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

TERI SAS largely follows a student-centric approach with the aim of transforming students from passive recipients to active and involved stakeholders in the teaching-learning process. The objectives behind encouraging these new methods of learning are -

i) to develop reflexivity through critical thinking, learning and analysis; ii) to instill the knowledge of and desire for, systemic approaches to problem-solving; iii) to strengthen the commitment to environmental protection and social justice; iv) to constructively engage intellectually, creatively, emotionally and socially by providing ample opportunities.

In the process of experiential learning, the institute promotes hands-on experiments in laboratories or first-hand experience in fields, Major Project internship, Master's thesis and Dissertations, summer internship (Minor Project), exposure tours etc. The students are encouraged to participate in various workshops, conferences, seminars, etc., in and outside the university to gain experience in relevant fields. The students in various UG/PG programmes get in-house training in Software learning like "R", Stata, QGIS, etc., which help to develop necessary skills in their respective fields.

File Description	Documents
Upload relevant supporting document	View File

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

TERI-SAS significantly focuses on the technological front. ICT tools are being utilised in all courses from all departments. They are further being complemented by online resources. The emphasis here also remains on equitable access to ICT tools and online resources for all students. The idea is to bridge the technological gap and ease of use by all students. Further, some of the resources are also available remotely. This proves helpful when students are undertaking field studies or internships or want to continue with their research activities during vacations.

Almost all the contemporary facilities are available on campus. Some examples are LCD projectors with internet and LAN connectivity are available in all classroom/seminar halls of the university. Further, Online Collaboration and Communication Tools are available, such as Microsoft Teams & Zoom (for online classes, webinars, and collaborative learning) and Google Meet (for virtual meetings/ interviews and study groups.) The library offers a wide range of e-resources, including online books and online journals. The library also provides remote access to various online digital resources such as Turnitin Anti-plagiarism software, E-books, and E-journals for students and faculty of the university.

File Description	Documents
Upload relevant supporting document	View File
2.3.3 - Ratio of students to mentor for academic and other related issues during the year	
2.3.3.1 - Number of mentors	
38	
File Description	Documents
Upload relevant supporting document	View File
2.4 - Teacher Profile and Quality	
2.4.1 - Total Number of full time teachers against sanctioned posts during the year	
38	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
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	
38	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
2.4.3 - Total teaching experience of full time teachers in the same institution during the year	
2.4.3.1 - Total experience of full-time teachers	
235	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

8

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

2.5 - Evaluation Process and Reforms**2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year**

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	View File
Upload relevant supporting document	View File

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

1

File Description	Documents
Upload relevant supporting document	View File

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

TERI-SAS has a well-structured integrated examination system. The assessment process remains continuous and is divided into several components across the semester. There is also a mapping of evaluation with the learning objectives of the course that is observed when the courses are being drafted or updated. This is

followed by a term-end assessment. Continuous assessment includes mid-term tests, assignments, term papers, case comments, case studies, presentations, live projects, etc. For observing transparency and fairness, the online entry/capturing of marks is undertaken for continuous and end-term evaluation. To further strengthen the fairness component, the examination system also provides for a moderation committee that examines the assessment undertaken by the course instructor before finalising the grade. The finalised grade is then sent for the final approval of the institution's dean (academics). A key feature of the evaluation process at TERI-SAS is the Digital Transformation of the Examination Management System and IT integration. The process involves various stages, all of which are automated. Lastly, TERI SAS utilizes CCTV cameras as part of its ICT-enabled examination process to ensure transparency and prevent malpractice.

File Description	Documents
Upload relevant supporting document	View File

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

A. 100% automation of entire division & implementation of Examination Management System (EMS)

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

2.6 - Student Performance and Learning Outcomes

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

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	View File

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

At TERI School of Advanced Studies (TERI SAS), the attainment of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) is systematically evaluated through a combination of curriculum design, continuous assessment, and structured feedback mechanisms. The institution emphasizes aligning educational objectives with practical applications to ensure comprehensive learning experiences.

File Description	Documents
Upload relevant supporting document	View File

2.6.3 - Number of students passed during the year

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

253

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

2.7 - Student Satisfaction Survey

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

https://terisas.ac.in/pdf/SSS_2024.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

TERI-SAS has a well-defined research promotion policy that aims to incentivize faculty members through the provision of seed funding, recognition of research efforts in the annual appraisals, during the faculty promotion processes through the Career Advancement Scheme, among others. The Research and Development Cell was constituted to motivate the faculty members in research activities and facilitate research atmosphere at TERI-SAS. Furthermore, internal grants are provided to the faculty members and students to support research and collaborative activities and encourage participations in conferences and workshops. Research promotion at the Institution also involves a system of performance-linked-rewards to recognize outstanding contributions of the faculty members in teaching and research. Faculty members are rewarded for receiving approvals for patent(s), publication of papers in top-quality and peer-reviewed journals, among others. TERI SAS has proposed to institute a mechanism to utilise the overhead of research project to the tune for research purpose.

Research promotion is closely aligned with maintaining ethics in research. The Institutional Ethics Committee at TERI-SAS advises to the researchers on matters related to the welfare and safety of the research participants while certifying the scientific soundness of the proposed research.

The Intellectual Property policy—another important component for the promotion of research—encompasses different types of Intellectual Property, namely, patent, copyright, trademark/service mark, design registration, trade secret, confidential information and integrated circuits layout.

File Description	Documents
Upload relevant supporting document	View File

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

Nil

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

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

15

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

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

8

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

3.1.5 - Institution has the following facilities to support research
Central Instrumentation Centre
Animal House/Green House Museum
Media laboratory/Studios
Business Lab
Research/Statistical Databases
Moot court
Theatre
Art Gallery

A. Any 4 or more of the above

File Description	Documents
Upload relevant supporting document	View File

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

3

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

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)

261

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

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

53

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

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	View File
Upload relevant supporting document	View File

3.3 - Innovation Ecosystem

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

TERI SAS has formulated Institution Innovation Council (IIC) as per the regulatory requirements of the Ministry of Education (MoE). The primary objective of the Council is to promote a culture of innovation and the start-up ecosystem at, TERI SAS focusing on 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 elective courses on the topics 'Entrepreneurship' and 'Design Thinking' to the students. Professionals from the industry are being invited from time to time to share their expertise with the student community on relevant themes that promote 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

File Description	Documents
Upload relevant supporting document	View File

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

15

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

15

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

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

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

7

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
3.4 - Research Publications and Awards	
3.4.1 - The institution ensures implementation of its stated Code of Ethics for research	
3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following <ol style="list-style-type: none"> 1. Inclusion of research ethics in the research methodology course work 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc) 3. Plagiarism check 4. Research Advisory Committee 	A. All of the above
File Description	Documents
Upload relevant supporting document	View File
3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter / website	A. All of the above
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
3.4.3 - Number of Patents published/awarded during the year	
3.4.3.1 - Total number of Patents published/awarded year wise during the year	
2	

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
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	
19	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year	
2	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
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	
14	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS	A. Any 5 or all of the above

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

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
70	NA

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

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

Scopus	Web of Science
43	NA

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

3.5 - Consultancy

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

TERI School of Advanced Studies envisions a more sustainable world through the creation of knowledge and human capacity. In this regard the faculty of TERI SAS has gained expertise in important areas of sustainable development through their world class research in critical areas of knowledge. TERI SAS aims at promoting the use this expertise in augmenting its reputation by offering the services of its faculty members and researchers for collaborative research and consultancy services. It is expected

that this Policy would create mutually beneficial opportunities for TERI SAS, its members of the faculty and researchers, students, various international, national, for-profit and non-profit organisations and thus contributing to the nation building.

File Description	Documents
Upload relevant supporting document	View File

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

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

178

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

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 engages its students in various activities such as health awareness drives, environmental campaigns, and skill-building workshops. It provides various opportunities to sensitise students and other community members regarding various Government schemes such as Ayushman Bharat Scheme, Namami Gange Programme and so on. These activities align with the institution's commitment, ensuring that students not only excel academically but also become responsible individuals. These outreach programs and activities strengthens the bond with the local community. The extension activities serve as a bridge between academia and social responsibility.

The TERI SAS programme offers a unique opportunity to create awareness amongst NGOs involved in policy making about sustainable concepts and tools.

Collaborative activities with community organizations and NGOs provide students with valuable exposure to deal with different socio-economic realities, helping students develop empathy and

improve their problem-solving skills. Through this platform, students apply classroom learning to the practical world, thereby, bridging the gap between theory and practice. This contributes in their personal and professional growth.

The institute has done in several programmes in the neighbouring community for this purpose.

Further, the institution reinforces values such as inclusivity and social responsibility amongst the students.

File Description	Documents
Upload relevant supporting document	View File

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

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

1

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

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

115

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

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

581

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

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

204

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

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

31

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

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.

Nestled on the outskirts of the Aravalli range, the TERI SAS campus stands as an architectural delight. Designed to foster an optimal learning environment, it also exemplifies the principles of modern green architecture, smart design, and efficient building functionality. The campus features over 17 state-of-the-art

science and computing laboratories that support advanced research. Additionally, it boasts a well-appointed conference hall, a seminar hall, and numerous classrooms, each equipped with the latest audio-visual technology, catering to the diverse needs of teaching, research, and outreach at this Deemed-to-be-University.

File Description	Documents
Upload relevant supporting document	View File

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

TERI SAS encourages its students to actively engage in sports, promoting physical and mental fitness. For several years, the institute has upheld a tradition of celebrating Sports Meet and cultural fest, where both male and female students participate with great enthusiasm and energy. TERI SAS organizes annual fest Aahwaan to provide platform to showcase diverse cultural sports, arts and creativity for the students.

The campus is equipped with a Badminton court and a Table Tennis area, frequently used by both faculty and students. Basketball and Volleyball courts are also available for use.

Additionally, facilities for indoor games such as Chess, Carrom, and more are provided in the activity room. A mini gymnasium, featuring equipment like a cycle, walker, and workstations, is available for fitness. One of the larger halls on campus is dedicated to Yoga classes, supporting the promotion of overall well-being through Yoga.

File Description	Documents
Upload relevant supporting document	View File

4.1.3 - Availability of general campus facilities and overall ambience

TERI SAS occupies a built-up area of 7,962 square meters on a 2-acre campus with a visually appealing design. The campus shares one of its walls with the Aravalli Biodiversity Park in Vasant Kunj. An Automatic Weather Station, operational since April 2016, is located just outside the campus. It collects hourly data on temperature, humidity, heat index, wind direction, wind speed, and solar radiation, along with UV sensor readings installed by TERI in collaboration with ALTERRA (Wageningen UR) as part of the HI-

AWARE project. The university also houses a 3.3 kWp wind turbine.

Upon entering the campus, visitors are greeted by the Bells of Hope and a quote from Gurudev Rabindranath Tagore. Nearby is the Wall of Honour, which recognizes the student with the highest CGPA in each graduating batch.

To the left of the entrance is the Academic Block, which houses laboratories, an IT lab, a media lab, classrooms, lecture halls, seminar rooms, and the library. On the right is the Administrative Block, which includes administrative offices, faculty cubicles, the offices of the Vice Chancellor and Registrar, a conference hall, and a pantry.

At the rear of the campus is the Cafeteria Block, which includes the canteen, additional classrooms, a language lab, and a room for PhD scholars. This building overlooks the amphitheater.

Parking is located in the basement, ensuring efficient use of space.

File Description	Documents
Upload relevant supporting document	View File

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

1230

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

4.2 - Library as a Learning Resource

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

The TERI SAS Library is highly automated, offering electronic access to most resources both on-campus and off-campus. It uses barcode technology for efficient resource management and the KOHA platform (version 23.11.02.000) for library operations. The library provides access to a variety of electronic databases, including books, journals, case studies, and multimedia, through

its web interface and digital library. Off-campus users can access resources via the Knimbus platform, allowing faculty, staff, and students to access materials remotely. Additionally, TERI SAS is a member of DELNET, supporting academic programs and research by sharing resources with other institutions.

File Description	Documents
Upload relevant supporting document	View File

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

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

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

18.31

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

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

204

File Description	Documents
Upload relevant supporting document	View File

4.3 - IT Infrastructure

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

20

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

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

The institution has a well-defined IT policy, and makes appropriate budgetary provisions to maintain and enhance its IT facilities. These provisions ensure the continuous upgradation of the infrastructure, including the Wi-Fi facility. The institution possess an excellent IT infrastructure that supports all aspects of academic and administrative operations. This includes portal-based admissions, course selection, student feedback mechanisms through the portal, remote access to library e-resources, online results, online project report submissions, and a leave of absence system.

Additionally, the TERI School of Advanced Studies (TERI SAS) ensures regular updates and maintenance of its website and social media platforms to provide accurate and timely information. The procedures for information collection and updating the website are well-defined, with a dedicated process to maintain the TERI SAS website on a regular basis, ensuring that it reflects the latest developments and academic offerings. This systematic approach ensures the effective utilization of IT resources, fostering a seamless and modern learning environment for all stakeholders.

File Description	Documents
Upload relevant supporting document	View File

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
662	247

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

- 500 MBPS - 1 GBPS

File Description	Documents
Upload relevant supporting document	View File

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

A. All of the above

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

4.4 - Maintenance of Campus Infrastructure

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

238.44

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

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

maintenance of buildings, utilities, and services across the campus. These procedures are critical in providing a conducive environment for academic and administrative operations.

1. The Registrar plays a pivotal role in monitoring the activities of various departments, including administrative services, IT, and technical services, and oversees the maintenance of the campus infrastructure. This centralized oversight ensures that all infrastructure components, including buildings, utilities, and services, are managed efficiently and in alignment with the institution's operational needs.

2. To facilitate smooth day-to-day operations, dedicated staff are employed to maintain the campus, focusing on cleanliness, upkeep, and minor repairs. In addition, the institution engages two

service providers: SMK Contractors and SAMS Facilities Management Pvt. Limited. These external service providers are entrusted with specialized tasks such as the routine maintenance of campus facilities, cleaning, and ensuring the functionality of various systems, including HVAC, plumbing, and electrical services.

3. The Deputy Registrar manages the administrative and building maintenance services in close consultation with the Registrar. This collaboration ensures a coordinated approach to building and infrastructure upkeep. The Deputy Registrar oversees the planning and implementation of maintenance schedules, addresses any immediate issues, and ensures that all systems are working seamlessly.

Moreover, these maintenance activities are carried out with a focus on long-term sustainability, ensuring that buildings and utilities are regularly updated and maintained to meet the growing needs of the academic community. This proactive approach helps TERI SAS maintain its reputation for providing a well-maintained and functional campus environment, conducive to both teaching and learning.

File Description	Documents
Upload relevant supporting document	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

5

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

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

1284

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology	A. All of the above
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	• All of the above
File Description	Documents
Upload relevant supporting document	View File
5.2 - Student Progression	
5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)	
5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year	
13	

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

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

156

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

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

7

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

5.3 - Student Participation and Activities

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

53

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

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

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 notified on 30th May, 2022. Thirteen members representing diverse backgrounds were elected. The secretaries of clubs (Eco-Club, Media and Arts & Sports) were notified. The student council has been allotted a separate e mail id sec@terisas.ac.in, so that they may notify and address the student community exclusively. The elected council worked till July 2023 and organized events during their tenure like selfie with the flag. They participated in the Delhi Half Marathon in October, 2022 which has significant impact on societal awareness. TSSC undertook the role of mentors and participated in various orientation programme for juniors. The council has made advocacies to TERI SAS administration towards attaining more meaningful impact.

File Description	Documents
Upload relevant supporting document	View File

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

21

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

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services during the year

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.

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	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)	E. <1Lakhs
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File Description	Documents
Upload relevant supporting document	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The Vision of the University (<https://www.terisas.ac.in/vision-mission-core-values.php>) is:

1. To accelerate the transition towards a more sustainable world through the creation of knowledge and human capacity.
2. 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.

File Description	Documents
Upload relevant supporting document	View File

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

TERI SAS has defined the powers and composition of key governance bodies in accordance with UGC guidelines, which include the Executive Council, Academic Council, Finance Committee, Planning and Monitoring Board, and the Board of Studies of Departments, each involving external experts. The composition of these bodies, particularly the inclusion of external members with relevant experience and expertise, adequately reflects the technical and administrative competence aligned with the vision and mission of TERI SAS.

In addition to the statutory bodies prescribed by UGC, the University has established an actively functioning Committee of Heads and Deans that meets periodically to discuss issues of operational importance. This committee involves all the Deans and Heads of Departments in the decision-making processes of the University. The regular meetings of this committee, along with other standing committees addressing various issues, demonstrate the practice of decentralized and participative management at the University.

File Description	Documents
Upload relevant supporting document	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

At the TERI SAS, the effective deployment of the institutional strategic plan is central to the mission of promoting excellence in education, research, and leading sustainable development practices. The university's tagline, "Knowledge for Sustainable

Development," is diligently upheld. The University aims to build capacities in research and disseminate knowledge across all aspects of sustainable development, with a particular focus on the 17 Sustainable Development Goals (SDGs).

In line with the National Education Policy (NEP), the university has introduced undergraduate and integrated programmes starting from the academic year 2023-24. This initiative provides students with flexibility to choose courses from various programmes and disciplines, while increasing the availability of value-added and skill enhancement courses. An academic bank of credit is accessible to students, and all programmes offer a multi-track structure with exit options and lateral entry.

File Description	Documents
Upload relevant supporting document	View File

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

TERI SAS has an Executive Council responsible for its overall administration and control. The academic policy of the institute is determined by the Academic Council, which approves curricula, courses, and examination results. The Vice-Chancellor serves as the Chairperson of both the Executive Council and the Academic Council. Financial advice for the institution is provided by the Finance Committee. Additionally, various standing and ad-hoc committees, as detailed in the Organizational Chart (<https://www.terisas.ac.in/pdf/OrganisationalChart.pdf>), offer informed recommendations on various issues pertaining to TERI SAS to the management.

The institution implements a decentralized departmental system and a participative decision-making process. It adheres to service rules according to the norms outlined in the Compendium, which are approved by the Executive Council periodically, in compliance with statutory norms established by the UGC and AICTE. As a Deemed to be University, it is obligated to follow these norms as specified in the Memorandum of Association (MoA) with the UGC.

File Description	Documents
Upload relevant supporting document	View File

6.2.3 - Institution Implements e-governance in its areas of operations**6.2.3.1 - e-governance is implemented covering following areas of operation**

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

A. All of the above

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

6.3 - Faculty Empowerment Strategies

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

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
Upload relevant supporting document	View File

6.3.2 - Total number of teachers provided with financial support to attend conferences /

workshops and towards membership fee of professional bodies during the year

0

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

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

22

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

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

7

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

6.4 - Financial Management and Resource Mobilization**6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources**

The University strongly encourages its faculty members to pursue sponsored research projects and offer training programmes to mobilize non-tuition-related funds. Additionally, the University is actively reaching out to Corporates and Foundations for general support or to assist in establishing specific programmes and facilities. Examples of this include the institutionalization of two Centres of Excellence:

1. the IPCA Centre for Waste Management and Research (ICWMR), supported by the Indian Pollution Control Association, and
2. the Emersion Centre of Excellence on Sustainability Studies,

supported by the Emerson Electric Company (India) Pvt. Ltd.

The University has also developed a series of Executive Development Programmes designed to promote sustainability while serving as a source of funding. Some of these programmes are being developed as non-credit certificate courses that can be offered online for working professionals.

File Description	Documents
Upload relevant supporting document	View File

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

Nil

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

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)

208

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

6.4.4 - Institution conducts internal and external financial audits regularly

Internal Audit and Compliance Audit: TERI SAS has appointed Sanjay Rastogi & Associates as Internal Auditor to oversee the following activities and areas:

1. Verify the accuracy of financial accounting and statistical records presented to management.
2. Provide feedback on the effectiveness of the internal control and internal check systems and suggest means for their improvement.
3. Facilitate the early detection and prevention of frauds.

4. Ensure adherence to standard accounting practices as outlined by the University.
5. Confirm that the liabilities incurred by the University relate to its legitimate activities.
6. Examine the protection of assets and assess how they are utilized.
7. Review the adequacy of billing and recovery of funds.

External or Statutory Auditor: TERI SAS has appointed Sanjay Rastogi & Associates as its Statutory Auditor, conducting audits on an annual basis. They examine all financial reports and statements used to determine of the financial position of the Deemed to be University in accordance with recognized auditing standards in India.

File Description	Documents
Upload relevant supporting document	View File

6.5 - Internal Quality Assurance System

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

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	View File

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

A. Any 5 or all of the above

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

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

The Internal Quality Assurance Cell (IQAC) at TERI SAS aligns with the vision of the National Assessment and Accreditation Council (NAAC) by making quality of the defining characteristics of the Institution through a combination of self-evaluation and external quality assessment, as well as promotion and sustainability initiatives. Established in 2013 as part of statutory compliance, the IQAC's composition is adjusted according to the relevant NAAC guidelines.

File Description	Documents
Upload relevant supporting document	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

As a niche higher educational institution committed to the cause of sustainability, TERI SAS has been imparting knowledge across

the stakeholder fraternity on themes related to environment, water, energy, biodiversity and business sustainability in all its programmes. The institution is committed to the cause of gender equity and has been working assiduously towards sensitizing the stakeholder community, be it students, faculty and administrative staff towards the same.

One of the prominent and effective elements is the active role played by the institutional committee on "Diversity, Equality and Ethics". In addition, the Internal Complaints Committee (ICC) enables Prevention, Prohibition, and Redressal of sexual harassment of women employees and students in the institute.

Provisions for separate washroom/restroom and girls' hostel further creates a safe and conducive environment for female students. There is a facility of a weekly visit by Counsellor to the campus, whose services can be availed by students, teaching and non-teaching staff. There are male as well as female security guards in the Campus. As part of student orientation, session on 'Gender sensitization and Prevention of Sexual Harassment' is conducted.

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	Available
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	All

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	View File

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

TERI SAS is committed to the cause of environmental protection as its core value. In its 2-acre campus, waste segregation is visibly exemplified and made possible through collective endeavours by TERI SAS students, faculty members and the administrative staff.

The wastewater generated from the hostel building is treated through an efficient biological process using a combination of microorganisms and bio-media filter. For Biohazard waste, a dedicated agency has been engaged for waste collection and disposal.

TERI SAS has a well-established system of collecting and disposing E-Waste. Eco Club members participate in E-waste collection drive. The collected E-waste is sent to an authorized recycler for further processing and recycling. For smooth and efficient waste management, marked and colour-coded dustbins are placed across prominent locations on the campus

File Description	Documents
Upload relevant supporting document	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles

A. Any 4 or All of the above

3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping	
File Description	Documents
Upload relevant supporting document	View File
7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution	
7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	A. Any 4 or all of the above
File Description	Documents
Upload relevant supporting document	View File
7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.	A. Any 4 or all of the above
File Description	Documents
Upload relevant supporting document	View File
7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e.	

tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

TERI SAS remains 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. There in a dedicated "Diversity, Equality and Ethics Committee (DEEC)".

Festivals and special days are celebrated in the campus, encouraging students to come in their ethnical attire. The Media and Arts Club offers a platform for art and cultural extravaganza.

As a part of its 25th Anniversary celebrations, TERI SAS organised a concert by Ethno India, involving young artists from across the world. It hosted a Hindustani Classical Vocal Music Recital in collaboration with SPIC MACAY. Other events celebrated at TERI SAS included Diwali, Holi, and our National Days.

File Description	Documents
Upload relevant supporting document	View File

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

Programmes are regularly organised at TERI SAS to sensitize students on constitutional values, rights, duties and responsibilities of citizens. National festivals like Republic Day, Independence Day, Constitution Day were celebrated.

A number of seminars were also organized. A panel discussion on "Climate Change Judgment: Unpacking the Future" was held involving Dr. Anant Vijay Maria, Advocate-on-Record at the Supreme Court of India, and Dr. Jasper George, Assistant Professor at NLU Delhi. A Special Talk on Constitution Day on the topic, "Environmental Justice and Ecological Governance: A Constitutional Perspective" was also organized. A workshop on cybercrime was also held to sensitize students and faculty on this topic.

Dedicated courses encompassing constitutional related subjects are being taught to students. These include -Environmental law and policy; Basic Concepts in Environmental Law; Introduction and Constitutional Provisions; Energy Policy, Planning and Programmes;

Renewable Energy Policies and Regulations; Comparative Constitutional Law

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized

All of the above

File Description	Documents
Upload relevant supporting document	View File

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

TERI SAS has always been instrumental in utilizing opportunities of celebrating the national and international commemorative days in such a manner that those could be a source of inspiration, motivation, awareness, commitment, perseverance, pride, and progress among its students and the society in general.

All-important national days, especially Independence Day and Republic Day, are celebrated in its Campus with active 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 supported and supervised by the corresponding committees of faculty members.

File Description	Documents
Upload relevant supporting document	View File

7.2 - Best Practices

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

1. Title of the Practice

Organizing Annual Festival: AAHWAN

2. Objectives of the Practice

Furthering the cause of sustainability education, with the lens of sustainability

To inspire and empower through a dynamic fest that educates, sparks action, builds a community of changemakers, and celebrates creative solutions for a cleaner, greener Earth.

3. The Context

"Aahwaan" stands as a spirited college fest dedicated to nurturing sustainability and environmental consciousness among students and wider community. it represents a fervent commitment to instilling a profound sense of responsibility for our planet in the hearts.

4. The Practice

The festival witnessed a plethora of activities to include from electric performances to innovative ideas. Events are Fashion walk, Carbon credits game, Sports events, Sustainability Art Workshop, Innovate-A-Thon, Group Dance Competition, Stand-up comedy and Folk Music

5. Evidence of Success

The Event provided a creative platform to inspire and empower YOUTH through a dynamic fest that educates, sparks action, builds a community of changemakers, and celebrates creative solutions for a cleaner, greener Earth.

6. Problems Encountered and Resources Required

Replicating success and large participation may be a challenge.

7. Notes

Such practices offer motivation and learning for students of other Clubs at 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)

TERI SAS engaged extensively with schools and industry professionals in the domain of sustainability.

A team of 40 CBSE School Principals visited on Aug 08-09, 2024 for exposure visit to HEIs focused on Sustainable Development, alignment of TERI SAS courses with NEP 2020, research presentations and interaction with TERI SAS alumni.

A group of students and faculty ,member visited on December 5,2023 from Kendriya Vidyalaya, Paschim Vihar , on November 30,2023 from Kendriya Vidyalaya, Janakpuri on May 9, 2024 from Dyal Singh public School, Karnal visited our campus.

TERI SAS, with support from the Indian Energy Exchange, conducted MDP on Energy Transition on Aug 01-02, 2024 at its Campus. Sector experts shared vital insights on evolving themes and developments, which included - renewables, climate finance, green power markets, carbon funding, smart grids, decarbonization and new solar technologies.

TERI SAS organized a workshop on Carbon Capture to develop and implement effective CCUS strategies on June 29-30, 2024.

TERI SAS organized an expert talk on Carbon Markets . The speaker was Mr. Jatin Kapoor, Head - Climate Transactions at Emergent Ventures talk covered working of carbon markets, compliance models, price discovery mechanism and the carbon revenue opportunities under the Paris Climate Agreement.

7.3.2 - Plan of action for the next academic year

1. As part of the implementation of National Education Policy 2020 (NEP 2020), TERI SAS plans to introduce the following courses -
 - Undergraduate Programme on Biotechnology
 - Undergraduate Programme (BTech) on Energy
 - Online Diploma Programme on Renewable Energy
2. To broaden the horizon of academic programs introducing the masters' program on Energy Studies.
3. To revive the Internal Grants Committee for seed funding to faculty and students.
4. To streamline the process of promotion of non teaching staffs as per the CRR.
5. To strengten the feedback machanism from the diffrent stake holders for improving academic, research and administrative activities.