



**MINUTES OF THE TWENTY SIXTH MEETING OF THE BOARD OF MANAGEMENT
HELD ON 24 OCTOBER 2017 AT 10:00 HRS AT THE CONFERENCE ROOM**

The Twenty Sixth meeting of the Board of Management was held on 24 October 2017 at 10:00 hours at the Conference Room.

PRESENT:

The following were present:

Dr Leena Srivastava	Chairperson
Dr Alok Adholeya	
Ms Anita Arjandas	
Mr Inder Walia	
Mr Ishteyaque Amjad	
Air Marshal K K Nohwar (Retd.),	
Dr Prateek Sharma	
Dr Arun Kansal	
Dr Anandita Singh	
Dr Smriti Das	
Dr Soumendu Sarkar	
Dr Seema Sangita	Special Invitee
Prof Shri Prakash	Special Invitee
Dr Nandan Nawn	Special Invitee
Ms Sangeeta Gupta	Special Invitee
Capt Pradeep Kumar Padhy (Retd.)	Secretary

Dr Rajiv Seth, Mr Tulsi Tanti, Prof Ashok Gulati, Dr Ashok Khosla and Prof Dipankar Gupta were unable to attend the meeting.

ITEM NO. 1. To confirm the minutes of the 25th meeting of the Board of Management held on 31 August 2017. The Chairperson informed that the minutes of 25th meeting of the Board of Management held on 31 August 2017 were circulated to the members of the Board. No comments on the minutes have been received.

The Board discussed and confirmed the minutes of 25th meeting of BoM held on 31 August 2017.

ITEM NO. 2. Discussion on Fund raising Strategy. The members discussed various aspects of the fund-raising strategy after the Chairperson made a small presentation on the subject. Detailed discussion is placed at Annexure 1. The Chairperson thanked the

members for their inputs and guidance which would help in developing the initial thoughts.

The Board was informed that concrete developments on the subject would be placed before the members for their information.

Matters for Information:

ITEM NO. 3(a). Fee Committee recommendation. The Registrar informed the Board that the Fee Committee of the University reviewed the detailed breakup of cost for all programmes on 06 Oct 17 and keeping in view the cost escalations, maintenance and operation cost of the University, deliberated and recommended 10-15% upward revision of fee and other charges to all the programmes. He stated that the revision would be effective for those students who would join the University from Academic year 2018-19 onwards.

The Board noted the matter.

ITEM NO. 3(b). MoU signed with Gurugram Metropolitan Development Authority(GMDA). The Registrar informed that a MoU had been signed with GMDA which facilitated collaboration with each other in programs that could help foster develop a healthy relationship. He stated that cooperation would be carried out through activities such as joint research in geoinformatics, urban transport, water, energy, sustainability and health.

The Board noted the matter.

ITEM NO. 3(c). 10th Convocation. The Registrar informed that the 10th Convocation of the TERI University would be held on 10th Nov 2017 and Hon'ble Shri Anil Bajaj, Lt. Governor of Delhi would be the Chief Guest at the Convocation. The Chair extended the invitation of the University to all members.

The Board noted the matter.

ITEM NO. 4. Presentation by Department of Policy Studies. Head of Department of Policy Studies gave a presentation highlighting activities carried out in the Centre and its future growth plans. The following aspects were covered in the presentation.

- (a) Programmes offered by the Department.
- (b) PhD students and their theses topic
- (c) Faculty members, area of their interest and the publications.

The Board noted the future growth plans and appreciated the quantum and quality of publications.

ITEM NO.5. To report a disciplinary case wrt a student. Members of the Board were apprised about a case in the meeting. Details placed at Annexure 2.

TU/BM 26.5.1. The Board resolved to confirm the decision taken by the Vice Chancellor in the matter.

ITEM NO.6. Setting up of Centre for Distance Education. The Registrar informed that the UGC Open & Distance Learning Regulations-2017 mandated higher education institutions to have a Center for Distance Education for operationalizing the programmes in Open & Distance Learning mode. He requested Board's approval for setting up a Centre for Distance Education at TERI University.

TU/BM 26.6.1. The Board resolved to approve setting up Centre for Distance Education at TERI University.

ITEM NO.7. To approve the award of Degrees and other academic titles based on Final Examination - 2017 .

The list of students declared qualified as per following details was presented to the Board:-

(a) Regular Mode:

(i) Masters - 195 (ii) Doctoral - 16

(b) Distance Mode

(i) APGDRE - 29 (ii) PGDRE – 29

The Registrar informed that a doctorate degree would also be awarded to Ms Monique Barbut, Executive Secretary, UNCCD

TU/BM 26.7.1. The Board resolved to approve grant of degrees from TERI University to the students placed at Annexure 3 and Ms Monique Barbut.

ITEM NO.8. The Registrar informed that institutions accredited to NAAC need to submit the Annual Quality Assurance Report (AQAR) yearly and timely submission of AQARs are the minimum institutional requirements to volunteer for second, third or subsequent cycle's accreditation. He stated that the AQARs are required to be reviewed by the Board prior to being forwarded to the NAAC and presented AQAR forms 1015-16 and 1016-17(Annexure 4) compiled by the Internal Quality Assurance Committee (IQAC).

The Board reviewed the forms and noted the contents.

Sd/

Capt Pradeep Kumar Padhy (retd.)

Registrar

Annexures : -

1. Report on discussion on fund raising strategy
2. Report on a disciplinary case
3. List of students
4. AQAR forms 2015-16 & 2016-17

Distribution:-

Electronic Copy:

1. Chancellor, TERI University
2. Vice Chancellor, TERI University
3. All members of Board of Management
4. Website

Printed Copy:

5. Registrar, TERI University

**Annexure 1
(Refer to Item No 2)**

DISCUSSION ON FUND RAISING STRATEGY

The Chairperson thanked the members for taking extra time off for the special discussion on the fund raising. She gave a presentation on the vision of TERI University outlining the context on the backdrop of two major international agreements namely the agenda 2030 & Paris Agreement on climate change. She mentioned that at no time in history the world had set such ambitious goals for humanity as had been said in the agenda 2030 with three pillars of sustainable development. She mentioned that it was critically important that the Paris agreement talked about all stake holders including individuals and called upon all parties to consider education and training for capacity building. She made mention of vulnerabilities and the IPCC report which had brought out effects of adverse climatic conditions on food crisis and malaria & other diseases. She stated that the monsoons would be one of the tripping point which could bring out irreversible changes impacting ground water and receding glaciers. She mentioned that there was a huge connect between natural resources and economic growth and billion plus people looking for good life which could not be ignored.

Dr Leena mentioned that out of the 17 SDGs, the University was addressing a few of the goals in various degree through different means and the goals were integrated and indivisible. She stated that the University had developed competencies in existing 12 SDGS and would like to focus on balance five emerging themes such as sustainable health, energy, mobility, finance and agriculture. She added that the University aimed to develop competency centers which would be supported by labs. She presented the following estimated requirements of funds and proposed modes of generation: -

- New campuses would be developed as smart campuses and would require around 10 crores per location to bring in the desired standards.
- Dept/Programme/Chair theme could be named with certain price tags based on the resources support from sponsors varying from 10 to 30 crores.
- A total of 120-130 crore corpus would be required for generating requisite interest for setting up labs, chair etc.

Air Marshal Nohwar stated that identifying projects which the govt is working on could be a useful area. He suggested that instead of directly asking for funds, TU could work as a facilitator to inter-connect the corporate houses for large national projects. He mentioned that aspects of climate change, water issues, cloud seeding, renewable energy could bring in huge funding and the government might lap it up. He stated that industry could be invited to establish programs that could help govt with useful inputs on various programs like smart cities etc. He also suggested that the University could join hands with organisations like DRDO in developing difficult areas to help mitigate hunger problems or associate with ONGC for energy related issues. The chair stated that there is a risk in aligning to a short-term response which the govt is looking for, the University should rather get aligned to projects addressing long term problems.

Mr Ishteyaque said that the purpose of the university had to be bought by people with money and caliber. He suggested that TU could as a first step identify the issues for which corporates were looking for solutions and TERI University could become a natural partner in those areas.

Prof Shri Prakash informed that the University had approached both public and private sector industries but all of them hesitated in investing large scale funds. Ms Sangeeta informed that major IT companies were approached for developing the smart campuses, they were willing to provide products at subsidised cost but not grants.

Mr Walia stated that large corporates were struggling and looking for diverting money to credible institutions who could work with them on many areas of sustainable developments including the areas of priority envisioned by TU. He suggested that members who were familiar with industry could help identify the themes and choose ten industries those could be engaged with. He opined that TU had the brick and mortar and competency which could serve the interest of the corporates. He informed that most of the work for smart cities done by the big four companies were virtually gratis for the country and TU could partner with these companies in achieving their mission. He also suggested that funding for Chairs might come from Indian Americans who could sponsor a cause and such individuals had to be identified.

Ms Anita stated that there were a large chunk of organization who did not know what to do with CSR funds and about 80% of them had not deployed them yet. She stated that most of the corporates were engaged in strategic CSR while looking at actionable outputs with high linkages to their business. She said the themes presented by VC had strong linkages to lots of such organization and the structuring of a solution need not be a grant or physical infrastructure, rather it had to be packaged as a solution for the organisations in a certain way. She mentioned that the other model of CSR activity was the cutting cheque variety and these companies have their own defined goals. She mentioned that the philanthropy might work with high net worth individuals. She suggested that starting the discussion with the sustainability officer of the group would be a better way and recommended that a workshop on a national project could be organized at Mumbai where CSOs could be invited for interaction.

Dr Smriti suggested that the Sustainable Development themes could be broadened to include sustainable livelihood and recommended that a lot of University students work in addressing other SDGs which could also be highlighted. She suggested that smaller or mid-level manufacturing entities could also be approached in addition to bigger corporates.

The Chair informed that the University had interacted with many public and private bodies and in principle people have agreed to render help but on ground not much had materialized. She mentioned that discussion with M/s Indus tower was progressing towards a strategic CSR kind of association.

The Chair thanked everyone for their guidance and promised that she would work on the ideas to formalize a way ahead.

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**Annexure 2
(Refer to TU/BM 26.5.1)**

**TO REPORT A DISCIPLINARY CASE WITH RESPECT TO A STUDENT
(Confidential)**

Dr Deepti Gupta, Asst Professor reported to the Pro Vice Chancellor through an email dated 21 Aug 17 that Ms Yogita Kiran registered as a PhD candidate under her had presented fraudulent data in the SRC meeting showing it as part of her research work. On receipt of the complaint the VC directed that the issue be investigated by the TU Disciplinary committee. The Committee after thorough investigation found that the PhD student had been caught much after her SRC presentations in which she had presented the fabricated data. Further, it also came to the notice of the committee that at no point the PhD candidate tried to rectify the error by voluntarily informing the supervisor about the malpractice, rather the act of academic dishonesty was noticed by the supervisor of the candidate and the candidate only owned up the fault on further interrogation. Thus after examination of documentary and electronic evidence and admission by Ms Yogita Kiran the committee arrived at the conclusion that Ms Kiran,

- (a) Intentionally committed acts of academic and research misconduct.
- (b) Violated research integrity.
- (c) Distorted research procedures by fabrication of data.
- (d) Generated and reported fraudulent data.

The committee was of the view that an intentional act of academic dishonesty has been committed by Ms Yogita Kiran which has severely compromised the research and institutional integrity, therefore the committee recommended that she be expelled from the PhD programme for breaching the University Honour Code on multiple accounts.

The student was conveyed about the decision of the Committee on 19 Sep 17. Subsequently Ms Yogita Kiran appealed against the decision on 05 Oct 17 to the Vice Chancellor, but the appeal was dismissed by the VC on 17 Oct 2017.

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**LIST OF STUDENTS WHO WILL RECEIVE DEGREES DURING
CONVOCATION 2017**

Name of the student	Degree	in	Bar code 1
MA (Sustainable Development Practice) - class of 2015			
Aishwarya Mishra	MASTER OF ARTS	Sustainable Development Practice	1501MPD
Aishwarya Nidadavolu	MASTER OF ARTS	Sustainable Development Practice	1502MPD
Diana Frenchman	MASTER OF ARTS	Sustainable Development Practice	1507MPD
Gunjan Gupta	MASTER OF ARTS	Sustainable Development Practice	1508MPD
Harsh Jaiswal	MASTER OF ARTS	Sustainable Development Practice	1509MPD
Kala Sunil Bada	MASTER OF ARTS	Sustainable Development Practice	1510MPD
Ketan Birla	MASTER OF ARTS	Sustainable Development Practice	1511MPD
Noor Fatima Zaidi	MASTER OF ARTS	Sustainable Development Practice	1513MPD
Richa Joshi	MASTER OF ARTS	Sustainable Development Practice	1514MPD
Sahil Patni	MASTER OF ARTS	Sustainable Development Practice	1515MPD
Saurabh Kumar Singh	MASTER OF ARTS	Sustainable Development Practice	1516MPD
Sharanya Joshi	MASTER OF ARTS	Sustainable Development Practice	1517MPD
Shefali Sharan	MASTER OF ARTS	Sustainable Development Practice	1518MPD
Shivani Chaturvedi	MASTER OF ARTS	Sustainable Development Practice	1519MPD
Shruti Singh	MASTER OF ARTS	Sustainable Development Practice	1520MPD
Tashi Bourai	MASTER OF ARTS	Sustainable Development Practice	1521MPD
Varuna Chauhan	MASTER OF ARTS	Sustainable Development Practice	1522MPD
Vibhuti Bhatt	MASTER OF ARTS	Sustainable Development Practice	1523MPD

Aditya Kumar Singh	MASTER OF ARTS	Sustainable Development Practice	1525MPD
Manar Ramadan	MASTER OF ARTS	Sustainable Development Practice	1527MPD
Manase Besensio Pitia Kollang	MASTER OF ARTS	Sustainable Development Practice	1528MPD
Farmanullah Nasiri	MASTER OF ARTS	Sustainable Development Practice	1529MPD
M.Sc. (Environmental Studies and Resource Management) - class of 2015			
Shagun	MASTER OF SCIENCE	Environmental Studies and Resource Management	1501MNR
Abhishek Suresh Pawar	MASTER OF SCIENCE	Environmental Studies and Resource Management	1502MNR
Anoop Raj Singh	MASTER OF SCIENCE	Environmental Studies and Resource Management	1505MNR
Apphia Chatterjee	MASTER OF SCIENCE	Environmental Studies and Resource Management	1506MNR
Arushi Arora	MASTER OF SCIENCE	Environmental Studies and Resource Management	1507MNR
Avneet Kaur	MASTER OF SCIENCE	Environmental Studies and Resource Management	1508MNR
Charvi Kapoor	MASTER OF SCIENCE	Environmental Studies and Resource Management	1509MNR
Devika Rathore	MASTER OF SCIENCE	Environmental Studies and Resource Management	1510MNR
Gunjan Jindal	MASTER OF SCIENCE	Environmental Studies and Resource Management	1512MNR
Hariprasad V M	MASTER OF SCIENCE	Environmental Studies and Resource Management	1513MNR
Harshita Kulshrestha	MASTER OF SCIENCE	Environmental Studies and Resource Management	1514MNR
Kajal Singh	MASTER OF SCIENCE	Environmental Studies and Resource Management	1515MNR

Kamlika Gupta	MASTER OF SCIENCE	Environmental Studies and Resource Management	1516MNR
Kanika Dhiman	MASTER OF SCIENCE	Environmental Studies and Resource Management	1517MNR
Karan Masand Rai	MASTER OF SCIENCE	Environmental Studies and Resource Management	1518MNR
Manali Dutta	MASTER OF SCIENCE	Environmental Studies and Resource Management	1519MNR
Mary Eliza	MASTER OF SCIENCE	Environmental Studies and Resource Management	1520MNR
Meenal Pahuja	MASTER OF SCIENCE	Environmental Studies and Resource Management	1521MNR
Megha Shruti	MASTER OF SCIENCE	Environmental Studies and Resource Management	1522MNR
Mohammad Shahbaz Khan	MASTER OF SCIENCE	Environmental Studies and Resource Management	1523MNR
Mohit Kesarwani	MASTER OF SCIENCE	Environmental Studies and Resource Management	1524MNR
Nakul Rana	MASTER OF SCIENCE	Environmental Studies and Resource Management	1525MNR
Neha Kaushik	MASTER OF SCIENCE	Environmental Studies and Resource Management	1526MNR
Neha Oli	MASTER OF SCIENCE	Environmental Studies and Resource Management	1527MNR
Nishtha Verma	MASTER OF SCIENCE	Environmental Studies and Resource Management	1528MNR
Parsa Santhosh Madhavchandra	MASTER OF SCIENCE	Environmental Studies and Resource Management	1529MNR
Parul Johar	MASTER OF SCIENCE	Environmental Studies and Resource Management	1530MNR

Pratibha Prakash	MASTER OF SCIENCE	Environmental Studies and Resource Management	1531MNR
Priyanka	MASTER OF SCIENCE	Environmental Studies and Resource Management	1532MNR
Priyanka Upadhyay	MASTER OF SCIENCE	Environmental Studies and Resource Management	1533MNR
Ruchie Pathak	MASTER OF SCIENCE	Environmental Studies and Resource Management	1534MNR
Sadhvi Kwatra	MASTER OF SCIENCE	Environmental Studies and Resource Management	1536MNR
Sahrin Jahan	MASTER OF SCIENCE	Environmental Studies and Resource Management	1537MNR
Shailshree Tewari	MASTER OF SCIENCE	Environmental Studies and Resource Management	1538MNR
Shaloni Dash	MASTER OF SCIENCE	Environmental Studies and Resource Management	1539MNR
Sharada Ramadass	MASTER OF SCIENCE	Environmental Studies and Resource Management	1540MNR
Shashank R Palur	MASTER OF SCIENCE	Environmental Studies and Resource Management	1541MNR
Smita Chakravarty	MASTER OF SCIENCE	Environmental Studies and Resource Management	1542MNR
Sucheta Deb	MASTER OF SCIENCE	Environmental Studies and Resource Management	1543MNR
Sushma Sharma	MASTER OF SCIENCE	Environmental Studies and Resource Management	1544MNR
Tejasi Shah	MASTER OF SCIENCE	Environmental Studies and Resource Management	1545MNR
Vandana Sharma	MASTER OF SCIENCE	Environmental Studies and Resource Management	1546MNR

Shruti Gupta	MASTER OF SCIENCE	Environmental Studies and Resource Management	1430MNR
M.Sc. (Geoinformatics) - class of 2015			
Sagarika Ghosal	MASTER OF SCIENCE	Geoinformatics	15100MNG
Anjali Kumari	MASTER OF SCIENCE	Geoinformatics	1564MNG
Prashant	MASTER OF SCIENCE	Geoinformatics	1565MNG
Shahnaz Khatun	MASTER OF SCIENCE	Geoinformatics	1567MNG
Suman Behera	MASTER OF SCIENCE	Geoinformatics	1568MNG
M.Sc. (Plant Biotechnology) - class of - 2015			
Ankita Raj	MASTER OF SCIENCE	Plant Biotechnology	1571MBP
Divya Jain	MASTER OF SCIENCE	Plant Biotechnology	1572MBP
Ishani Paithankar	MASTER OF SCIENCE	Plant Biotechnology	1573MBP
Ishita Bajaj	MASTER OF SCIENCE	Plant Biotechnology	1574MBP
Mita Samanta	MASTER OF SCIENCE	Plant Biotechnology	1575MBP
Neha Rajkhowa	MASTER OF SCIENCE	Plant Biotechnology	1576MBP
Nupur Nagar	MASTER OF SCIENCE	Plant Biotechnology	1577MBP
Radhika Mehtani	MASTER OF SCIENCE	Plant Biotechnology	1578MBP
Rashi Anand	MASTER OF SCIENCE	Plant Biotechnology	1579MBP
Riya Joon	MASTER OF SCIENCE	Plant Biotechnology	1580MBP
Sanchi Bhimrajka	MASTER OF SCIENCE	Plant Biotechnology	1581MBP
Saurav Singh Chilwal	MASTER OF SCIENCE	Plant Biotechnology	1582MBP
Vartika Channa	MASTER OF SCIENCE	Plant Biotechnology	1584MBP
Anjali Mishra	MASTER OF SCIENCE	Plant Biotechnology	1585MBP
M.Sc. (Climate Science and Policy) - class of 2015			
Payai Manyok John	MASTER OF SCIENCE	Climate Science and Policy	15100MNC

Protusha Biswas	MASTER OF SCIENCE	Climate Science and Policy	15101MNC
Sahil Aggarwal	MASTER OF SCIENCE	Climate Science and Policy	15102MNC
Chetan Aggarwal	MASTER OF SCIENCE	Climate Science and Policy	1548MNC
Dhairya Jain	MASTER OF SCIENCE	Climate Science and Policy	1549MNC
Garima	MASTER OF SCIENCE	Climate Science and Policy	1550MNC
Nikita Komirsetty Naidu	MASTER OF SCIENCE	Climate Science and Policy	1552MNC
Pallavi Arora	MASTER OF SCIENCE	Climate Science and Policy	1553MNC
Priyam Handa	MASTER OF SCIENCE	Climate Science and Policy	1554MNC
Rupali Pal	MASTER OF SCIENCE	Climate Science and Policy	1556MNC
Sanjna Sethi	MASTER OF SCIENCE	Climate Science and Policy	1557MNC
Sukrit Joshi	MASTER OF SCIENCE	Climate Science and Policy	1558MNC
Sunayana Sajith	MASTER OF SCIENCE	Climate Science and Policy	1559MNC
Trinayana Kaushik	MASTER OF SCIENCE	Climate Science and Policy	1561MNC
Usha Garg	MASTER OF SCIENCE	Climate Science and Policy	1562MNC
M.Sc. (Economics) - class of 2015			
Abha Nirula	MASTER OF SCIENCE	Economics	1500MPE
Mrignyani Sehgal	MASTER OF SCIENCE	Economics	15100MPE
Neeharika	MASTER OF SCIENCE	Economics	15101MPE
Payal Mitra	MASTER OF SCIENCE	Economics	15102MPE
Priyanka Sarna	MASTER OF SCIENCE	Economics	15104MPE
Promit Mookherjee	MASTER OF SCIENCE	Economics	15105MPE
Richika Rana	MASTER OF SCIENCE	Economics	15106MPE
Sankalp Mathur	MASTER OF SCIENCE	Economics	15109MPE
Sanskriti Goel	MASTER OF SCIENCE	Economics	15110MPE

Sayanta Raychaudhuri	MASTER OF SCIENCE	Economics	15112MPE
Shikha Bali	MASTER OF SCIENCE	Economics	15113MPE
Shonali Verma	MASTER OF SCIENCE	Economics	15114MPE
Srishti Dixit	MASTER OF SCIENCE	Economics	15115MPE
Stella George	MASTER OF SCIENCE	Economics	15116MPE
Suramya Sharma	MASTER OF SCIENCE	Economics	15118MPE
Surbhi Gupta	MASTER OF SCIENCE	Economics	15119MPE
Udit Negi	MASTER OF SCIENCE	Economics	15120MPE
Anvi Khandelwal	MASTER OF SCIENCE	Economics	1586MPE
Aparajita Tyagi	MASTER OF SCIENCE	Economics	1587MPE
Aravind Harikumar	MASTER OF SCIENCE	Economics	1588MPE
Arpit Bhargava	MASTER OF SCIENCE	Economics	1589MPE
Ayushi Jain	MASTER OF SCIENCE	Economics	1590MPE
Disha Jain	MASTER OF SCIENCE	Economics	1592MPE
Divya Gaur	MASTER OF SCIENCE	Economics	1593MPE
Gurleen Kaur Chadha	MASTER OF SCIENCE	Economics	1594MPE
Kirtiraj Lahiry	MASTER OF SCIENCE	Economics	1596MPE
Komal Kareer	MASTER OF SCIENCE	Economics	1597MPE
Manika Malhotra	MASTER OF SCIENCE	Economics	1598MPE
M.Sc. (Water Science and Governance) - 2015			
Ashray Tyagi	MASTER OF SCIENCE	Water Science and Governance	15100MWS
Bhavya Chawla	MASTER OF SCIENCE	Water Science and Governance	15101MWS
Pragya Bhatt	MASTER OF SCIENCE	Water Science and Governance	15103MWS
MBA (Business Sustainability) - class of 2015			

Board of Management –26/24.10.2017

Arpit Kumar	MASTER OF BUSINESS ADMINISTRATION	Business Sustainability	1501MPS
Ashwin Mohan Pai	MASTER OF BUSINESS ADMINISTRATION	Business Sustainability	1502MPS
Dhruv Mahajan	MASTER OF BUSINESS ADMINISTRATION	Business Sustainability	1503MPS
Prateek Gupta	MASTER OF BUSINESS ADMINISTRATION	Business Sustainability	1504MPS
Shraddha Jain	MASTER OF BUSINESS ADMINISTRATION	Business Sustainability	1505MPS
Sonali Paikaray	MASTER OF BUSINESS ADMINISTRATION	Business Sustainability	1506MPS
Supreet Kaur	MASTER OF BUSINESS ADMINISTRATION	Business Sustainability	1507MPS
Arkopal Bera	MASTER OF BUSINESS ADMINISTRATION	Business Sustainability	1508MPS
M.Tech (Renewable Energy Engineering and Management) - 2015			
Anand R M	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1502MER
Anandasundararaman S	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1503MER
Ankush Bhatia	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1504MER
Anukriti	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1505MER
Ashutosh Negi	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1506MER
Dhriti Pande	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1508MER
Gargi Vivek Sathe	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1509MER

Hansika Dhankhar	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1510MER
Harshit Agarwal	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1511MER
Mallika Bedia	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1512MER
Manish Kumar Mishra	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1513MER
Jetashree	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1514MER
Naveenkumar S	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1515MER
Neshwin Nigel Rodrigues	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1516MER
Nitish Kanetkar	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1517MER
Parikshit Tyagi	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1518MER
Pavankumar T	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1519MER
Phurailatpam Neeraj Sharma	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1520MER
Pradeep Kumar Saini	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1521MER
Preetham Bharadwaj	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1522MER
Rajat Sethi	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1523MER
Rohit Ranjan	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1524MER

Ruchita Shah	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1525MER
Sachin Payyanad	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1526MER
Sambit Majumder	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1527MER
Saurabh Kataria	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1528MER
Shantanu Vaishnav	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1529MER
Shipra Arora	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1530MER
Shruti Jain	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1531MER
Shweta Kalia	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1533MER
Suchitra Subramaniyan	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1535MER
Tushar Kaushik	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1536MER
Yatharth Kumar Sharma	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1537MER
Akshay Pandey	MASTER OF TECHNOLOGY	Renewable Energy Engineering and Management	1539MER
M.Tech (Urban Development and Mangement) - class of 2015			
Jayati Patwal	MASTER OF TECHNOLOGY	Urban Development and Management	1541MEU
Mahmood Syed	MASTER OF TECHNOLOGY	Urban Development and Management	1542MEU
Nandini Shandilya	MASTER OF TECHNOLOGY	Urban Development and Management	1543MEU
Pankaj Yadav	MASTER OF TECHNOLOGY	Urban Development and Management	1544MEU
Sakshi Srivastava	MASTER OF TECHNOLOGY	Urban Development and Management	1545MEU

Salman Rais Khan	MASTER OF TECHNOLOGY	Urban Development and Management	1546MEU
Somdutt Gurjer	MASTER OF TECHNOLOGY	Urban Development and Management	1547MEU
Gaurav Shringi	MASTER OF TECHNOLOGY	Urban Development and Management	1554MEU
Amandeep Atri	MASTER OF TECHNOLOGY	Urban Development and Management	1555MEU
M.Tech (Water Science and Governance) - class of 2016			
Pankaj Notani	MASTER OF TECHNOLOGY	Water Science and Governance	15102MWS
Aditya Jaiswal	MASTER OF TECHNOLOGY	Water Science and Governance	1549MWS
Sridhar Selvaraj	MASTER OF TECHNOLOGY	Water Science and Governance	1552MWS
Swekritha B S	MASTER OF TECHNOLOGY	Water Science and Governance	1553MWS
LLM - class of 2016			
Abhinav Kislay	MASTER OF LAWS	Infrastructure and Business Law	1601MPL
Akshay Shandilya	MASTER OF LAWS	Infrastructure and Business Law	1602MPL
Asheesh Bhandari	MASTER OF LAWS	Infrastructure and Business Law	1604MPL
Naina Sharma	MASTER OF LAWS	Environment and Natural Resources Law	1605MPL
Prakhar Pandey	MASTER OF LAWS	Environment and Natural Resources Law	1606MPL
Sachin Sharma	MASTER OF LAWS	Infrastructure and Business Law	1608MPL
Sharika Surendran	MASTER OF LAWS	Infrastructure and Business Law	1609MPL
Sujeet Beniwal	MASTER OF LAWS	Environment and Natural Resources Law	1610MPL
Sujit Kumar Srivastava	MASTER OF LAWS	Environment and Natural Resources Law	1611MPL
Urvashi Thawani	MASTER OF LAWS	Environment and Natural Resources Law	1612MPL
Nanu Bhasin	MASTER OF ARTS	Public Policy and Sustainable Development	1234MPP
Ph.D Degrees			
Anjali	Doctor of Philosophy	Activated carbon monoliths from unburned carbon in bagasse ash and	1020REA

		their environmental applications	
Niyati Naudiyal	Doctor of Philosophy	Forest dynamics of the central Himalaya and related changes in the supply of ecosystem services	1208RNA
Gaurav Pande	Doctor of Philosophy	Heterogeneous catalysts for VOC oxidation from red mud and bagasse ash carbon	0919REB
Ruchira Ghosh	Doctor of Philosophy	Reinvigorating urban water planning using metabolism approach: Delhi as a case study	1114REA
Manish Gupta	Doctor of Philosophy	Programmed cell death in <i>Mycobacterium</i> : Study of the role of <i>parDE</i> genetic loci of <i>Mycobacterium tuberculosis</i> H37Rv in macrophage growth and dormancy	1120RBB
Ria Sinha	Doctor of Philosophy	Emerging sustainability issues in business: A study of the interface between environmental, social, governance variables and business with special reference to Indian corporate sector	1102RPA
Mamta Mehra	Doctor of Philosophy	Conceptualizing resource management domain framework for addressing differential agricultural needs of Mewat District, Haryana, India	1003RNA
Aditya K Joshi	Doctor of Philosophy	Resource utilization patterns and forest ecosystem services in central Himalaya	0710RNB
Madhuri Kumari	Doctor of Philosophy	Geostatistical modeling to predict rainfall in Indian Himalayas of Uttarakhand	1025RNB
Anurag Varma	Doctor of Philosophy	Synthesis of culture with urban planning for sustainability of pilgrimage towns in India	1233RPB

		– Case study of Vrindavan, Brajbhoomi, India	
Shipra Rajesh	Doctor of Philosophy	Inherent vulnerability assessment of rural communities in Kimsar region of Uttarakhand, India	0924RPB
Ashish Singla	Doctor of Philosophy	Bioconversion of synthesis gas to platform chemicals (ethanol and acetic acid) through microbial interventions	1121RBB
Vatsala Koul	Doctor of Philosophy	Role of small RNAs in the plant-associated bacterium <i>Azospirillum brasilense</i> Sp245 under stress conditions	1325RBA
Indu Barwal	Doctor of Philosophy	Development of nanoparticulate based chimeric drug delivery system using drug bioconjugated plant virus capsid on biocompatible nanoparticles	1201RBA
Shelly Bogra	Doctor of Philosophy		1030REB
List of toppers			
Kala Sunil Bada	1510MPD	MA (Sustainable Development Practice)	9.05
Sharada Ramadass	1540MNR	MSc (Environmental Studies and Resource Management)	9.49
Shahnaz Khatun	1567MNG	MSc (Geoinformatics)	8.47
Sanchi Bhimrajka	1581MBP	MSc (Plant Biotechnology)	9.53
Trinayana Kaushik	1561MNC	MSc (Climate Science and Policy)	8.68
Payal Mitra	15102MPE	MSc (Economics)	9.19
Bhavya Chawla	15101MWS	MSc (Water Science and Governance)	9.38
Supreet Kaur	1507MPS	MBA (Business Sustainability)	8.21
Dhriti Pande	1508MER	M Tech (Renewable Energy Engineering and Management)	8.93

Nandini Shandilya	1543MEU	M Tech (Urban Development and Management)	8.76
Swekritha B S	1553MWS	M Tech (Water Science and Governance)	9.07
Akshay Shandilya	1602MPL	Master of Laws	9.14

List of students who will receive PG Diplomas in November 2017

Name of the student	Degree	in	Bar code 1
Abhijit Tripathi	Advanced Post Graduate Diploma	Renewable Energy	1101DRE
Ankur Sharma	Advanced Post Graduate Diploma	Renewable Energy	1421ARE
Parmod Kumar	Advanced Post Graduate Diploma	Renewable Energy	1441ARE
Samirkumar Jha	Advanced Post Graduate Diploma	Renewable Energy	1501ARE
Nalin Goel	Advanced Post Graduate Diploma	Renewable Energy	1502ARE
Alla Kirankumar	Advanced Post Graduate Diploma	Renewable Energy	1506ARE
Ashish Saxena	Advanced Post Graduate Diploma	Renewable Energy	1507ARE
Kalamegam Gowtham Vishnu	Advanced Post Graduate Diploma	Renewable Energy	1509ARE
Tejaswini Kulkarni	Advanced Post Graduate Diploma	Renewable Energy	1510DRE
Mushtaq Syed	Advanced Post Graduate Diploma	Renewable Energy	1511ARE
Aditya Vardan	Advanced Post Graduate Diploma	Renewable Energy	1516ARE
Anuj Kumar	Advanced Post Graduate Diploma	Renewable Energy	1517ARE
Sunny Kumar Bind	Advanced Post Graduate Diploma	Renewable Energy	1518ARE
Anshu Agarwal	Advanced Post Graduate Diploma	Renewable Energy	1520ARE
Arshiya Gupta	Advanced Post Graduate Diploma	Renewable Energy	1521ARE
Rajendra K Halemane	Advanced Post Graduate Diploma	Renewable Energy	1521DRE
Girija Shankar	Advanced Post Graduate Diploma	Renewable Energy	1523ARE

Guruprasad Chandrakant Samasgikar	Advanced Post Graduate Diploma	Renewable Energy	1524ARE
Himanshu Aggarwal	Advanced Post Graduate Diploma	Renewable Energy	1525ARE
Sudhir Pundlik Warpe	Advanced Post Graduate Diploma	Renewable Energy	1531ARE
A Peermohamed	Advanced Post Graduate Diploma	Renewable Energy	1533ARE
Rahul Saini	Advanced Post Graduate Diploma	Renewable Energy	1539ARE
Ajay Nath	Advanced Post Graduate Diploma	Renewable Energy	1541ARE
Anupam Nityaranjan Bhattacharji	Advanced Post Graduate Diploma	Renewable Energy	1542ARE
Chetan Aggarwal	Advanced Post Graduate Diploma	Renewable Energy	1543ARE
Narasimha Murty Vemparala	Advanced Post Graduate Diploma	Renewable Energy	1545ARE
Sunil Kumar Verma	Advanced Post Graduate Diploma	Renewable Energy	1546ARE
Dhananjay Gahlowt	Advanced Post Graduate Diploma	Renewable Energy	1550ARE
Shilpa Urhekar	Advanced Post Graduate Diploma	Renewable Energy	1553ARE
Ashutosh Gairola	Post Graduate Diploma	Renewable Energy	1535DREB
Rahul Bansal	Post Graduate Diploma	Renewable Energy	1537DREB
Sakshi Jindal	Post Graduate Diploma	Renewable Energy	1543DREB
Mayank Devolia	Post Graduate Diploma	Renewable Energy	1547DREB
Mohd Fahad	Post Graduate Diploma	Renewable Energy	1548DREB
Ritu Garg	Post Graduate Diploma	Renewable Energy	1549DREB
Susanta Mukherjee	Post Graduate Diploma	Renewable Energy	1551DREB
Udit Tewari	Post Graduate Diploma	Renewable Energy	1553DREB
Bharat Dubey	Post Graduate Diploma	Renewable Energy	1554DREB
Partha Sen	Post Graduate Diploma	Renewable Energy	1555DREB

Dinesh Kumar Singh	Post Graduate Diploma	Renewable Energy	1568AREB
Kavita Ahuja	Post Graduate Diploma	Renewable Energy	1508CREB
Parag Sen Deka	Post Graduate Diploma	Renewable Energy	1507CSTEAB
Kartikey Handa	Post Graduate Diploma	Renewable Energy	1515DRE
Suvam Ghosh	Post Graduate Diploma	Renewable Energy	1552DREB
Shiv Shankar Vembadi	Post Graduate Diploma	Renewable Energy	1544DREB
Abhik Das	Post Graduate Diploma	Renewable Energy	1601CEIEA
Ganesh Ananthnarayanan	Post Graduate Diploma	Renewable Energy	1603DREA
Nishant Sharma	Post Graduate Diploma	Renewable Energy	1604DREA
Devanarayanan N	Post Graduate Diploma	Renewable Energy	1606DREA
Gaurav Garg	Post Graduate Diploma	Renewable Energy	1607DREA
Mandeep Mohindru	Post Graduate Diploma	Renewable Energy	1611AREA
Mobi Mathew	Post Graduate Diploma	Renewable Energy	1625DREA
Santosh Kumar	Post Graduate Diploma	Renewable Energy	1627DREA
Suryaveer Patnaik	Post Graduate Diploma	Renewable Energy	1629DREA
Yashima Jain	Post Graduate Diploma	Renewable Energy	1631DREA
Dampanaboina Pavan Sairam	Post Graduate Diploma	Renewable Energy	1636DREA
Shakti Ghadei	Post Graduate Diploma	Renewable Energy	1637DREA
Addanki Rahul Khanna	Post Graduate Diploma	Renewable Energy	1640DREA

The Annual Quality Assurance Report (AQAR) of the IQAC
2015-16

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. *(Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)*

Part – A

1. Details of the Institution

1.1 Name of the Institution

TERI UNIVERSITY

1.2 Address Line 1

10, INSTITUTIONAL AREA

Address Line 2

VASANT KUNJ

City/Town

NEW DELHI

State

DELHI

Pin Code

110070

Institution e-mail address

Registrar@teriuniversity.ac.in

Contact Nos.

011-71800222

Name of the Head of the Institution

DR RAJIV SETH (Officiating)

Tel. No. with STD Code:

011-26122222

Mobile:

9811660903

Name of the IQAC Co-ordinator:

Dr. Sapna A Narula

Mobile:

9910255027

IQAC e-mail address:

Sapna.narula@teriuniversity.ac.in

1.3 NAAC Track ID (For ex. MHC0GN 1887)

1.4 NAAC Executive Committee No. & Date:

EC/63/A&A/66 dated 23-03-2013

(For Example EC/32/A&A/143 dated 3-5-2006)

This EC no. is available in the right corner- bottom of your institution's Accreditation Certificate)

1.5 Website address:

www.teriuniversity.ac.in

Web-link of the AQAR:

<http://www.teriuniversity.ac.in/AQAR/2015-16.docx>

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	A	3.26	2013	5 YEARS

Board of Management –26/24.10.2017

2	2 nd Cycle				
3	3 rd Cycle				
4	4 th Cycle				

1.7 Date of Establishment of IQAC : DD/MM/YYYY

08/02/2016

1.8 AQAR for the year (for example 2010-11)

2015-16

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011)

- AQAR _____ (DD/MM/YYYY)4
- AQAR _____ (DD/MM/YYYY)
- AQAR _____ (DD/MM/YYYY)
- AQAR _____ (DD/MM/YYYY)

*** We have upload the reports on the University website**

1.10 Institutional Status

University State ☐ Central ☐ Deemed ☒ ☐ rate

Affiliated College Yes ☐ No ☒

Constituent College ☐ Yes ☒ No

Autonomous college of UGC Yes ☐ No ☒

Regulatory Agency approved Institution Yes ☒ No ☐

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education ☒ Men ☐ Women ☐

Urban ☒ Rural ☐ Tribal ☐

Financial Status Grant-in-aid ☐ UGC 2(f) ☐ UGC 12B ☐

Grant-in-aid + Self Financing ☐ Totally Self-financing ☒

1.11 Type of Faculty/Programme

Arts	<input checked="" type="checkbox"/>	Scien	<input checked="" type="checkbox"/>	Comme	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	PEI (Phys Edu)	<input type="checkbox"/>
TEI (Edu)	<input type="checkbox"/>	En	<input checked="" type="checkbox"/>	ering	<input type="checkbox"/>	th Science	<input type="checkbox"/>	agement	<input checked="" type="checkbox"/>
Others (Specify)	<div style="border: 1px solid black; height: 30px; width: 100%;"></div>								

1.12 Name of the Affiliating University (for the College)

NOT APPLICABLE

**1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc. :
N.A.**

Autonomy by State/Central Govt. / University

University with Potential for Excellence	<div style="border: 1px solid black; width: 100px; height: 30px;"></div>	UGC	<div style="border: 1px solid black; width: 100px; height: 30px;"></div>
DST Star Scheme	<div style="border: 1px solid black; width: 100px; height: 30px;"></div>	UGC	<div style="border: 1px solid black; width: 100px; height: 30px;"></div>
UGC-Special Assistance Programme	<div style="border: 1px solid black; width: 100px; height: 30px;"></div>		<div style="border: 1px solid black; width: 100px; height: 30px;"></div>
UGC-Innovative PG programmes	<div style="border: 1px solid black; width: 100px; height: 30px;"></div>	Any other (Specify)	<div style="border: 1px solid black; width: 100px; height: 30px;"></div>
UGC-COP Programmes	<div style="border: 1px solid black; width: 100px; height: 30px;"></div>		

2. IQAC Composition and Activities

2.1 No. of Teachers

3

2.2 No. of Administrative/Technical staff

2.3 No. of students

NO

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2.4 No. of Management representatives

1

2.5 No. of Alumni

NO

2.6 No. of any other stakeholder and
community representatives

NO

2.7 No. of Employers/ Industrialists

NO

2.8 No. of other External Experts

NO

2.9 Total No. of members

4

2.10 No. of IQAC meetings held : 4

2.11 No. of meetings with various stakeholders:

No.

☒

Faculty

Non-Teaching Staff Students

Alumni

Others

2.12 Has IQAC received any funding from UGC during the year? Yes

No

If yes, mention the amount

☒

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC : NIL

Level Total Nos. International National State Institutional

(ii) Themes

2.14 Significant Activities and contributions made by IQAC

IQAC Report enclosed (*Annexure I*)

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality

enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
Report enclosed (<i>Annexure I</i>)	

* *Attach the Academic Calendar of the year as **Annexure IA**.*

2.15 Whether the AQAR was placed in statutory body

☒☐

Management

☒

icate

☐

Any

☐

body

Provide the details of the action taken

Presented to BoM on 24 October 2017. Members noted the activities.

Part – B
Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	6		6	6
PG	14		14	14
UG	-		-	-
PG Diploma	2		2	2
Advanced Diploma	1		1	1
Diploma				
Certificate	4		4	4
Others				
Total	27		27	27

Interdisciplinary	27			
Innovative				

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	✓
Trimester	
Annual	

1.3 Feedback from stakeholders*
(On all aspects)Alum ☐Parents ☐Employer ☒Student ☒

Mode of feedback :

Online ☒Manual ☒Co-operating schools (for ☐ I)**Please provide an analysis of the feedback in the Annexure 2*

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Yes. The syllabi is reviewed at periodic intervals and put up to Academic Council for approval.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

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Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
50	32	9	7	2

48

2.2 No. of permanent faculty with Ph.D.

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
4		1				3		8	

2.4 No. of Guest and Visiting faculty and Temporary faculty

24

3

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	6	11	-
Presented	7	5	1
Resource Persons	5	11	2

2.6 Innovative processes adopted by the institution in Teaching and Learning:

The institution, apart from the conventional classroom teaching, uses other innovative pedagogical approaches in teaching and learning. This includes teaching from original research articles, case study based approach in imparting knowledge, use of ICT infrastructure, student seminars, invited talks and lectures from the academia, industry, research institution and practitioners, field studies, study tours, minor and major projects, assignments, tutorials, undertaking exposure to industry through real time projects as part of the major project and summer internship. The University is also associated in developing e-learning resources for different post-graduation level courses for the environmental studies programme under the MHRD sponsored National Mission on Education through Information and Communication Technology (NMEICT). Under this programme the University has been able to establish a multimedia lab facility in which facilities have been created for recording and delivering lectures. The University is committed to provide blended form of teaching and learning and encouraging young and mature faculty members in the creation and dissemination of knowledge by adopting innovative processes in teaching and learning.

2.7 Total No. of actual teaching days

Approx.230

during this academic year

2.8 Examination/ Evaluation Reforms initiated by

Open Book Examination

the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development

All

as member of Board of Study/Faculty/Curriculum Development workshop

2.10 Average percentage of attendance of students

75%

2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
M.Sc	109	37	49	22	1	
MBA	8	1	4	3		
M.Tech	47	13	19	15		
M.A.	23	11	9	2	1	
PhD						
AP PGD						

PGD						
Certificate						

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes :

As an integral part of achieving the goal, IQAC followed a process which has two stages. **Stage I** is designed for reflection on collective ethos of the University, underlying key strengths and identify specific areas that need to be addressed and improved. This is accomplished through a set of pre-defined questions, administered in a discussion mode with a group of university representatives such as Head of Departments, few faculty members, staff, students as well as alumni, to answer questions with consensus.

Stage II is more objective where each academic unit (or Department) was audited on its academic performance on criteria as defined by NAAC.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	
UGC – Faculty Improvement Programme (Retreat)	47
HRD programmes	
Orientation programmes (Once in a year)	8
Faculty exchange programme	
Staff training conducted by the university (Retreat, IT Training)	28
Staff training conducted by other institutions	
Summer / Winter schools, Workshops, etc. (Bliss and WASH)	8
Others	Retreat (48)

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	25	Nil	-	-
Technical Staff	9	Nil	-	-

Criterion – III

3. Research, Consultancy and Extension**3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution**

IQAC has prepared comprehensive rules and guidelines for PhD regulations and also for post-doc positions. In addition, IQAC has suggested for introduction of e-governance methods for coordination of funded projects.

3.2 Details regarding major projects : Annexure 3 attached

	Completed	Ongoing	Sanctioned	Submitted
Number				
Outlay in Rs. Lakhs				

3.3 Details regarding minor projects : Annexure 4 attached

	Completed	Ongoing	Sanctioned	Submitted
Number				
Outlay in Rs. Lakhs				

3.4 Details on research publications

	International	National	Others
Peer Review Journals	83	12	
Non-Peer Review Journals	0	10	
e-Journals	86	12	
Conference proceedings	2	0	

3.5 Details on Impact factor of publications:

Range 0.547-13.038 Average 3.104 h-in 25 Nos. in 73
SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations : Annexure 5 attached

Nature of the Project	Duration Year	Name of the	Total grant sanctioned	Received
-----------------------	---------------	-------------	------------------------	----------

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		funding Agency		
Major projects				
Minor Projects				
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects (other than compulsory by the University)				
Any other(Specify)				
Total				

3.7 No. of books published i) With ISBN N Chapters in Edited Book

ii) Without ISBN

3.8 No. of University Departments receiving funds from :

UGC-SAF CAS DST-F
DPE DBT Scheme/fund

3.9 For colleges Autonoi CI DBT Star Sch
INSPIR CE Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	9	18			
Sponsoring agencies	USAID, SELP, Embassy of Kazakhstan, Rockfeller	CPCB, DBT, DST			

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	Foundation, Prosper.net, AIT-Bangkok, SASA				
--	-----------------------------------------------	--	--	--	--

3.12 No. of faculty served as experts, chairpersons or resource persons 13

3.13 No. of collaborations International 3 National 4 Any other 2

3.14 No. of linkages created during this year 9

3.15 Total budget for research for current year in lakhs :

From Funding agency 571.47 L From Management of University/College NIL

Total 571.47 L

3.16 No. of patents received this

Type of Patent		Number	year
National	Applied	NIL	
	Granted		
International	Applied		
	Granted		
Commercialised	Applied		
	Granted		

3.17 No. of research awards/ recognitions received by faculty and research fellows
Of the institute in the year

Total	International	National	State	University	Dist	College
1	1					

3.18 No. of faculty from the Institution who are Ph. D. Guides 25
and students registered under them 103

3.19 No. of Ph.D. awarded by faculty from the Institution 16

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF SRF Project Fellow Any other

3.21 No. of students Participated in NSS events: **N.A.**

University level State level
National level International level

3.22 No. of students participated in NCC events: **N.A.**

University level State level
National level International level

3.23 No. of Awards won in NSS: **N.A.**

University level State level
National level International level

3.24 No. of Awards won in NCC: **N.A.**

University level State level
National level International level

3.25 No. of Extension activities organized : **N.A.**

University forum College forum

NCC NSS Any other

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility (**Annexure 6**).

Criterion – IV**4. Infrastructure and Learning Resources**

4.1 Details of increase in infrastructure facilities: N.A.

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	2 acres			2 acres
Class rooms	10		University fund	10
Laboratories	8			8
Seminar Halls	1			1
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	As per Balance sheet enclosed (Annexure 7)	-		
Value of the equipment purchased during the year (Rs. in Lakhs)	As per Balance sheet enclosed (Annexure 7)	19.47 L	Own resources, DST & DBT	19.47 L
Others		2 (Stores)		2

4.2 Computerization of administration and library :

Academic, Administration & Library processes are computerized.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	4438	5945	301	344	4739	6289
Reference Books	368	373	11	11	379	384
e-Books						

Board of Management –26/24.10.2017

Journals	6				6	
e-Journals	36				36	
Digital Database	6				6	
CD & Video	193	288	9	13	202	301
Others (specify)						

4.4 Technology up gradation (overall)

	Total Computer s	Compute r Labs	Internet	Browsin g Centres	Compute r Centres	Offic e	Depart - ments	Centr es
Existin g		1	Campu s wifi		1		06	02
Added	26							
Total	26							

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

Regular Training organised by the IT Department on existing systems and new systems (as and when added)

4.6 Amount spent on maintenance in lakhs :

i) ICT	Rs.22.78
ii) Campus Infrastructure and facilities	Rs.92.27
iii) Equipments	Rs.21.85
iv) Others	Rs.47.73
Total :	Rs.184.63

Criterion – V**5. Student Support and Progression****5.1 Contribution of IQAC in enhancing awareness about Student Support Services**

The University has a mechanism to address the differential requirement of the student population with respect to academics and culture. While the Master programme executive committee on a regular basis analyses the term end results and accordingly provides necessary assistance to weak students. This is then indicated to Programme coordinators and faculty members when special guidance is required. Similarly the university allowed different cultural groups to conduct cultural shows and celebrate their national/state festivals, thus adequately addressing cultural needs of the students. A number of clubs on variety of skills has been set up to provide ample opportunity to students to enhance their potential in the fields of Music/ Ethnic/Sports etc. Programme coordinators are assigned for each programme at the TERI University. The strength of students in each of the programmes being limited to not more than 30, this method works well for the counselling of students both for academic and personal guidance.

5.2 Efforts made by the institution for tracking the progression

Each programme has Masters Programme Executive Committee (MPEC) which meets at least two times per semester to assess the academic progression of students. The University follows continuous evaluation system in which students performance is regularly assessed and evaluated by various means which include quizzes, minor test, major test, presentations, viva voce, assignments, tutorials, seminars, project reports, development of case studies among others. The performance is monitored by the MPEC which is chaired by the Programme Coordinator; the MPEC advises through the course coordinator the students not performing satisfactorily in the various evaluation mechanisms mentioned above adopted by the different course coordinators within the programme. At the end of the semester a final MPEC is held in which the final grades based on different criteria are decided after due deliberation and discussion.

5.3 (a) Total Number of

UG	PG	Ph. D.	Others
-	295	31	

students

(b) No. of students outside the state

81

(c) No. of international students

6

Men	No	%	Women	No	%
	148			147	

Last Year						This Year					
General	SC	ST	OB C	Physically Challenged	Total	General	SC	ST	OB C	Physically Challenged	Total

Demand ratio : 1340/243

Dropout % : 1.3

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

NA

No. of students beneficiaries

5.5 No. of students qualified in these examinations

NET	<input type="text" value="8"/>	SET/SLET	<input type="text"/>	GATE	<input type="text"/>	CAT	<input type="text"/>
IAS/IPS etc	<input type="text"/>	State PSC	<input type="text"/>	UPSC	<input type="text"/>	Others	<input type="text" value="3"/>

5.6 Details of student counselling and career guidance

In each programme, there is a committee called the Master's Programme Executive Committee comprising of faculty members involved in the programme, which reviewed the performance of students at the end of each semester. The MPEC indicates to the relevant faculty member the need for counselling and extra attention required advanced learners. The university strives to create capacities for enabling students to pursue career in industry by imparting a wide variety of skills to students. A collaborative inter-disciplinary effort between industry and academia is envisioned wherein manpower is trained in accordance with the changing needs of industry. Mock interviews were conducted. Sessions from representatives from organisations like ETI Dynamics, JPal, Pradan, India Infrastructure, HCL foundation, KPMG, GE were also scheduled.

No. of students benefitted

All

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
110	151	94	37

5.8 Details of gender sensitization programmes

A workshop on gender sensitization was conducted on 27.01.2016. The speaker was Ms. Khadijah Faruqi, a lawyer and human rights consultant. She briefed about the *sexual harassment at workplace*.

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events : 54

~~State~~ / University level ☒ National level ☐ International level ☐

No. of students participated in cultural events : **Intra-departmental**

~~State~~/ University level ☒ National level ☐ International level ☐

5.9.2 No. of medals /awards won by students in Sports, Games and other events : 8

Sports : ~~State~~/ University level ☒ National level ☐ International level ☐

Cultural: ~~State~~/ University level ☐ National level ☐ International level ☐

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution (IGC)	-	
Financial support from Government	10	Rs.3864080/-
Financial support from other sources (CSLA)	8	Rs.3750851/-
HSBC	6	Rs.1657752/-
SCCF	8	Rs.2665903/-

Number of students who received International/ National recognitions		
----------------------------------------------------------------------	--	--

5.11 Student organised / initiatives

Fairs : State/ University level ☒ National level ☐ International ☐
Exhibition: State/ University level ☒ National level ☐ International ☐

5.12 No. of social initiatives undertaken by the students
(No paper cup)

1

5.13 Major grievances of students (if any) redressed: Canteen services

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

The TERI University aspires to contribute globally by serving society as a seat of advanced learning and to promote learning through teaching and through creating and sharing knowledge. The University commits itself to academic excellence and an environment which would encourage personal and intellectual growth.

The TERI University provides world-class facilities and resources to its students and faculty so as to usher in innovative and multidisciplinary research.

6.2 Does the Institution has a management Information System :

Yes, University Management System

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

A very rigorous academic process is followed in curriculum development. This includes both in developing new programmes and courses and revision of existing programmes. A standardized procedure is followed in developing individual courses which are designed according to our standard template which provides description of course, distribution of lectures, tutorials, practicals, learning objectives, detailed course outline, learning outcomes, pedagogical approach, readings and additional readings. The course is designed by individual faculty member which is sent for review to minimum two experts for their comments. The comments received are duly incorporated and are then presented to the Board of Studies (BoS) member which comprise of at least two subject experts invited from different institutions along with department faculty members. All the courses of the programme are presented and due approval is sought from the BoS and addition/deletion/suggestions by the BoS members are duly incorporated in the course outline. Presentation of the overall programme objectives and outcomes is also made in the BoS. In case of launch of new programmes the information is gathered regarding the background, context and need of the programme from different stakeholders which include academia, industry, NGOs, students and alumni. In such cases the BoS is preceded by a presentation of the curriculum developed internally by the faculty members along with different courses offered in different semesters. This is usually followed by a curriculum development workshop. The curriculum development workshop results in ideal course curriculum which is further sent for comments to subject experts in different institutions and then subsequently presented in the BoS. Finally, the curriculum and individual courses are presented in the Academic Council for their final approval. Thus, different checks and balances are adopted, which include inputs from wide variety of stakeholders to improve the quality at different levels and stages as part of quality improvement strategy.

6.3.2 Teaching and Learning

Various measures and strategies are adopted to improve the objective of learning process both at the faculty and student level. At the faculty level emphasis is laid on the pedagogical approaches used to achieve, learning objectives and outcome specified for a particular course and also linking these outcomes to the overall programme outcomes. The design of an ideal curriculum and course line is one of the important strategies to achieve quality teaching standards. In addition, to conventional classroom black/white board teaching, the faculty members use alternative approaches to enhance the learning process which include guided independent study, hands on laboratory experiment, project based learning (minor and major projects) industry exposure, field trips, study tours, multimedia presentations including use of recent technology and specially created multimedia facility, invited talks and lectures among others. Students are encouraged to undertake research projects in different institutions to enhance collaborative learning which is also encouraged within the institution among a batch of students working together towards a commonly identified research problem. The TERI University being a research University, lot of emphasis is laid on research-led teaching. This helps in creating knowledge and imparting the same to the students which is relevant and updated, emerging from research undertaken by the faculty members. In certain programmes case study based project is also used as a means for providing a context based knowledge and learning. In general, in order to foster quality teaching, strategies are adopted

At the institution level regular bi-annual Retreats are organized in formal and informal settings and very rigorous brainstorming sessions are organized. In these sessions resource persons from different institutions who are renowned academicians, teachers, researchers, academic leaders, trainers are invited to share their experiences with the faculty members. Retreat also provides an opportunity for the faculty members and the academic leadership of the university to contemplate and introspect on issues related to enhancing the quality of teaching and learning. In most of the cases Retreats have resulted in creating a roadmap with well defined actionable points to be implemented at the institution level to enhance the learning and teaching process. Faculty members are encouraged further to attend various refresher, orientation courses, training programmes organized by different institutions in order to hone their teaching and research skills.

At the programme level a system has been created to continuously update, design the content and delivery of the various programmes offered by a department. Each programme has a programme coordinator who is directly responsible for all academic activities related to the programme which essentially include teaching and learning. Masters Programme Executive Committee (MPEC) regularly meets under the Chairmanship of the programme coordinator to monitor execution of established quality standards in sync with the learning objectives and outcomes of the programme. Students performance in the examination is assessed and monitored; corrective measures are taken for each student, in case there are any.

At course level, the course instructors strive to achieve highest teaching standards by adopting different pedagogical approaches as mentioned above. The emphasis is more on research led teaching and use of technology.

An important component of quality improvement strategy is assessing the impact and effectiveness of teaching. Towards this end, emphasis is laid towards outcome-based learning as measured through various mechanisms which include examinations, research projects, case studies, presentations, assignments, quizzes, tutorials, minor and major projects, laboratory experiments, etc. One of the USP of the University is emphasis on research led teaching which has resulted in bridging the gap between teaching and research. Keeping abreast with the changing needs of the industry, the curriculum is regularly updated.

6.3.3 Examination and Evaluation

TERI University follows a system of continuous evaluation based on tests, assignments, quizzes, term papers, presentations etc. The faculty is encouraged to come up with innovative methods of evaluation that help in assessing student knowledge of the subject matter as well as inculcating a repertoire of skills (such as critical thinking, oral communication, etc.) rather than mere rote learning in the students. The grading guidelines are provided in the Student Handbook 2015-16. This adds transparency to the process by which grading is undertaken. All the rules and regulations of the Institution with respect to examination and evaluation have been carefully documented to ensure awareness and transparency among the students and faculty.

Chapter VI of the Compendium of Policies, Rules and Guidelines for TERI University, Part II, outlines the guidelines for conduct of major examinations; eligibility and responsibility of invigilator for examination and declaration of results for the faculty members. This chapter also documents the instructions to be provided for the students prior to an examination and the policy and procedure for student appeal of final course and project grade. Also, Chapter XV of the Compendium of Policies, Rules and Guidelines for TERI University, Part I, outlines the procedure of disciplinary action that may be undertaken in case of misconduct during the examinations.

6.3.4 Research and Development

Since its inception, the University has paid attention to facilitate research, innovation and impact; and has put policies and mechanisms to raise its profile and reach of research. Research projects are an integral feature of academic programmes at TERI University and student-led research opportunities exist at all stages of study. The university has played a leadership role in demonstrating the extension of research in the curriculum of Master's degree programmes, leapfrogging from the conventional *research-informed syllabi* to *research-led pedagogy* and strives to be the first university in India to have *research active curriculum*. Such transition has enhanced learning experience of both students and teachers. The University has kept aside research grants for faculty members and students to enable them to do background work required to increase the quality of research proposals and to disseminate research outputs in conferences and other events.

6.3.5 Library, ICT and physical infrastructure / instrumentation

The campus has been planned to provide a setting that enhances learning, while simultaneously showcasing the concept of modern green buildings. The campus is aesthetically designed with several features of passive solar design, energy-efficiency and water and waste management systems. The building has 10 well-equipped laboratories to compliment cutting edge research, along with a well-designed conference hall and class rooms having latest audio-visual display systems. The university has both wired and wireless communication and data infrastructure for effectively managing IT enabled services which is actively supported by a dedicated IT helpdesk. A Media Lab aims at development of e-content for university education at the postgraduate level and addresses the key objective of the MHRD by providing accessible, high quality course material at the postgraduate level in all subjects at affordable costs.

The Campus has computerised people screening facility and a 24X7 video surveillance and intrusion monitoring mechanism which keeps TU safe. The infrastructure is fitted with fire detection systems and a robust firefighting protocol is in place to address any eventuality. One of the greatest strengths of the TERI University is its library. A nicely stocked and actively functional library primarily serves to meet information needs of students and faculty by providing value-added information resources and services.

The library's web-enabled on-line catalogue and digital library offers a series of electronic journals, databases, books, CDs on current research findings and development. It caters to the needs of students and researchers and thus promotes research and communication among teachers, and students. The library holds a specialized collection of books, journals and CD-ROMs on various subjects related to programmes and courses therein, both in print and electronic form. The books include recommended texts, reference books, technical reports, monographs, handbooks, journals amongst others. The TERI University digital library brings electronic resources under one web interface and provides flexible access to the students, researchers and faculty. It provides access to customized information resources and services, archives, various databases dedicated to support learning and research activities.

6.3.6 Human Resource Management

The University has a robust HR policy in recruitment and career advancement to retain best talents required to implement the academic programmes. The University has qualified and competent teachers to handle most of the courses. Some areas which do not warrant the employment of full time faculty are covered through visiting/guest faculty. The faculty is encouraged to upgrade their knowledge by engaging in various conferences/seminars and related national and international event.

6.3.7 Faculty and Staff recruitment

All applications received for faculty positions are sent to the HoDs/Deans for preliminary scrutiny. Based on their recommendations, the faculty is asked to make a presentation which is evaluated by a Selection Committee. The faculty thus selected is put on UGC scales. In the year 2015, 1 lecturer, 7 Assistant Professors and 4 Associate professors were recruited. All applications received for administrative position are scrutinised by the Admin team and shortlisted candidates are interviewed by a Selection Committee. The candidates thus selected are put on the UGC scales.

6.3.8 Industry Interaction / Collaboration

We have been proactive in increasing our partnership with industries on one hand and research institutes on the other. Our collaboration with Coca-Cola, Suzlon, ONGC, are of immense importance for us. The objective of these collaborations is to advance the collaborative ideas related to academics and research on various dimensions of Sustainability Science.

6.3.9 Admission of Students

The admission process of the University is done once in a year, usually commencing in the month of February with announcements in a few newspapers and the TERI University website. A common entrance exam is held for all programme in end May of each year. The admission to the masters programme is based on an all India written test comprising questions on proficiency in English language, analytical reasoning and quantitative ability followed by a personal interview. However, admission to MBA programme is based on CAT/MAT/GMAT/CMAT/XAT followed by group discussion and personal interview. In case of LLM programme, a subject specific written test is also conducted. In the Academic year 2015-16, 1240 no. of applications were received and 243 were given admission.

6.4 Welfare schemes for

Teaching	Medical insurance, gratuity, Provident fund, loans, sabbatical leaves, salary advance, study leaves, house lease, flexi timings
Non teaching	Medical insurance, gratuity, Provident fund, loans, salary advance and house lease
Students	Bank loans, scholarships, internal grants (travel)

6.5 Total corpus fund generated

Rs.2116 Lacs

6.6 Whether annual financial audit has been done

☒

Yes

☐

No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	BoS/AC	Yes	BoS/AC
Administrative	Yes	Sanjay Rastogi & Associates, New Delhi	Yes	Rajan K Gupta & Co., New Delhi

6.8 Does the University/ Autonomous College declares results within 30 days? :

☐
☐

For UG Programmes : N.A. Yes No

For PG Programmes Yes ☒ No ☐

6.9 What efforts are made by the University for Examination Reforms?

1. Flying squads have been instituted for surprise visits to examination halls.
2. Additional monitoring via CCTV cameras
3. Shuffling based seating arrangements during Major Exams
4. The university wifi is switched off, mobile phones and other gadgets are not permitted during the exam.
5. The following message is displayed prominently in every examination hall:
“In spite of high ethical standards which we wish to have at the TERI University, there have been numerous complaints of cheating and use of unfair means in the examinations. Please note that an extremely strict code of conduct is now in place and any one found to be using unfair means will face a Disciplinary Committee immediately. Punishments for use of unfair means have been enhanced and may result in expulsion from the University. Please also note that besides the invigilator, you are also being watched on close circuit cameras.”

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

N.A.

6.11 Activities and support from the Alumni Association :

The University has an Alumni Association, which is a formal registered association. It meets regularly and elects its own office bearers. The alumni of the University are relatively young. The oldest alumni would now have an experience of around 10 years of service. Reminiscence, TERI University's Annual Alumni Meet was held on 6th March. The event was a day-long extravaganza, attended with a lot of joy by the University's alumni, current students, university staff and faculty members. The purpose of the Meet was to foster interactions amongst the students and to facilitate understanding of the job prospects a graduate from TERI University would have. Alumni provide suggestions and support in terms of curriculum revision, outreach and placement.

6.12 Activities and support from the Parent – Teacher Association

Being an institution of higher learning, and since the University offers only masters and doctoral level programmes, interaction with the parent is intentionally kept at a low level. Parents have been involved only on occasional instances, either in extremely poor performance or in disciplinary issues.

6.13 Development programmes for support staff

Regular skill upgradation and training programmes are conducted for the support staff. These include programmes on computer skills, team management, communication skills, etc.

6.14 Initiatives taken by the institution to make the campus eco-friendly

- 1) Solar rooftop system - 48 Kwp
- 2) Smart Energy Meters
- 3) Green & Blue Bins

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

Given the global issue of water shortage and the expected crisis both within nations and inter-nations, this year the TERI University had focused on water as an important requirement for capacity building. With corporate support and with support from USAID the University has set up a Department of Regional Water Studies and has commenced M.Tech and M.Sc programmes in Water Science and Governance. Fitting into the rubric of sustainable development, whilst this was part of the Department of Natural Resources, a separate Department of Water Studies gives an emphasis to the importance that the University lays on water as an issue for sustainable development.

Besides its focus on post graduate degree programmes, the University also introduced a winter school with the general theme of BLISS (Building Learning in Sustainable Science). These schools will focus on young bachelor level students besides working professionals who may want to join these schools. Each school will have a theme related to sustainable development and will help in developing an interest in areas of sustainable development amongst the youth of the country.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

Based on the projected plans for the University as discussed in the Board of Management, the University carried out a detailed review of curriculum of the Masters level programme. A thorough review of all the institutional policies was carried out so as to remain relevant.

A review of the academic and non-academic staff requirement was carried out so as to maintain optimum levels.

As decided at the beginning of the year emphasis was laid on commencing short term training programmes, both for the corporate sector and for graduate students. An example of this was a summer school on managing risks and challenges in urban wash services held in August 2015.

7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)

7.3.1.1 **Title of the practice:** Regular review of curriculum.

7.3.1.2 **Objectives:** In the field of higher education specially in research universities, it is very important that the teaching curriculum includes the latest advances in research. This is happening with the regular review of curriculum being taken.

7.3.1.3 **Context:** The major challenge is tendency to find an easy way out and continuing with the previous curriculum. This has been overcome with sensitizing all faculty members for a need for a regular review.

It is also very important that the faculties own research be incorporated into the teaching curriculum. This has necessitated stressing on the need for regular research and publishing by the faculty members. This aspect has also been incorporated into the appraisal system for faculty members.

7.3.1.4 Indian higher education generally follows a practice of review of curriculum every 3-4 years. At the TERI University stress has been laid on a review of curriculum every year so as to bring in currency in its research inputs. Constraints/limitations included with the experience of younger faculty members which was overcome with a large amount of mentoring and guidance by the experienced faculty members.

7.3.1.5 **Evidence of success:** The Academic Council of the University has approved and appreciated a regular review of the curriculum. Besides this other stakeholders including prospective employer of the student have found these reviews useful in developing capacities in graduating students.

7.3.1.6 **Problems encountered:** The only problem encountered was the requirement to stress amongst faculty members on the need for regular research and publishing. This is an important aspect in any academic research institution. This was easily overcome through mentoring and guidance by the senior faculty members.

7.3.2.1 **Title of the practice:** Interdisciplinarity

7.3.2.2 **Objectives:** A conscious methodology and approach is applied from more than one discipline to examine a central theme, issue, problem, topic, or experience.

7.3.2.3 **Context:** Giving the students opportunities to explore interconnections among the subject areas they are studying has many advantages. Interdisciplinary instruction is adding meaning and relevancy to learning as students discover fascinating and compelling relationships between various disciplines of sustainable development. The advantage of the approach is it does not stress delineations but linkages. Emphasis is given on deliberately identifying the relationship between disciplines which nurtures a different perspective with focus on themes and problems of life experience, curriculum.

7.3.2.4 The faculty consider their curricular objectives and students' needs, and choose interdisciplinary learning to deliver part or all of the content.

7.3.2.5 **Evidence of success:** All the programmes of TERI University are based on inter-disciplinary structure. The academic programmes are envisioned to have a wider approach to encourage interdisciplinary learning. The University has created all the programmes where interdisciplinarity is central theme and every student gets measured exposure to different streams during the teaching learning process.

7.3.2.6 **Problems encountered & Resources:** The faculty from multiple disciplines work with each other to design a curriculum, instruct the class, and grade the students. This requires proper planning and coordination at every level of curriculum implementation

7.4 Contribution to environmental awareness / protection

Report of Environment Audit (*Annexure 8*)

7.5 Whether environmental audit was conducted? Yes No

☒ ☐

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

Strengths

- Emerging and niche areas being addressed
- Congenial atmosphere for learning; harmonious relationships
- Motivated and disciplined students
- Modern pedagogy
- Transparent and automated admission process
- Teri's support

Weakness

- Many programs offered with high dependance on adjunct and visiting faculty
- Insufficient library space
- Inadequate lab facilities in some departments
- Fee structure may preclude meritorious students who can't afford it
- Organisational structure not clearly specified
- Heavy dependance on external resources for projects and experimental work

8. Plans of institution for next year


- Continuation of BLISS summer school
- Focus on the Swachh Bharat programme through capacity building amongst school and colleges
- Legal studies
- SUN programme

Name Dr. Sapna A. Narula



Signature of the Coordinator, IQAC

Name DR. RAJIV SETH



Signature of the Chairperson, IQAC

Annexure 1



REPORT OF I-QAC

TERI University

AUGUST, 2016

1. Dr.Suresh Jain
2. Dr.Prateek Sharma
3. Dr.Sapna A Narula
4. Dr. Sitaraman Ramakrishnan

Areas of assessment

1. Curricular aspects
2. Teaching - Learning and Evaluation
3. Research Consultancy and Extension
4. Innovations and best practices

1. Activities & Contribution

- 1.1 Review of policies carried out.
- 1.2 The i-QAC academic assessment process aims to support the University to advance its mission of ‘knowledge for sustainable development’ and creating a learning community. The process of quality assurance appraisal is participatory where the members of the University can identify their own strength and weakness, learn from one another and share good practices of each academic unit within the University.
- 1.3 As an integral part of achieving the goal, i-QAC followed a process which has three stages. Stage I is the review and verification of the action taken on the findings of I-QAC. **Stage II** is working on rules, guidelines and procedures for areas of improvement identified in State I. **Stage III** is more objective where each academic unit (or Department) was audited on its academic performance on criteria as defined by NAAC.
- 1.4 The I-QAC carried out review of academic and non-academic staff.
- 1.5 I-QAC recommend introduction of short term training programme.

2. Policies Reviewed

- 2.1 I-QAC inspected and verified various documents on the action taken by TERI University on its recommendations in the year 2015. Status of action taken is given below:

S. No	Date		Policy	Remarks
1	26.11.2015	TU/AC 37.8	PhD Regulations	Rules related to PhD Programmes offered by TU
2	30.06.2016	TU/AC 38.7.1	TU Policy on Post-Doctoral positions	The rules and regulations applicable to all categories of Postdoctoral scholars working in the TU
3	12.02.2016	TU/BM 19.4.1 (f)	Policy on award of the title of Emeritus Professor	The award conferred on academic or research staff for distinguished services extended at TU
4	12.02.2016	TU/BM 19.4.1(e)	TU Policy on Equality, Diversity and Inclusion, 2015	This policy is about the structure at TU which applies equally to all aspects of the activity including recruitment & selection, promotion, the teaching/learning process, dignity at work, grievances, sickness & absence, conduct, terms & condition of service and reasons for termination etc.

5	12.02.2016	TU/BM/19.4.1(d)	Policy & Guidelines for the Prevention, Prohibition and Punishment Sexual Harassment of Women, 2015	This policy deals with the rules and regulations to take action against the sexual harassment taking place within the TERI University campus, hostels, any place visited by the employee or the student as part of the official duty.
6	30.05.2016	TU/BM/20.3.1	Memorandum of Association/Rules	Memorandum of Association (Conforming to UGC - Deemed to be University Regulations, 2016)
7	30.05.2016	TU/BM/20.4.1	Policy on dealing with the Student Disciplinary Case	Rules and regulations related to all disciplinary cases involving Students (including regular and distance learning mode) based within the campuses, hostels, or any other location visited by the student for educational purpose facilitated by the TU.
8	30.05.2016	TU/BM/20.3.1	TERI University Rules	Rules about the structure of the University, roles and responsibility as per the UGC guidelines (deemed to be University) Regulations, 2016 to be followed.
9	18.07.2016	TU/100/VC/Policy/4	Policy on Information Publication Procedure	The processes required to maintain high quality of web content and digital as well as print publications for the University.
10	18.07.2016	TU/100/VC/Policy/3	Policy on in-campus internship at TERI University	TERI University offer internship opportunities to students and young professionals to participate in ongoing research projects undergo mentorship by faculty and participate in various developmental initiatives at the University.

3. Academic Assessment of the University

Criteria	Key features	Suggestions for improvement
Curricular aspects	The university has a robust procedure and strict adherence to it for curriculum design and development, its planning and implementation. Lots for flexibility has been given to course coordinators to decide evaluation methods, include latest literature and tweaking the course contents upto 20% to cater to new knowledge emerged in the subject area.	The University should also document the feed from employers after passage of six months when a student is employed by a company. This will provide better understanding of the relevance and effectiveness of programme objectives and its delivery.

	Feedback from students is taken twice during a semester.	
Teaching – Learning and evaluation	All classes have good representation of students from different geographies and disciplines. At the end of the programme, students coming from different disciplines are found to have attained same level of skills and expertise.	The university should have a clearly defined procedure to document teacher's response on student's feedback and to have a mechanism to monitor teacher's performance in subsequent semesters in the areas that required improvement. Policies and mechanisms to ensure quality in teaching are not clearly defined.
Research consultancy and extension	The university provides an excellent enabling environment to its faculty members to pursue research and consultancy. Collaborations with eminent institutions provide opportunity to hone skills and expertise while doing a project. Research publication per faculty member is comparable to world class institutions.	Each Department should bring out its research brochure defining their field of concentration and impact of research work carried out in the past.
Innovations and best practices	Few patents have been filed by the University. It has also innovation hub. Some students of the University have become entrepreneurs.	Activities on incubation and start-up should be carried out in a structured manner and human resources be deployed for this purpose.

4. Plan of Action

On completing academic appraisal of all programmes of TERI University, following are the suggestions for improvement.

- 4.1 Feedback from employers of TERI University student is yet to be complied with.
- 4.2 Each Department should maintain a repository of research publications of faculty and students of their department.
- 4.3 Annual reports of various committees functional in the university are not found and should be available.
- 4.4 The University may consider engaging education consultant for marketing of its programmes.

- 4.5 Data and records of participation by students in other organisations should be maintained by each Department.
- 4.6 Calendar of outreach activities, training programmes and workshops should be made similar to the academic calendar in the beginning of the academic year.
- 4.7 Information of software and number of licences used in education programmes should accessible publically.
- 4.8 Funds by IGC should also support the cost of Patent filing by its faculty members.
- 4.9 Project management system of the university should be integrated with UMS.
- 4.10 Benchmarking of activities and academic indicators for appraisal system.

**Academic calendar
Semester schedule for the Academic Year 2015/16**

Sl. No.	Event	Dates
1	Orientation and registration for 1st semester 2014/15 - Ph.D., M.Sc., M.B.A., M.A. and M.Tech programmes	20 July 2015
2	Commencement of classes	21 July 2015
3	First minor tests	24 – 29 August 2015
4	Display of marks – first minor tests	4 September 2015
5	Study tours (where relevant)	28 September – 4 October 2015
6	Second minor tests	12 – 17 October 2015
7	Break	18 – 25 October 2015
8	Display of marks - second minor tests	23 October 2015
9	Alumni Meet 2015	8 November 2015
10	Last day of classes	21 November 2015
11	Final tests	23 November – 5 December 2015
12	MPEC meetings	21 December 2015
13	Display of grades	29 December 2015
14	Meetings of SRCs (Post Comprehensive)	21 – 26 December 2015
15	Meetings of SRCs (Pre Comprehensive)	30 December 2015 – 2 January 2016

Board of Management –26/24.10.2017

16	Registration for second semester	4 January 2016
17	Commencement of all classes & second semester	5 January 2016
18	First minor tests	8 – 13 February 2016
19	Display of marks - first minor tests	19 February 2016
20	Study tours + Mid semester break	14 – 20 March 2016
21	Open week for parents and prospective students to meet VC/Registrar/Faculty members	28 March – 01 April 2016
22	Second minor tests	28 March – 02 April 2016
23	Display of marks – second minor tests	08 April 2016
24	Last day of classes	29 April 2016
25	Final tests	02 – 14 May 2016
26	MPEC meetings	01 June 2016
27	Display of grades	08 June 2016
28	Meetings of SRCs	13 – 17 July 2016
29	Orientation and registration for first semester 2015/16	25 July 2016
30	Commencement of classes	26 July 2016

A. NOTE : Feedback from Employers are obtained with respect to students who are engaged in internship work or are involved in major projects under corporate bodies. Feedback is enclosed herewith (Excel File Name – 2015-16)

B. NOTE : Student's feedback is obtained online with respect to various curricular aspects of the programmes on two occasions in an academic year. Analysis of feedback with respect to faculty is attached herewith :-

S.NO.	COURSE	NAME OF FACULTY	TOTAL	STUD	WTG
1	Molecular plant physiology and metabolism(BBP 156)	XXXXXXXX	14	14	1.86
2	Principles of geoinformatics(NRE 172)	XXXXXXXX	60	56	2.68
3	Energy efficient buildings(MEU 112)	XXXXXXXX	9	7	3.02
4	Basic course in environmental and resource economics(NRE 141)	XXXXXXXX	35	35	3.06
5	Fluid mechanics and turbomachinery(ENR 139)	XXXXXXXX	34	34	3.12
6	Applied numerical methods (thru MATLAB)(ENR 172)	XXXXXXXX	34	34	3.19
7	Biodiversity assessment and conservation(NRE 123)	XXXXXXXX	18	17	3.4
8	Game theory(MPE 147)	XXXXXXXX	29	28	3.42
9	Management of development organizations(MPD 153)	XXXXXXXX	24	21	3.44
10	Renewable energy conversion technologies - I(ENR 124)	XXXXXXXX	38	35	3.46
11	Solid and hazardous waste management(NRE 189)	XXXXXXXX	36	32	3.5
12	Digital image processing and information extraction(NRG 172)	XXXXXXXX	6	6	3.54
13	Renewable energy conversion technologies - II(ENR 126)	XXXXXXXX	34	34	3.58
14	Wetland conservation and management(WSW 168)	XXXXXXXX	7	6	3.62
15	Climate change: Vulnerability, Impacts Adaptation & Resilience(NRC 182)	XXXXXXXX	25	21	3.64
16	City and Regional Planning and Management(MEU 152)	XXXXXXXX	9	8	3.78
17	Energy auditing, energy efficiency and energy conservation(ENR 114)	XXXXXXXX	34	34	3.82
18	Organisational behaviour(PPS 108)	XXXXXXXX	16	14	3.84

Board of Management –26/24.10.2017

19	Mitigation of climate change(NRC 132)	xxxxxxxxx	16	16	3.86
20	Bioinformatics and computational biology - Part I(BBP 174)	xxxxxxxxx	14	14	3.88
21	Theory of environmental policy(MPE 144)	xxxxxxxxx	29	28	3.88
22	Integrated impact assessment(MPD 145)	xxxxxxxxx	24	21	3.89
23	Fundamental paradigms of economics and the concepts and practice of economic regulation(PPS 146)	xxxxxxxxx	16	14	3.89
24	Air pollution and climate change(NRC 134)	xxxxxxxxx	7	7	3.9
25	Environmental pollution and control(NRE 132)	xxxxxxxxx	6	6	3.9
26	Spatial data modelling and GIS applications(NRG 174)	xxxxxxxxx	6	6	3.9
27	Hydrology(NRE 162)	xxxxxxxxx	17	17	3.93
28	Group practicum 2(MPD 102)	xxxxxxxxx	24	21	3.94
29	Normative ethics(PPS 105)	xxxxxxxxx	16	14	3.94
30	Econometrics(MPE 172)	xxxxxxxxx	29	28	3.97
31	Geoinformatics for Urban Development(MEU 172)	xxxxxxxxx	10	9	3.99
32	Methodologies: statistical analysis and decision making tools(PPS 171)	xxxxxxxxx	16	14	3.99
33	Corporate finance(PPM 122)	xxxxxxxxx	23	18	4
34	Photogrammetry(NRG 170)	xxxxxxxxx	6	6	4
35	Regeneration and City Competitiveness(MEU 154)	xxxxxxxxx	9	8	4
36	Urban Disaster Management and Climate Resilient Cities(MEU 162)	xxxxxxxxx	8	7	4.04
37	Urban Ecology and Environment(MEU 121)	xxxxxxxxx	9	8	4.04
38	Water quality management(NRE 142)	xxxxxxxxx	20	17	4.06
39	Economics of natural resources(MPE 146)	xxxxxxxxx	29	28	4.07
40	Introduction to management techniques - I(ENR 185)	xxxxxxxxx	35	34	4.07
41	Community relationship(PPM 182)	xxxxxxxxx	13	4	4.15
42	Geoinformatics for water resources(WSW 172)	xxxxxxxxx	9	7	4.16
43	Law and policy for maps and remote sensing(NRG 160)	xxxxxxxxx	6	6	4.17
44	Indian economics and development(MPE 141)	xxxxxxxxx	29	28	4.18
45	Development economics(MPD 147)	xxxxxxxxx	25	23	4.19
46	Environmental health and risk assessment(NRE 144)	xxxxxxxxx	32	31	4.19
47	Management information system(PPM 171)	xxxxxxxxx	8	7	4.2
48	Collective action and environmental management(MPE 135)	xxxxxxxxx	10	7	4.25

Board of Management –26/24.10.2017

49	Contemporary issues in change management(PPM 186)	xxxxxxxxx	14	5	4.25
50	Population and health: Techniques of analysis policy perspectives(MPD 124)	xxxxxxxxx	24	21	4.26
51	Air quality management(NRE 134)	xxxxxxxxx	19	17	4.27
52	Water economics and financial management(WSW 122)	xxxxxxxxx	8	6	4.27
53	Water supply and sanitation(WSW 184)	xxxxxxxxx	8	6	4.28
54	Environmental statistics(NRE 111)	xxxxxxxxx	73	62	4.29
55	Law and economics(MPE 151)	xxxxxxxxx	9	8	4.32
56	Brand management(PPM 195)	xxxxxxxxx	10	4	4.38
57	Applied hydrology(WSW 162)	xxxxxxxxx	5	4	4.39
58	Public policy processes and institutions(PPS 161)	xxxxxxxxx	16	14	4.45
59	Business ethics(PPM 157)	xxxxxxxxx	15	6	4.47
60	Water quality modelling and application(WSW 176)	xxxxxxxxx	5	4	4.49
61	Water audit and demand management(WSW 124)	xxxxxxxxx	8	6	4.5
62	Water related disasters: management and planning(WSW 152)	xxxxxxxxx	8	6	4.5
63	Thermodynamics(ENR 131)	xxxxxxxxx	34	34	4.51
64	Key concepts of cultural and political ecology(MPD 126)	xxxxxxxxx	26	22	4.52
65	Supply chain management(PPM 138)	xxxxxxxxx	10	4	4.53
66	Traditional knowledge and water management(WSW 142)	xxxxxxxxx	8	6	4.55
67	Plant biotechnology laboratory - Part 2(BBP 102)	xxxxxxxxx	14	14	4.56
68	Research Methodology(MEU 176)	xxxxxxxxx	19	17	4.57
69	Entrepreneurship Development and Management(PPM 199)	xxxxxxxxx	10	4	4.62
70	Real Estate Development(MEU 184)	xxxxxxxxx	10	9	4.63
71	Customer relationship management(PPM 154)	xxxxxxxxx	13	5	4.65
72	Operation and management of power systems(PPM 166)	xxxxxxxxx	8	3	4.67
73	Infrastructure policies reforms and law(PPM 151)	xxxxxxxxx	16	13	4.69
74	Molecular cell biology - from genes to communities(BBP 114)	xxxxxxxxx	14	14	4.7
75	Environmental economics(MPP 147)	xxxxxxxxx	8	7	4.71
76	Law, society and sustainable development(MPD 152)	xxxxxxxxx	25	21	4.76
77	Water security and conflict management(WSW 182)	xxxxxxxxx	11	9	4.76

Board of Management –26/24.10.2017

78	Sustainable Urban Transport(MEU 144)	xxxxxxxx	9	8	4.77
79	Legal aspect of business(PPM 158)	xxxxxxxx	8	7	4.79
80	Qualitative research methods in management(MPP 173)	xxxxxxxx	8	7	4.82
81	Immunochemistry(BBP 130)	xxxxxxxx	14	14	4.83
82	Production and operations management(PPM 187)	xxxxxxxx	8	7	4.86
83	Water conservation(NRE 185)	xxxxxxxx	20	19	4.86
84	Molecular markers and breeding(BBP 150)	xxxxxxxx	14	14	4.9
85	Sustainable business strategy(PPM 107)	xxxxxxxx	10	7	4.94
86	Statistics for the life sciences(BBP 112)	xxxxxxxx	17	14	4.97
87	Managerial economics - 2(PPM 142)	xxxxxxxx	9	7	4.99
88	Integrated watershed and river basin management(WSW 164)	xxxxxxxx	3	2	5
89	Irrigation water management(WSW 166)	xxxxxxxx	3	2	5
90	Quantative methods in management - 2(PPM 174)	xxxxxxxx	8	7	5

1542 1356

88%

<u>Major Projects 2015-16</u>					
PROJECT_TITLE	SPONSOR	PI_NAME	PROJECT_START	PROJECT_END	AMOUNT (In RS.)
Setting up of an Academic Chair by Ministry of Railways at TERI University - Indian railways Chair for Sustainable Mobility	Ministry of Railways	Gp. Capt. Rajiv Seth	23-Nov-15	22-Nov-16	20,00,000
To set up HUDCO Chair at TERI University	Housing and Urban Development Corporation	Gp. Capt. Rajiv Seth	02-Nov-15	31-Mar-18	60,00,000
ProSPER.Net Young Researchers' School: "Sustainable energy for transforming lives: Availability, Accessibility, Affordability" to be held from 1st to 12th February 2016.	United Nations University	Ms Fawzia Tarannum	08-Dec-15	31-Mar-16	13,90,871
"Sustainable Energy Leadership Programme	United Nations Industrial Development	Mr Amit Kumar	18-Dec-15	18-Jun-16	33,00,000

(SELP) 2016 in India”	Organization				
ITEC training programme on "Climate change and sustainability during 5 October to 23 October 2015.	Ministry of External Affairs	Dr Kamna Sachdeva	28-Aug-15	30-Nov-15	20,00,000
Study on quantification of the Greenhouse Gas mitigation potential of the various development initiatives undertaken by Government of India	Ministry of Urban Development	Dr Suresh Jain	21-Sep-15	31-Dec-15	15,00,000
M.Sc. scholarships for five fulltime students to work in Upper Ganga River Basin, India	International Centre for Integrated Mountain Development	Dr Kamna Sachdeva	01-Nov-15	30-Apr-18	23,10,000
Study on Quantification of the Greenhouse Gas Mitigation potential of the various development Initiatives undertaken by Government of India	WASH Institute	Dr Suresh Jain	01-Dec-15	31-Dec-15	18,00,000

Board of Management –26/24.10.2017

The distributional implications of Solar Water Pumping Program for Ground Water Irrigation in Rajasthan	SANDEE	Ms Eshita Gupta	17-Aug-15	31-Dec-16	18,49,156
Embedding SCP into TERI University Postgraduate Programmes	United Nations Environment Programme	Dr Shaleen Singhal	03-Aug-15	31-Aug-16	1,28,45,250
ITEC Training program, 'Integrated approach towards sustainable development' to be held from 28 March to 15 April 2016	Ministry of External Affairs	Dr Chubamenla Jamir	01-Mar-16	31-May-16	20,00,000
“Impact Analysis of the Arunachal Pradesh Panchayati Raj Act, 1997 on Traditional Institutions in the State A Case Study of Two Districts of Papum Pare and East Kamang”.	Indian Council of Social Science Research	Dr M P Ram Mohan	01-Jan-16	31-Dec-17	15,00,000

Annexure 4

Minor Projects 2015-16					
PROJECT_TITLE	SPONSOR	PI_NAME	PROJECT_START	PROJECT_END	AMOUNT (In RS.)
To coordinate development of course materials short course in Gender, Equity and Water Management	WaterEd Australia Pty Ltd.	Ms Fawzia Tarannum	27-Aug-15	11-Mar-16	4,70,000
National Symposium on Nanobiotechnology - BIOTIKOS 2016 - during 04-02-2016 to 05-02-2016.	Department of Biotechnology -CTEP,Anton Paar,Monsanto India Ltd.,Pro Lab Marketing Pvt. LTD,Sisco Research Laboratories Pvt. Ltd.	Dr Udit Soni	01-Dec-15	31-May-16	95,000
To write a paper on the potential of climate clubs from the expert's national perspectives.	German Development Institute	Dr Atul Kumar	01-Oct-15	10-Dec-15	3,80,000

Board of Management –26/24.10.2017

Training on 'Research Supervision Skills' for Royal University of Bhutan delegates during August 24 - 28, 2015.	Royal University of Bhutan	Dr Shaleen Singhal	01-Aug-15	30-Sep-15	6,12,500
Certificate course on "Nuclear Energy and Law" to be organized during 11th to 16th January 2016.	Nuclear Law Association, India, TERI University	Dr M P Ram Mohan	02-Sep-15	29-Feb-16	50,000
Supporting, consolidation, replication and up-scaling of sustainable waste water treatment and reuse technologies for India (SARASWATI)	Department of Science & Technology (International Multilateral & Regional Cooperation Division)	Dr Sukanya Das	09-Dec-15	03-Jul-17	8,50,000
Training programme on "Impact of Ozone and other Pollutants on Crops" scheduled to be held during 4th to 6th January 2016.	Central Pollution Control Board	Dr Kamna Sachdeva	04-Jan-16	06-Jan-16	3,51,000
GCFSI Student Innovation Challenges Award	Michigan State University	Dr Chubamenla Jamir	01-Jan-16	31-Dec-16	5,87,400

Board of Management –26/24.10.2017

Model building and developing customized Algorithm for climate studies.	National Security Council Secretariat	Dr Nithiyanandam Yogeswaran	04-Feb-16	04-Jun-16	2,20,000
Training programme on "Geospatial Technologies and Applications using open source software" during 30 March to 1 April 2016.	TERI University	Dr Anu Rani Sharma	28-Mar-16	30-Apr-16	50,000
Workshop on Qualitative Research Methods for Inter-Disciplinary Research	TERI University	Dr Bhawna Bali	17-Mar-16	11-Apr-16	30,850
Training on Research Supervision Skills for the faculty of Royal University of Bhutan 3rd to 6th May 2016	Royal University of Bhutan	Dr Bhawna Bali	18-Mar-16	31-May-16	5,14,500
National Symposium on " Geogenic Contamination of Groundwater: Its Impact & Mitigation Measure" on 22 April 2016	Science and Engineering Research Board	Mr Chander Kumar Singh	04-Mar-16	30-Jun-16	75,000

Annexure 5

(2015-16)

PROJECT_TITLE	SPONSOR	PI_NAME	PROJECT_START	PROJECT_END	AMOUNT (In RS.)
Training programme on "Impact of Ozone and other Pollutants on Crops" scheduled to be held during 4th to 6th January 2016.	Central Pollution Control Board	Dr Kamna Sachdeva	01-Jan-16	06-Jan-16	3,51,000
GCFSI Student Innovation Challenges Award	Michigan State University	Dr Chubamenla Jamir	01-Jan-16	31-Dec-16	5,87,400
Model building and developing customized Algorithm for climate studies.	National Security Council Secretariat	Dr Nithiyanandam Yogeswaran	04-Jan-16	04-Jun-16	2,20,000
ITEC Training program, 'Integrated approach towards sustainable development' to be held from 28 March to 15 April 2016	Ministry of External Affairs	Dr Chubamenla Jamir	04-Feb-16	31-May-16	20,00,000
Training programme on "Geospatial Technologies and Applications using open source software" during 30 March to 1 April 2016.	TERI University	Dr Anu Rani Sharma	01-Mar-16	30-Apr-16	50,000
"Impact Analysis of the Arunachal Pradesh Panchayati Raj Act, 1997 on Traditional Institutions in the State A Case Study	Indian Council of Social Science Research	Dr M P Ram Mohan	04-Mar-16	31-Dec-17	15,00,000

Board of Management –26/24.10.2017

of Two Districts of Papum Pare and East Kamang”.					
Workshop on Qualitative Research Methods for Inter-Disciplinary Research	TERI University	Dr Bhawna Bali	17-Mar-16	11-Apr-16	30,850
Training on Research Supervision Skills for the faculty of Royal University of Bhutan 3rd to 6th May 2016	Royal University of Bhutan	Dr Bhawna Bali	18-Mar-16	31-May-16	5,14,500
National Symposium on " Geogenic Contamination of Groundwater: Its Impact & Mitigation Measure" on 22 April 2016	Science and Engineering Research Board	Mr Chander Kumar Singh	28-Mar-16	30-Jun-16	75,000
Delivery of short course on Gender, Equity and Water Management	WaterEd Australia Pty Ltd.	Ms Fawzia Tarannum	01-May-16	30-Nov-16	6,00,000
Local Coordinator for the UNU-IAS case study in Lucknow on "Low Carbon Urban Water Environment Project"	United Nations University	Mr Chander Kumar Singh	08-May-16	28-Feb-17	15,94,935
Structural studies on proteins involved in synthesis and processing of mycolic acids in Mycobacterium tuberculosis	Department of Biotechnology	Dr Chaithanya Madhurantakam	16-May-16	20-May-17	21,10,000
National Post-Doctoral Fellowship to Dr Anil Kumar Verma, under the	Science and Engineering Research Board	Dr Ramakrishnan Sitaraman	20-May-16	08-Jun-18	19,20,000

Board of Management –26/24.10.2017

mentorship of Dr. Ramakrishnan Sitaraman Assessing land issues for utility scale renewable energy development ITEC Training program "Integrated Approach Towards Sustainable Development" during 27th march to 14th April 2017.	The Shakti Sustainable Energy Foundation Ministry of External Affairs	Mr Sapan Thapar	25-May-16	31-Mar-17	38,21,498
		Dr Chubamenla Jamir	09-Jun-16	31-Mar-17	20,00,000
Training on biodiversity conservation and biodiversity act for 200 women residing around Valmiki Tiger Reserve Done, Bihar.	Wildlife Trust of India	Dr Sudipta Chatterjee	01-Jul-16	31-May-16	76,000
Training Programme on "Geospatial Technologies" under Natural Resources Data Manager System (NRDMS) programme of DST	Department of Science and Technology	Dr Vinay Shankar P Sinha	14-Jul-16	31-Dec-16	10,00,000
One Week In-Service Training programme for AIS officers on The Sustainable Development Goals: Mainstreaming into the National Developmental Framework (28th November-2nd December, 2016)	Department of Personnel & Training	Dr Chubamenla Jamir	25-Jul-16	31-Jan-17	5,62,500
ITEC training programme on "Climate change	Ministry of External Affairs	Dr Kamna Sachdeva	23-Aug-16	31-Mar-17	20,00,000

Board of Management –26/24.10.2017

and sustainability" October 3-21, 2016					
International Conference on Urban Geoinformatics (ICUG)-2017 during	TERI University	Dr Nithiyanandam Yogeswaran	01-Sep-16	31-Mar-17	-
To develop advanced models for climate related studies	National Security Council Secretariat	Dr Nithiyanandam Yogeswaran	08-Sep-16	23-Oct-17	9,94,750
Certificate Course - Capacity Building Programme on “Electricity Law, Reforms and Practice” during 1 - 3 September 2016.	HSA Advocates	Dr M P Ram Mohan	08-Sep-16	30-Sep-16	60,000
Training programme on Applied Economic Tools and Techniques for managing Environmental Resources scheduled to be conducted during 3 - 5 October 2016	Science and Engineering Research Board, TERI University	Dr Sukanya Das	09-Sep-16	30-Nov-16	2,81,792
Skill Building Workshop in Law and Economic	TERI University	Dr M P Ram Mohan	17-Sep-16	31-Mar-17	-
Skill Building on the Art and Practice of Trial, Corporate and Environmental Litigation during 20-22 October 2016	TERI University	Mr M V Shiju	21-Sep-16	31-Dec-16	-
Investigating the Potential for Decentralized Institutions, Technologies and Governance to Meet the Wastewater Challenge.	Auburn University	Dr Sukanya Das	01-Oct-16	31-Oct-17	2,68,000

Board of Management –26/24.10.2017

Training programme on "nuclear energy and law" during 6-11 March 2017.	Nuclear Law Association, India, TERI University	Dr M P Ram Mohan	04-Oct-16	31-May-17	1,50,000
Embedding SCP in to TERI University Post Graduate Programme	UNEP	Dr. Shaleen Singhal	24-Oct-16	30-Nov-16	1,25,86,361
Scaling SCP Learning and Outreach through Awareness-raising among Key SWITCH-Asia Target Audiences - SSFA II	UNEP	Dr. Shaleen Singhal	27-Dec-16	31-Dec-16	96,54,101

Annexure 6

Events

13 July 2015	<u>Meeting Advances Dialogue on Nuclear Energy Among ...</u>	others
20 July 2015	<u>Orientation Day...</u>	TERI University
3 August 2015	<u>Summer School on Managing Risks and Challenges in ...</u>	TERI University
12 August 2015	<u>Institutional seminar "GIS applications on Ground ...</u>	TERI University
12 August 2015	<u>International Youth Day...</u>	TERI University
14 August 2015	<u>Independence Day eve celebrations at TU...</u>	TERI University
19 August 2015	<u>Strengthening Water and Sanitation in Urban Settin...</u>	TERI University
1 September 2015	<u>Onam Celebrations at the TERI University...</u>	TERI University
4 September 2015	<u>TU Freshers' Party...</u>	TERI University
4 September 2015	<u>Teacher's Day...</u>	TERI University
7 September 2015	<u>Inaugural Ceremony of TERI University Sports Week...</u>	TERI University
11 September 2015	<u>Institutional Seminar "Decentralised Waste Water T...</u>	TERI University
11 September 2015	<u>REtopia 2015...</u>	TERI University
18 September 2015	<u>SWITCH-Asia Regional Policy Support Component...</u>	TERI University
5 October 2015	<u>2015 ProSPER.Net Young Researchers' School 'Sustai...</u>	TERI University
14 October 2015	<u>Strengthening Water and Sanitation in Urban Settin...</u>	TERI University

19 October 2015	<u>Webinar Series on "Air Pollution and cities"...</u>	TERI University
2 November 2015	<u>Rangoli Competition...</u>	TERI University
2 November 2015	<u>BLISS 2015: Winter School on Sustainability "SDG 1..."</u>	TERI University
2 November 2015	<u>Institutional seminar "Do Air Pollution Regulation..."</u>	TERI University
3 November 2015	<u>Carbon Sequestration in Terrestrial Ecosystems...</u>	TERI University
3 November 2015	<u>Prize Distribution and Ethnic Day Celebrations on ...</u>	TERI University
16 November 2015	<u>The impact of agriculture on air quality and clima...</u>	TERI University
18 November 2015	<u>Institutional Seminar "Effects of poor sanitation ...</u>	TERI University
19 November 2015	<u>Webinar Series on "Air Pollution and cities"...</u>	TERI University
20 November 2015	<u>TERI University Book Fair 2015...</u>	TERI University
20 November 2015	<u>Farewell...</u>	TERI University
14 December 2015	<u>5 DAY Certificate Programme on Environment Law, Re...</u>	TERI University
17 December 2015	<u>Webinar on "Building a Clean Power Platform throug...</u>	TERI University
4 January 2016	<u>CPCB Sponsored training program on "Impact of ozon...</u>	TERI University
6 January 2016	<u>Seminar on nuclear power, radiation and regulation...</u>	Mascot Hotel, Trivandrum,
11 January 2016	<u>Certificate course on "Nuclear Energy and Law"...</u>	TERI University
18 January 2016	<u>Institutional seminar "Challenges that Women Face ...</u>	TERI University
27 January 2016	<u>Training-Cum-Workshop on Gender Sensitization...</u>	TERI University
29 January 2016	<u>Visit of diplomats of AFRICAN missions...</u>	TERI University

3 February 2016	<u>Quaestus by Entrepreneurship Development Cell of T...</u>	TERI University
19 February 2016	<u>Training programme on 'Applications of Species Dis...</u>	TERI University
19 February 2016	<u>Institutional Seminar "Impact of Water on Health a...</u>	TERI University
25 February 2016	<u>Institutional Seminar on Non Revenue Water-Challen...</u>	TERI University
3 March 2016	<u>Institutional seminar "Developing Water Resources ...</u>	TERI University
7 March 2016	<u>Eighth Convocation Ceremony...</u>	TERI University
30 March 2016	<u>Three days training workshop on Geospatial Technol...</u>	TERI University
31 March 2016	<u>BIOTIKOS 2016 "National Symposium on Nanobiotechno...</u>	TERI University
5 April 2016	<u>PRAVAAH- An Annual Student's Conclave...</u>	TERI Univeswity
6 April 2016	<u>SWASH 2016...</u>	TERI University
7 April 2016	<u>Two Days Workshop Qualitative Research Methods for...</u>	TERI University
13 April 2016	<u>Lecture on "The adverse impact of corruption on so...</u>	TERI University
15 April 2016	<u>Entrepreneurship: i2I...</u>	TERI University
18 April 2016	<u>BLISS School 2016: Sustainable Consumption and Pro...</u>	TERI University
22 April 2016	<u>National symposium on Geogenic contamination of gr...</u>	TERI University
30 April 2016	<u>8th Meeting of ADB President's Advisory Group on C...</u>	Frankfurt

Board of Management –26/24.10.2017

6 May 2016	<u>Doctoral research in architecture and wider built ...</u>	TERI University
24 June 2016	<u>Webinars on Future Scope of Renewable Energy...</u>	Teri University



Sanjay Rastogi & Associates

Chartered Accountants

FORM NO. 10B

[See rule 17B]

Audit report under section 12A (b) of the Income-tax Act, 1961, in the case of charitable or religious trusts or institutions

We have examined the balance sheet of **TERI University** as at 31.03.2016 and the Income & Expenditure account for the year ended on that date which are in agreement with the books of account maintained by the said Trust or Institution. We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purposes of the audit. In our opinion, proper books of account have been kept by the head office and the branches of the above named trust or institution visited by us so far as appears from our examination of the books, and proper Returns adequate for the purposes of audit have been received from branches not visited by us, subject to the comments given below:

In our opinion and to the best of our information, and according to information given to us, the said accounts give a true and fair view-

- (i) In the case of the balance sheet, of the state of affairs of the above named trust as at 31st March 2016 and,
- (ii) In the case of the income & expenditure account, surplus of its accounting year ending on that date





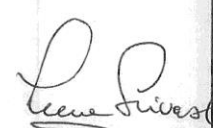
The prescribed particulars are annexed hereto.

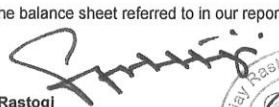



Place: New Delhi
Date: 16.09.2016



For Sanjay Rastogi & Associates
Chartered Accountants
(FRN : 014056N)

CA Sanjay Rastogi
Partner
(Membership No. 075033)

TERI UNIVERSITY New Delhi STATEMENT OF FINANCIAL POSITION AS AT 31ST MARCH 2016				
Schedule			Amount in INR	
			As on 31.3.2016	As on 31.3.2015
Sources of Funds				
Grant From TERI				
Opening Balance		82,742,701		
Received during the year		-	82,742,701	82,742,701
Corpus Fund - Wildlife Conservations Trust		2,500,000	2,500,000	2,500,000
Corpus Fund - Coca Cola		40,175,571.00		
Add : Corpus Grant Received		21,874,500.00		
		62,050,071.00		
Less : 10% Transferred for Project Activities		6,651,403.00	55,398,668	40,175,571
Income & Expenditure Account			70,986,375	64,246,849
Total			211,627,744	189,665,121
Application of Funds				
Fixed Assets				
Balance as on 31.03.2016	1	55,016,226		
Less: Depreciation		1,964,326	53,051,900	51,588,354
Investments				
Fixed Deposits & Bonds			173,640,000	161,739,000
Current Assets, Loans & Advances	2	114,227,440		
Less:				
Current Liabilities and Provisions				
Liabilities	3	129,291,596		
Net Current Assets			15,064,156	23,662,233
Total			211,627,744	189,665,121
Significant Accounting Policies and Notes to the Accounts	8			
Schedule 1 to 8 form an integral part of the Accounts				
This is the balance sheet referred to in our report of even date				
    				
Sanjay Rastogi For and on behalf of Sanjay Rastogi & Associates Chartered Accountants, New Delhi				
Dhannaj Singh Finance Officer				
Dr. Rajiv Seth Pro-Vice Chancellor				
Dr. Leena Srivastava Vice Chancellor				
Place : New Delhi				
Date : 16.09.16				

TERI UNIVERSITY New Delhi Income & Expenditure Account for the year ended on March 31, 2016			
(Amount in INR)			
	Schedule	As on 31.3.2016	As on 31.3.2015
Income			
Academic Receipts	4 (a)	81,078,473	79,216,672
Interest Receipts	4 (b)	17,476,048	15,156,151
Others Receipts	4 (c)	10,095,433	10,305,374
Receipts from Completed Research Projects/Training Programme/Seminars & Workshop		87,090,660	104,373,548
Total Income		195,740,614	209,051,745
Expenditure			
Salary	5	82,001,873	63,915,854
Academic Course Expenses	6	17,801,028	18,683,910
Office Contingencies & Miscellaneous	7	41,314,106	42,333,820
Expenditure of Completed Research Projects/Training Programme/Seminars & Workshop		45,919,755	68,307,826
Depreciation		1,964,326	1,773,158
Total Expenditure		189,001,088	195,014,568
Excess of Receipts over Expenditure (Surplus)		6,739,526	14,037,177
Balance available for Appropriation		6,739,526	14,037,177
Less : Transferred in to Reserve & Surplus Account		6,739,526	14,037,177
Surplus/Deficit brought forward		64,246,849	50,209,672
Surplus/ Deficit Carried over to Income & Expenditure		70,986,375	64,246,849
Significant Accounting Policies and Notes to the Accounts	8		
Schedule 1 to 8 form an integral part of the Accounts			
This is the balance sheet referred to in our report of even date			
 Sanjay Rastogi For and on behalf of Sanjay Rastogi & Associates Chartered Accountants, New Delhi	 Dharmraj Singh Finance Officer	 Dr. Rajiv Seth Pro-Vice Chancellor	 Dr. Leena Srivastava Vice Chancellor
Place : New Delhi Date : 16.09.16			

Schedule 1 - Fixed Assets (Gross)									
Particulars	Rate %	W.D.V. As on 01.04.2015	Additions less than 180 days	more than 180 days	Discarded	Balance as on 31.03.16	Depreciation for the year	W.D.V. As on 31.03.16	
Computer	60	811,537	542,849	-	-	1,354,386	649,777	704,609	
Computer (project)	60	9,246	-	161,492	-	170,738	102,443	68,295	
Office Equipment	15	4,251,032	861,481	1,946,228	-	7,058,741	994,200	6,064,541	
Office Equipment (Project)	15	2,055,557	-	-	-	2,055,557	308,334	1,747,223	
Scientific Equipment	15	538,213	-	-	-	538,213	80,732	457,481	
Scientific Equipment (project)	15	6,279,565	-	-	-	6,279,565	941,935	5,337,630	
Furniture	10	2,318,852	-	77,314	-	2,396,166	239,617	2,156,549	
Furniture (Project)	10	38,585	-	-	-	38,585	3,859	34,726	
Land - Delhi Campus		43,634,798	-	-	-	43,634,798	-	43,634,798	
Capital Work in Progress - Mysore Campus		33,921	-	-	-	33,921	-	33,921	
Total		59,971,306	1,404,330	2,185,034	-	63,560,670	3,320,896	60,239,774	



Schedule 1 - Fixed Assets (Funded from Own Resources)									
Particulars	Rate %	W.D.V.		Additions		Discarded	Balance as on 31.03.16	Depreciation for the year	W.D.V. As on 31.03.16
		As on 01.04.2015	less than 180 days	more than 180 days	more than 180 days				
Computer	60	811,537	542,849	-	-	-	1,354,386	649,777	704,609
Office Equipment	15	4,251,033	861,481	1,946,228	-	-	7,058,742	994,200	6,064,542
Scientific Equipment	15	538,213	-	-	-	-	538,213	80,732	457,481
Furniture	10	2,318,852	-	77,314	-	-	2,396,166	239,617	2,156,549
Land - Delhi Campus		43,634,798	-	-	-	-	43,634,798	-	43,634,798
Capital Work in Progress - Mysore Campus		33,921	-	-	-	-	33,921	-	33,921
Total		51,588,354	1,404,330	2,023,542	-	-	55,016,226	1,964,326	53,051,900
Schedule 1 - Fixed Assets (Funded from Projects)									
Particulars	Rate %	W.D.V.		Additions		Discarded	Balance as on 31.03.16	Depreciation for the year	W.D.V. As on 31.03.16
		As on 01.04.2015	less than 180 days	more than 180 days	more than 180 days				
Computer (project)	60	9,246	-	161,492	-	-	170,738	102,443	68,295
Office Equipment (Project)	15	2,031,515	-	-	-	-	2,031,515	304,727	1,726,788
Scientific Equipment (project)	15	6,303,607	-	-	-	-	6,303,607	945,541	5,358,066
Furniture (Project)	10	38,585	-	-	-	-	38,585	3,859	34,726
Total		8,382,953	-	161,492	-	-	8,544,445	1,356,570	7,187,875



TERI UNIVERSITY	As on 31.3.2016	As on 31.3.2015
Schedule 2: Current Assets		
Loan & Advances	8,683,827	9,384,982
Interest Accrued but not due	-	393,333
Interest Accrued and due but not received	389,759	3,171,410
Project Work in Progress	61,485,369	51,575,170
Prepaid Expenses	380,386	1,131,761
Imprest Accounts	1,272,185	1,218,329
TERI - Students Fellowship	9,954,619	7,419,502
Amount Recoverable from Student - Course Fee	11,774,465	3,824,885
Amount Recoverable for Completed Projects	879,443	3,835,186
Earnest Money Deposit With Govt. Department	-	10,000
Amount Recoverable from Mr. Suneel Kumar	-	31,451
Amount Recoverable from Mr. T.D. Gupta	2,100	2,100
Amount Recoverable from State Bank of Hyderabad	-	41,644
Amount Recoverable from Dr. Leena Srivastava	-	21,000
Amount Recoverable from Mrs. Ria Sinha	20,000	
Security Deposit with Landlords	475,200	385,200
Service Tax Recoverable	-	420,022
TDS Recoverable	5,188,941	4,489,401
Water & Electricity Charges Receivable	2,968,000	1,853,091
Cash & Bank Balance		
State Bank of Hyderabad		
SB A/c no. 52142908571	3,610,293	500,753
State Bank of Hyderabad		
SB A/c no. 52142908560	439,961	2,104,261
HDFC Bank A/c - 02731110000021	4,014,792	1,166,736
HDFC Bank FCRA A/c - 00031170000088	850,908	9,820,427
ICICI Bank - 000701263993	720,885	610,198
Canara Bank - 3159101000096	107,621	4,411,143
Canara Bank - 3159101001448	12,956	2,672,644
Cheque in Hand	-	9,588
Cash in Hand	995,730	1,031,138
Total	114,227,440	111,535,355



TERI UNIVERSITY	As on 31.3.2016	As on 31.3.2015
Schedule 3: Current Liabilities		
Sundry Creditors	13,776,367	7,260,814
Amount Payable to Students	16,210	9,315
Amount Payable to Staff	26,000	
Project Contribution Received in Advance	99,923,464	115,669,915
Amount Payable to State Bank of India & HDFC Bank Limited - Credit Card	120,148	31,432
Security Deposit Received from Suppliers	115,000	25,000
Audit Fees Payable	71,500	65,000
Stale & Cancelled Cheques	4,926	32,945
Unutilised Contingent Grants - CSIR	79,178	73,097
Unutilised Contingent Grant - DBT	206,350	245,000
Unutilised Contingent Grant - UGC	97,914	72,914
Unutilised Contingent Grant - DST	48,450	40,000
Grant Recoverable from DST (Inspire) for Students	-	151,840
Grant received from DBT for Students	-	530,400
Grant received from UGC for Students	16,000	31,000
Grant received from DST for Students	130,000	-
Grant received for Manish Manjunath Fellowship	10,000	55,000
Misc. Fellowship Received	-	64,640
Amount transferred from Previous Employer for Retirement Benefits	1,273,429	1,273,429
Amount Payable to CSIR - Unutilised Grant - Aniruddha Ghosh	-	47,362
Outstanding Expenses	1,884,183	2,360,344
Provision - Faculty/Student Development Programme	-	342,494
Student Activities Fund	550,000	470,000
Salary Payable	56,893	-
Advance Money Received for Field Work - Dr. Sapna Narula	-	85,277
Received from University of Guelph for PhD Student	237,281	133,900
Duties & Taxes Payable	1,210,340	1,112,897
Security Deposits Refundable	5,473,803	4,551,803
Security Deposit from Employee - House Lease	161,000	166,000
Security Deposit Hostel Students	290,000	315,000
Course Fee Received in Advance	385,000	28,610
Course - MA (PPSD) Travelling Expenses Payable	3,280,000	-
Total	129,291,596	135,197,588
Schedule 4: Income Receipts		
A. Academic Receipts		
Course fees	79,163,451	77,311,071
Sale of Application Form	1,910,022	1,905,601
	81,073,473	79,216,672
B. Interest Receipts		
Interest Received on Deposits	13,581,512	11,063,630
Interest Received on Reserve Bank of India Bond	2,380,000	2,400,000
Interest Received on Tax Deducted at Sources	75,480	-
Interest on Home Loan/Vehicle Loan	454,429	627,700
Interest - Others	110,160	122,400
Interest on Saving Bank	874,467	942,421
	17,476,048	15,156,151
C. Other Receipts		
Sponsorship	280,500	270,000
Admission Cancellation Fees	541,240	1,296,890
Amount Written back	530,860	205,375
Miscellaneous income	1,483,227	2,061,831
Receipts from Hostel Fees	5,138,071	5,154,470
Recoveries against Notice Pay & Leave Encashment	30,320	75,426
Receipts from Seminar & Workshop	1,979,455	1,108,822
Transit Residence	111,760	132,560
	10,095,433	10,305,374
Total	108,649,954	104,678,197



TERI UNIVERSITY	As on 31.3.2016	As on 31.3.2015
Schedule 5: Salary Components		
Pay & Allowances	70,089,301	54,610,487
Performance Linked Gratuity (Faculty)	2,132,947	1,149,673
Employer's Provident Fund Contribution	5,996,441	4,874,541
Telephone Reimbursement	28,000	58,666
Medical Reimbursements	561,446	394,502
Gratuity Expenses	1,449,743	930,936
Leave Encashment	495,915	483,630
Leave Travel Allowance	1,248,080	1,413,419
Total	82,001,873	63,915,854
Schedule 6: Academic Course Expenses		
Advertisement	1,087,142	1,741,410
Bank Charges	5,005	8,493
Books & Periodicals - (Library)	582,085	1,083,867
Computer Software Maintenance Charges	96,536	464,624
Laboratory, Chemical, Glassware & Consumable Expenses	118,360	430,070
Conveyance & Hiring Expenses	615,194	596,274
Membership Fee - Academic	602,288	-
Meeting & Refreshment Expenses	89,773	141,111
Fellowship, Honorarium, Stipend & Internship Payment	1,369,070	1,222,441
Students Field Expenses	4,103,405	3,033,907
Misc. Expenses	1,274	6,046
Postage Expenses	3,236	11,175
Printing & Stationery	371,873	225,334
Professional Time Other Consultants	8,151,407	8,843,907
Repair & Maintenance Expenses	32,452	97,381
Seminar & Workshop	351,812	320,324
Travelling Expenses	220,116	457,546
Total	17,801,028	18,683,910



TERI UNIVERSITY	As on 31.3.2016	As on 31.3.2015
Schedule 7: Office Contingencies and Miscellaneous		
Annual Maintenance Contract	2,877,317	2,612,847
Alumni Meeting Expenses	39,650	58,022
Audit Fees	71,500	65,000
Annual Sports Day Expenses	23,729	13,420
Bank & Finance Charges	596,841	357,463
Celebration & Festival Exepnses	118,473	97,606
Computer Software and Repairs & Maintenance	1,016,115	1,272,766
Conveyance Expenses	63,662	83,494
Convocation Expenses	1,030,023	1,287,119
Entertainment/Event/ Hostel Operating Expenses	3,559,117	3,163,566
Electrcial & Hardware Items	383,766	235,182
Guest House Operating Exp.	178,338	201,289
Hiring charge - Vehicle	1,126,320	1,073,411
Hostel Hiring Charges	-	285,411
Student Fellowship, Contingency & Honorarium Expenses	56,578	66,800
Insurance Premium	138,319	241,713
Email/Internet/LAN Network Expenses	1,166,940	1,009,253
Postage Expenses	72,494	80,122
Printing & Stationery	1,023,603	977,323
Misc. Expenses	278,903	212,270
Movie Production Charges	-	1,521,770
Provident Fund - Administration charges	397,077	428,959
Provident Fund - EDLI Charges	35,622	25,039
Provident Fund - Inspection Charge	2,409	504
Housekeeping Charges, Office Maintenance Charges & Other		
Professional Charges	9,227,421	8,064,176
Repair & Office Maintenance - Building	1,001,595	1,135,003
Registration Fee/ Renewal Fees /Subscription Fee	534,483	640,572
Repair & Maintance - Others	-	127,269
Repair & Maintenance - Furniture	675,348	353,983
Repair & Maintenance Office Equipment	607,454	915,935
Repair & Maintenance Vehicle	199,849	173,246
Security Service Charges	3,005,301	3,209,639
Service Tax Paid	2,463,030	1,676,144
Transit Residence	702,758	638,824
Telephone Expenses	496,371	386,040
Travelling Expenses	178,588	982,084
Vice Chancellor - Car Running Expenses	85,797	119,383
Water/Electricity/Diesel A/c	7,879,315	8,541,173
Total	41,314,106	42,333,820



SCHEDULE 8 : SIGNIFICANT ACCOUNTING POLICIES AND NOTES TO THE ACCOUNTS

Significant Accounting Policies:

Accounting Convention:

The accounts have been prepared on accrual basis.

Revenue recognition

- a) Course Fee & Hostel Fee are recognized as income on accrual basis.
- b) Sponsorship fees is recognized as income on receipts basis.
- c) Contribution & Expenditure related to Research Activities, Training Programme, Seminar & Workshop are recognized as income / expenditure in Income and Expenditure Account at the time of completion of the activities.
- d) Income from investment is recognized on accrual basis.

Fixed Assets:

Fixed assets are stated at cost of acquisition / construction less accumulated depreciation.

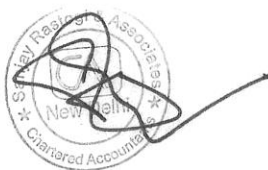
The cost of acquisition is inclusive of borrowing cost, freight, taxes and other incidental expenses incurred up to the date of installation and commissioning of the assets.

No write-off is made in respect of leasehold land.

Depreciation

Depreciation of fixed assets has been provided on the written down value method at the following rates :

Office and Scientific Equipment,	
Electric installations, Air – Conditioning plants,	
Generators	15%
Furniture & Fixtures	10%
Car	15%
Computers	60%



Annexure 8

Report of the Environment Audit – 2015-2016

November 16, 2015

During 2015-16 Environment Audit was carried out into following areas of the university.

- Raw water quality
- Drinking water quality
- Laboratory safety and cleanliness
- Hygiene and sanitation in canteen and cafeteria
- Hygiene related feedback from faculty members

Our recommendations and suggestions on the above are as given below:

1. Raw water quality

Background: TERI University uses groundwater to meet its water requirements. The ground water is softened using a natural Zeolite based Ion-exchange method before putting into the distribution network of the university. We have analyzed the raw water and the softened water sample in the Environmental monitoring laboratory and found the following results:

S. No.	Date of Sampling	Before Softener			After Softener		
		pH	Hardness (mg/l as CaCO ₃)	TDS (mg/l)	pH	Hardness in (mg/l as CaCO ₃)	TDS (mg/L)
1	31/07/15	7.03	700	1684	7.70	220	1950
2	1/8/2015	7.10	680	1811	7.60	200	2063
3	2/8/2015	7.33	680	1850	7.58	640	2195

We have also calculated Langelier Saturation Index(LSI)¹ and found that its value is 0.51 and 0.55 before and after softening respectively, indicating no improvement in scale forming and corrosiveness properties of water by the softening process. High TDS value of water effects the performance of autoclave and distillation assembly in the PBT and EM laboratories respectively.

¹ **LSI Indication:** -2.0<-0.5 Serious corrosion; -0.5<0 Slightly corrosion but non-scale forming; LSI = 0.0 Balanced but pitting corrosion possible 0.0<0.5 Slightly scale forming and corrosive; 0.5<2 Scale forming but non corrosive
Read more: <http://www.lenntech.com/calculators/langelier/index/langelier.htm#ixzz2cDp0UrPz>

Conclusions & Recommendations

1. The groundwater is 'slightly' scale forming and corrosive, however, the situation is not alarming to give any extensive treatment. Aeration (optional) of water before distribution can reduce the corrosiveness of water.
2. Existing water softener does not offer any advantage in terms of improving the characteristics of water for its scale forming/corrosiveness properties. Rather, it increases the salinity of water and thus overloads the membrane of RO based water treatment processes installed in the university. **Annual expenditure of the order of INR 5.0 lakh (excluding manpower) can thus be saved by stopping the softening process.**
3. Scaling problem in autoclave and distillation assembly can be reduced substantially by using DJB tanker water that has TDS less than 500 mg/l. A water tank of 500-1500 ltr capacity (depending on the space available) can be placed on GF and filled with DJB water tankers, once a week. Water to laboratories can be supplied through this tank. The maintenance cost of autoclave and distillation assembly is about INR 16000 per annum, which can be reduced by about 50% with the proposed arrangement.

2. Drinking water quality

Drinking water in the university is produced from a RO based treatment process and then stored in the tank of water cooler before it is consumed. We have analyzed the water quality and observed the following:

S.No .	Water Quality Parameter	GF	1 st F	2 nd F	3 rd F	4 th F	CG F	CF F	CT F	KR O	P	KT
1	Chlorides (mg/l)	229	80	59. 9	75	50	67	45	112	72	80	597
2	Fluoride (mg/l)	NIL	NI L	NI L	NI L	NI L	NIL	NIL	NIL	NIL	NIL	0.01
3	Iron (mg/l)	NIL	NI L	NI L	NI L	NI L	NIL	NIL	NIL	NIL	NIL	NIL
4	Nitrate (mg/l)	4.21	-	3.4 2	1.7 1	1.4 7	1.49	1.99	3.38	1.61	2.88	7.29
5	pH	6.95	7.0 3	7.0 6	7.0 4	6.9 4	6.89	6.71	6.94	7.01	6.95	7.38
6	Sulphate (mg/l)	176	-	61	48	81	132	56	108	168	72	170
7	Alkalinity (mg/l as CaCO ₃)	105	60	40	40	40	65	35	70	80	55	500

8	Total Coliform (CFU)	NIL	NI L	NI L	NI L	NI L	NIL	NIL	NIL	NIL	NIL	4
9	Total Dissolved Solid (mg/l)	522	213	182	240	163	222	138	284	275	224	190 2
10	Total Hardness (mg/l as CaCO ₃)	505	125	115	85	260	365	55	510	540	265	600

CGF- Cafeteria GF; KRO- Kitchen RO; P- Pantry; KT- Kitchen tap water

Conclusions:

1. All values are within the drinking water quality standards and hence safe. Kitchen tap water exceeds the standards for some parameters, but it is used only for cleaning utensils.
2. Water quality of GF RO is significantly high compared to other locations, indicating that RO requires cleaning/servicing. It may be possible that the membrane may need replacement. Same is the case with Cafeteria GF RO.

Recommendations:

1. Immediate servicing of RO at GF and cafeteria GF.
2. Routine servicing of all RO at a frequency of once in 3 months.
3. Routine surveillance of drinking water quality parameters in the laboratory, once in 6 months.
4. Cleaning of tanks of water coolers at a frequency of once in 6 months.
5. Prominent display of date of last servicing done and due date of next servicing near to each water coolers.

3. Laboratory waste management

Waste (solid/liquid) generated in the labs may be chemical or biological in origin. The chemical/ bio-hazardous waste material requires appropriate segregation and disposal.

Recommendations:

1. Appropriately labeled containers /bins be provided to all laboratories in consultation with lab-managers (Mr. Hari Ram Gupta, Mr. Shashank Pandey and Mr Murugan) for segregation and storage of hazardous waste. One often missed category of waste comprises of broken glass-ware, razors and sharp edged material.

Each lab should have a separate container for collection of such waste. The possibility of salvaging the value of broken glassware be explored.

2. The contract/agreement with agencies identified for collection of hazardous waste be maintained at all times and should be in knowledge of lab managers.

4. Hygiene and sanitation related matters in the hostel and cafeteria

HOSTEL

Issues:

1. Rodents in hostel rooms continue to be a problem for the hostel residents, despite some measures taken a few months back.
2. Some of the rooms in the hostel, especially the ones on second and third floor have extreme dampness (largely from bathrooms). Students have also suffered from allergic reactions due to this.
3. Foul odour emanates from air vents in bathrooms and corridor on first floor
4. A few washrooms used by the students were found stinking.
5. The housekeeping staff does not have a separate room for keeping their belongings and changing into work clothes. They use the medical room in the hostel to keep their belongings and change their clothes.

Recommendations:

1. Pest control measures may be taken more frequently.
2. It is recommended that repairs related to plumbing should be taken up at the earliest to arrest moisture seepage into walls.
3. Regular cleaning of air ducts should be taken up in order to keep foul smell at bay.
4. Better hygiene practices by the students are expected. Towards this end, a short lecture may be organized for drawing students' attention to better hygiene practices.
5. It is recommended that housekeeping staff be provided with a separate space to keep their belongings.

CAFETERIA / CANTEEN

Issues:

1. Despite the provision for aprons and caps, a majority of the kitchen staff is not habituated to wearing them. The kitchen staff was found using their hands to handle food while cooking instead of spatula.
2. Cutting boards and trolley over which cooking stove have been placed were found very dirty. The latter was heavily greased.
3. One of the deep freezer was found dysfunctional, which had remained so over one week. Cooked food items were found stored without lids in one of the deep freezer and the fridge. Further, non-veg items were stored with the vegetarian items. This practice is not appreciated since many of our students and staff members are vegetarian.

4. Cloth dusters used for wiping the cooking slabs / counters were found extremely dirty.
5. The area for cleaning utensils was found to be extremely filthy. One of the wash basins needed to be refitted within its frame. The kitchen floor remains wet as the utensil washing section is not appropriately managed. Further, the cleaning area is adjacent to the cooking area without adequate space between the two.
6. Students using the canteen and cafeteria do not practice segregation of food and other garbage while throwing in dustbins. They often leave food as well as their plates on the table, thereby, inviting flies.

Recommendations:

1. Proper training and sensitization to kitchen hygiene is recommended for all the kitchen staff.
2. Regular (weekly) cleaning of kitchen equipment, refrigerators and grocery storage section is required.
3. It is recommended that separate deep freezers be used for storage of non-veg and veg items. Any kitchen equipment which is not functional should be repaired at the earliest.
4. Cloth dusters for cleaning cooking slabs / counters should be washed and dried properly before being used again on the cooking counters. Similarly, cloth dusters used for cooking and wiping plates after washing also need to be cleaned every day.
5. The cleaning area may be shifted from its current place by extending the existing kitchen area outwards near the iron staircase. Also, the dustbins in the kitchen need to be covered.
6. The students should be sensitized about different issues related to hygiene and their responsibility in maintaining good hygiene practices.

5. Other hygiene related matters

We conducted a survey amongst the faculty members of the university to seek their observations and views related to hygiene. The result of the survey is given in Annexure I. Administration of the university should take a note on the complaints and suggestions given by the faculty members.

Many of these issues come under the purview of canteen committee, campus committee, general maintenance and safety. Our suggestions and recommendations on some of the pertinent matters are as follows:

1. **Washrooms: Complaints related to leaking taps and stench is frequent.** A person from administration be entrusted the responsibility to address complaints related to washrooms. The name of the person and telephone number to be displayed prominently on a wall of each washroom so that any student, visitor or the staff member can report the complaint to this person without any delay. The person should maintain a register of complaint and action taken report to be checked periodically by Sr Manager Admin.
2. **Indoor air quality:** Some faculty members have complaints about inadequate ventilation in the room and report problems of headache and tiredness attributable to poor indoor air quality. It is recommended that a wall mounted fan (as installed in Prof VV NK room) be provided in every room. This will reduce the AC requirements (and hence electricity) and

improve ventilation. It is suggested that help of CSE group and Mr Pradeep Kumar, TERI may be taken for indoor air quality monitoring (Specially CO₂ levels) and remedial actions.

3. **Pesticides and anti-mosquito** spray be given in every room during weekends.
4. **Food and canteen:** Canteen committee may look into the issues pertaining to food quality and hygiene in the kitchen. It is suggested that canteen committee may consider the idea of forming a food procurement committee comprising of some hostel students and one member of the canteen committee and Sr Manager (admin) to oversee raw material purchases by the contractor. Another option worth exploring is to “standardize procedures of food procurement” under the supervision of Sr Manager Admin and canteen committee. Further, weekly menu schedule be prepared in consultation with the hostel warden who may ensure that the menu rules out the possibility of re-use of previous day cooked food.

Finally, it is recommended that Sr Manager (admin) to take up actions on the recommendations given in the report and update the hygiene committee. The committee members will meet again in the first week of December 2013 to review the action taken report and other related matters.

Annexure I Hygiene survey.

Respondent	Comments
1.	<p>1. The dining hall should be more clean in the sense that it should be a flies-free region in true sense of the term.</p> <p>2. The servers in the hall should wear clean gloves and they should not be the same to handle the used plates and the like which is the case as of now.</p> <p>3. Kitchen should be regularly inspected. I found the kitchen quite dirty most of the times.</p> <p>4. Regular surveillance appears necessary to ensure the quality of food ingredients.</p> <p>5. The health of kitchen staff must be checked periodically with some pathological tests to ensure they do not carry any contagious disease.</p>
2.	<p>However, my immediate reflection would be about the ground-floor restrooms!! Those smell filthy all the time, so much so that sometimes those make the corridor in front of L-001 stinking!!</p>
3.	<p>I have the feeling the canteen, especially ground floor, and what I have seen from the kitchen, could be much cleaner.</p>

	<p>On Monday I found a strong smell of the toilet close to L-001.</p> <p>I feel also that the equipment in the bathrooms need to be checked and maintained on regular basis. I find often flushed not working or taps dripping.</p> <p>In the small coffee room on the second faculty floor it would be of great help if the water outlet for rain water gets improved so that strong rainfall events do not flood the room and if the waste water outlet is taken off the floor surface.</p>
4.	<p>Following are issues I feel strongly about:</p> <p>1) Inadequate dustbins, with segregation so that different kinds of waste are binned separately.</p> <p>2) Inadequate usage of good floor cleaners by the sweepers. Our third floor is very dirty even after they mop the floor.</p> <p>3) Canteen food, particularly some items have given many of my colleagues and me an upset stomach. The hygiene conditions of the canteen must be improved.</p> <p>4) No cleaning takes place on the little roof outside my room on the third floor. Ideally there should be some plants and a clean space to look out to, given that we are associated with an university with a focus on sustainability and the environment.</p>
5.	<p>There are flies in our rooms.</p>
6.	<p>1. AC ducts and filters be periodically cleaned to ensure clean air flow. This is specially necessary in the context of lack of windows / other form of ventilation.</p> <p>2. Blinds may be periodically dusted / cleaned to remove dust accumulation.</p> <p>3. Water purification systems in water coolers be inspected for their effectiveness.</p> <p>4. Using disinfectant for mopping floors (if not on daily basis then twice a week) in order to keep flies at bay.</p>

	5. Washrooms of students be cleaned and floors mopped with disinfectant on a daily basis since these are being used by a larger number (students, staff and guests).
7.	<ol style="list-style-type: none">1. Periodic cleaning of AC ducts.2. Provision to open windows in all faculty cabins.3. Ensuring good air circulation and intake in the system so that cabins don't become stuffy.4. Providing a small fan in each cabin, as in Dr. Kishore's.5. Renewal of contract for disposal of lab waste as required.
8.	<ol style="list-style-type: none">1. hygiene in washrooms.2. Some do not deposit the used plates and glasses in the dust bins rather they keep it somewhere outside. Whenever there is wind this will get scattered here and there.3. Ground floor toilets are always stinking..This welcomes you in the morning when you wait for the lift. This also cause embarrassment when you have guests.4. Pantry needs some more hygiene. Recently that region also started stinking. Microwave needs regular cleaning.5. We need to make sure that the cafeteria especially the kitchen is clean (I am not sure how it is inside..but once in a while we need to check that if possible)...
9.	<p>The tap fitted the gents toilet at our floor is quite hard and does not close properly leading to water wastage. Shall be grateful if you kindly look into the matter, although I am not sure whether it is exactly the ToR of your committee. Also the small kitchen from where we take our tea and coffee or heat our food gets filled with water and becomes inaccessible especially during heavy rain and the water logging especially in the kitchen is not very healthy. This, I understand mainly happens due to gush of water coming from the side of the balcony. If a sun-shade/ or an adjustable shade could be fitted above the balcony, then I guess this problem won't recur.</p>

The Annual Quality Assurance Report (AQAR) of the IQAC
2016-17

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. *(Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)*

Part – A

1. Details of the Institution

1.1 Name of the Institution	TERI UNIVERSITY
1.2 Address Line 1	10, INSTITUTIONAL AREA
Address Line 2	VASANT KUNJ
City/Town	NEW DELHI
State	DELHI
Pin Code	110070
Institution e-mail address	Registrar@teriuniversity.ac.in
Contact Nos.	011-71800222
Name of the Head of the Institution	DR. LEENA SRIVASTAVA

Tel. No. with STD Code:

Mobile:

9811009260

Name of the IQAC Co-ordinator:

DR. ARUN KANSAL

Mobile:

9213373000

IQAC e-mail address:

akansal@teriuniversity.ac.in

1.3 NAAC Track ID (For ex. MHC0GN 1887)

1.4 NAAC Executive Committee No. & Date:

EC/63/A&A/66 dated 23-03-2013

(For Example EC/32/A&A/143 dated 3-5-2006)

This EC no. is available in the right corner- bottom of your institution's Accreditation Certificate)

1.5 Website address:

www.teriuniversity.ac.in

Web-link of the AQAR:

<http://www.teriuniversity.ac.in/AQAR/16-17.docx>

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	A	3.26	2013	5 YEARS
2	2 nd Cycle				
3	3 rd Cycle				
4	4 th Cycle				

1.7 Date of Establishment of IQAC : DD/MM/YYYY

1.8 AQAR for the year (for example 2010-11)

2016-17

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC (*for example AQAR 2010-11 submitted to NAAC on 12-10-2011*)

- AQAR : 2015-16 dated 27/10/2017
- AQAR _____ (DD/MM/YYYY)
- AQAR _____ (DD/MM/YYYY)
- AQAR _____ (DD/MM/YYYY)

1.10 Institutional Status

University State ☐ Central ☐ Deemed ☒ Private ☐

Affiliated College Yes ☐ No ☒

Constituent College ☐ Yes ☒ No ☐

Autonomous college of UGC Yes ☐ No ☒

Regulatory Agency approved Institution Yes ☒ No ☐

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education ☒ Men ☐ Women ☐

Urban ☒ Rural ☐ Tribal ☐

Financial Status Grant-in-aid ☐ UGC 2(f) ☐ UGC 12B ☐

Grant-in-aid + Self Financing ☐ Totally Self-financi ☒

1.11 Type of Faculty/Programme

☒
☒
☐

Board of Management –26/24.10.2017

Arts	Science	Commer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PEI (Phys Edu)
TEI (Edu)		Eng	<input checked="" type="checkbox"/>	<input type="checkbox"/>	th Science
				<input checked="" type="checkbox"/>	hagement
Others (Specify)					

1.12 Name of the Affiliating University (*for the College*) NOT APPLICABLE

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc.:
N.A.

Autonomy by State/Central Govt. / University			
University with Potential for Excellence		UGC-CPE	
DST Star Scheme		UGC-CE	
UGC-Special Assistance Programme		DST	
UGC-Innovative PG programmes		Any other (<i>Specify</i>)	
UGC-COP Programmes			

2. IQAC Composition and Activities

2.1 No. of Teachers	6
2.2 No. of Administrative/Technical staff	3
2.3 No. of students	NO
2.4 No. of Management representatives	5
2.5 No. of Alumni	1
2. 6 No. of any other stakeholder and community representatives	NO
2.7 No. of Employers/ Industrialists	1

2.8 No. of other External Experts

NO

2.9 Total No. of members

13

2.10 No. of IQAC meetings held :

03

2.11 No. of meetings with various stakeholders:

No.

ty

✓

✓

✓

Non-Teaching Staff

Students

Alumni

Others

2.12 Has IQAC received any funding from UGC during the year?

Y

✓

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC :

Level Total No. 43 Internation Institution

(ii) Themes

2.14 Significant Activities and contributions made by IQAC

IQAC Report enclosed (**Annexure 1**)

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
----------------	--------------

Report enclosed (<i>Annexure I</i>)	
---------------------------------------	--

* Attach the Academic Calendar of the year as **Annexure 1A**.

2.15 Whether the AQAR was placed in statutory body

☒ ☐

Management

☒

icate

☐

Any

☐

body

Provide the details of the action taken

Presented to the BoM on 24 October, 2017. Member noted the activities.

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	6		6	6
PG	13		13	13
UG	-		-	-
PG Diploma (Through distance)	1		1	1
Advanced Diploma (Through distance)	1		1	1
Diploma (Regular)	1		1	1
LLM		1	1	1
Certificate	1		1	1
Others				
Total	24		25	25

Interdisciplinary	All			
Innovative				

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	✓
Trimester	
Annual	

1.3 Feedback from stakeholders*

(On all aspects)

Alumni

☐

Parents

☐

Employers

☒

Students

☒

Mode of feedback :

Online

☒

Manual

☒

Co-operating schools (for field work)

☐

****Please provide an analysis of the feedback in the Annexure 2***

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Yes, TERI University prides itself in the fact that all its programmes are aimed towards value addition in the niche area of sustainable development. Care is taken to ensure this underline theme is maintained and also programmes do have multi discipline character and skill development. The institution refers to the UGC models, national models, usually picked up from major institutions like IITs, IIMs, JNU etc. and international models while updating the curricula. Almost all courses undergo revisions so as to incorporate the last trends and research. This done through interactions with academic peers industry and the community.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

Dept.of Post Graduate Legal Studies

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
54	34	8	8	4

2.2 No. of permanent faculty with Ph.D.

50

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
7				1		4		12	

2.4 No. of Guest and Visiting faculty and Temporary faculty

24

3

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	6	12	-
Presented	9	4	1
Resource Persons	2	3	-

2.6 Innovative processes adopted by the institution in Teaching and Learning:

Since its inception, the University offers not just world-class education, but also an environment that enables its students to develop fresh perspectives on their subjects of study. This includes regular interactions with researchers, scientists and academicians. The academic programmes are envisioned to have a wider approach to encourage interdisciplinary learning. The University uses modern pedagogical tools for teaching which are richly supplemented by field visits, live industry projects and hands-on applications. The University provides the very best in equipment and instruments, including state-of-the art computer hardware and software, video-conferencing facilities and a library on energy and environment. The faculty members act as guides to students, engaging them in expanding the boundaries of inquiry through minor projects, summer internships, and a semester-long major project. Guest lectures by experts in various fields are organised throughout the semesters in order to give a wider perspective to the students. The University encourages exchange of ideas, cultural understanding and a wide range of knowledge that would result from international perspectives. To achieve this, the TERI University has academic collaborations with several select foreign universities, which provide for joint curriculum development and exchange of faculty and students.

2.7 Total No. of actual teaching days

during this academic year

Approx.230

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

Open Book Examination

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

All

2.10 Average percentage of attendance of students

75%

2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
M.Sc	109	37	50	22	1	
MBA	8	1	4	3		
M.Tech	47	13	19	15		
M.A.	24	11	3	9	1	
PhD						
LLM						
AP PGD						
PGD						
Certificate						

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes :

The i-QUAC academic assessment process aims to support the University to advance its mission of ‘knowledge for sustainable development’ and creating a learning community. The process of quality assurance appraisal is participatory where the members of the University can identify their own strength and weakness, learn from one another and share good practices of each academic unit within the University.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	

UGC – Faculty Improvement Programme (Retreat)	50
HRD programmes	
Orientation programmes (Once in a year)	12
Faculty exchange programme	
Staff training conducted by the university (Retreat, IT Training)	30
Staff training conducted by other institutions	
Summer / Winter schools, Workshops, etc. (Bliss and WASH)	10
Others	Retreat (52)

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	25			
Technical Staff	9			

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

IQAC has prepared comprehensive rules and guidelines for PhD regulations as per revised UGC norms. In addition, IQAC has suggested for introduction of e-governance methods for coordination of funded projects. IQAC has recommended outcome linked incentives for research guidelines by faculty members which may be adopted by the University from 2017.

3.2 Details regarding major projects : **Annexure 3 attached**

	Completed	Ongoing	Sanctioned	Submitted
Number				
Outlay in Rs. Lakhs				

3.3 Details regarding minor projects : **Annexure 4 attached**

	Completed	Ongoing	Sanctioned	Submitted
--	-----------	---------	------------	-----------

Number				
Outlay in Rs. Lakhs				

3.4 Details on research publications

	International	National	Others
Peer Review Journals	85	11	
Non-Peer Review Journals	1	6	
e-Journals	85	14	
Conference proceedings	3	0	

3.5 Details on Impact factor of publications:

Range 0.396- 8.05

Average 2.758

h-index 3

Nos. in SCOPUS 83

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations : **Annexure 5 attached**

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects				
Minor Projects				
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects (other than compulsory by the University)				
Any other(Specify)				
Total				

3.7 No. of books published i) With ISBN No. 1

Chapters in Edited Books 14

ii) Without ISBN No. 1

3.8 No. of University Departments receiving funds from :

UGC-SAF CAS DST-F
DPE DBT Scheme/fund

3.9 For colleges

Autonomous C DBT Star Sch
INSPIRE C Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	8	23			
Sponsoring agencies	USAID, UNEP, University of UK, IDRC-Canada, DAAD, RUB, Embassy of Kazakhstan, ICEWARM, UNU	DST-SERB Global Challenge Foundation, Cross-CARIAA, HUDCO, MoES		<input type="text"/>	

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations

International

National

Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency

From Management of University/Co 7.00 L

Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	NIL
	Granted	
International	Applied	
	Granted	
Commercialised	Applied	
	Granted	

3.17 No. of research awards/ recognitions received by faculty and research fellows
Of the institute in the year

Total	International	National	State	University	Dist	College
5	5	-	-	-	-	-

3.18 No. of faculty from the Institution
who are Ph. D. Guides
and students registered under them

3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events: **N.A.**

University level State level
National level International level

3.22 No. of students participated in NCC events: **N.A.**

University level State level
National level International level

3.23 No. of Awards won in NSS: **N.A.**

University level State level
National level International level

3.24 No. of Awards won in NCC: **N.A.**

University level State level

National level ☐ International level ☐

3.25 No. of Extension activities organized : **N.A.**

University forum ☐ College forum ☐
 CC ☐ NSS ☐ Any other ☐

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility (**Annexure 6**).

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	2 acres			2 acres
Class rooms	10	2	University Fund	12
Laboratories	8	1	University fund	9
Seminar Halls	1			1
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	As per Balance Sheet (<i>Annexure 7</i>)	42	Own resources & MHRD	77.09
Value of the equipment purchased during the year (Rs. in Lakhs)	As per Balance Sheet (<i>Annexure 7</i>)	244	Own resources & MHRD	118.25
Others				

4.2 Computerization of administration and library :

Academic, Administration & Library processes are computerized.

4.3 Library services: (as on 30 June 2017)

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	4739	6289	289	336	5028	6625
Reference Books	379	384	9	9	388	393
e-Books						
Journals	5		1		6	
e-Journals	30				30	
Digital Database	5		1		5	
CD & Video	202	301	17	17	219	318
Others (specify)						

4.4 Technology up gradation (overall)

	Total Computer s	Compute r Labs	Internet	Browsin g Centres	Compute r Centres	Offic e	Depart - ments	Centr es
Existin g	116	1	45 Mbps		1		06	02
Added	54							
Total	170							

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

Regular Training organised by the IT Department on existing systems and new systems (as and when added)

4.6 Amount spent on maintenance in lakhs :

i) ICT

Rs.18.38

ii) Campus Infrastructure and facilities

Rs.125.16

iii) Equipment	Rs.102.84
iv) Others	Rs.45.01
Total :	Rs.291.39

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

On advice of IQAC the University organized one-week orientation /induction programme for freshers. The orientation programme aims to enable students to get to know the university and the community. An interaction with various university authorities is held to convey University's efforts to continue to facilitate resources in form of library workshop, laboratory & IT enabled services to support the academic endeavours of the students. A soft copy of the student's hand book is provided and key highlights of the handbook is discussed briefly. Students are encouraged to avail various channels for basic communication in the university and intimated that the University practices and encourages open door policy. During the Orientation programme workshops on team building and orientation for sustainable development are held to equip students with necessary skills to help students go through the impending academic rigour.

5.2 Efforts made by the institution for tracking the progression :

The students play a major role in the quality of education imparted the TERI University and their progression is monitored through a robust process. This is done through the feedback mechanism which is administered for each course twice a semester i.e. on a three-monthly basis. This feedback is studied by the respective Deans and is then fed back to the Departments for incorporation if considered necessary. The feedback process is constantly reviewed by the Deans and Heads of the Departments. Besides this, the University follows a very open system of approach where suggestions and complaints can be brought by the students to any level of the administration at any time. Being a relatively small University, it has been fairly easy to build relationships within the student body as well as between the students and the management. A constant interaction between the faculty and the students, Heads/Deans/Registrar and students ensures that students are able to openly express their minds and come up with fresh ideas

5.3 (a) Total Number of students	UG	PG	Ph. D.	Others
	-	275	22	

(b) No. of students outside the state

(c) No. of international students

Men	No	%	Women	No	%
	103			172	

Last Year						This Year					
General	SC	ST	OB C	Physically Challenged	Total	General	SC	ST	OB C	Physically Challenged	Total

Demand ratio 1363/297

Dropout % : 1.3

5.4 Details of student support mechanism for coaching for competitive examinations (If any) NA

No. of students beneficiaries

5.5 No. of students qualified in these examinations

NET SET/SLET GATE CAT
IAS/IPS etc State PSC UPSC Other

5.6 Details of student counselling and career guidance

The students are counselled from day one with orientation programme at the beginning of each academic year. This is followed by programme specific orientation programme conducted by the Head of Department and all faculty members of the department under which the particular programme is offered. This usually begins with stating the overall objectives of the programme and how each semester is academically linked with the subsequent semesters. Relevance to different courses and electives is also provided by programme coordinator along with the Head of the Department. Each programme has its own placement coordinator which is a faculty member, the placement coordinator along with the Placement & External Relations Officer regularly provide career related guidance and counseling to the student on regular basis. This also includes guidance related to summer internship, major project and final placement.

Workshop for CV, soft skills was scheduled for students. Sessions from representatives from organisations like KPMG, India Infrastructure, Idam Infrastructure, HCL Foundations were also scheduled.

No. of students benefitted

All

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
85	151	67	23

5.8 Details of gender sensitization programmes

To sensitize the TU community on diversity, equality and inclusion, a talk was organized on “Women’s Movement(s): Questions of Equality and Difference” by Dr Rukmini Sen, Associate Professor, School of Liberal Studies, Ambedkar University on 12.04.2017.

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events : 67

State / University level

✓

National level

☐

International level

☐No. of students participated in cultural events : **Intra-departmental**

State/ University level

✓

National level

☐

International level

☐

5.9.2 No. of medals /awards won by students in Sports, Games and other events : 11

Sports : State/ University level

✓

National level

☐

International

☐

Cultural: State/ University level

☐

National level

☐

International

☐

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution (IGC)	6	Rs.655954/-
Financial support from Government	11	Rs.3538208/-
Financial support from other sources	8	Rs.7789022/-

(CSLA)		
HSBC	5	Rs.1116968/-
SCCF	8	Rs.2944613/-
ICIMOD	5	Rs.675420/-
Number of students who received International/ National recognitions		

5.11 Student organised / initiatives :

Fairs : State/ University level National level International
 Exhibition: State/ University level National level International

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed: Better internet connectivity

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

The TERI University aspires to contribute globally by serving society as a seat of advanced learning and to promote learning through teaching and through creating and sharing knowledge. The University commits itself to academic excellence and an environment which would encourage personal and intellectual growth.

The TERI University provides world-class facilities and resources to its students and faculty so as to usher in innovative and multidisciplinary research.

6.2 Does the Institution has a management Information System

Yes, University Management System

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

Curriculum is designed by the departmental faculty members in consultation with specialists from Industry/Academia/R&D. The curriculum is then reviewed by Board of Studies (BOS), consisting of faculty and external domain experts. The recommendations of the BOS are presented to academic council for approval. Based on inputs received through feedback system the curriculum is appropriately improved where required. Industry experts and experts from other institutions e.g. consultancies, donor agencies, multilaterals etc. are involved in the curriculum design. This ensures that the market needs are built into the curriculum. This, in a sense, ensures that the learning outcome and the skill developed through programmes at the TERI University cater to specific needs of the market. This ensures employability to a large extent. Further, being a research University, a lot of importance is laid on orienting students towards research and guiding them into this area. From the inception stage itself, the TERI University has focused on global perspectives being built into the curriculum in each of the programmes. These are achieved through a number of collaborations with foreign Universities and institutions. This facilitates continuous exchange of knowledge and ideas between faculty members at those institutions and at the TERI University. Also the large number of international projects with which TERI is associated gives a feed back to the University on global trends in various areas of sustainable development. These are then integrated into the curriculum.

6.3.2 Teaching and Learning

Almost all the courses have a underlying theme related to sustainability Development. Research-lead and practice-based teaching-learning system is practiced in the University. The University offers not just world-class education, but also an environment that enables its students to develop fresh perspectives on their subjects of study. This involves regular interactions with researchers, scientists, experts and academicians. The university harnesses the best of modern technology to support the intellectual curiosity of its students and faculty. The academic programmes are envisioned to provide students a holistic perspective of the subject at hand and have a wide approach to encourage interdisciplinary learning. The University uses modern pedagogical tools for teaching which are richly supplemented by field visits, live industry projects and hands-on applications. The University has a system of quality assurance and quality enhancement through the involvement of academic peers and industry experts.

6.3.3 Examination and Evaluation

The programme and course outlines for each of the programmes are provided to faculty and students periodically at the commencement of the semester. The evaluation criteria listed in the course outlines clearly mention quizzes/assignments/minor tests/final examination/presentation (weightage) given in the evaluation process. The evaluation criteria for the MA (Public Policy& Sustainable Development) course has been reviewed and newer evaluation criteria have been recommended for the course commencing academic year 2017. The format of the evaluation criteria includes evaluation based on class discussion, presentation, book review and article review. The academic calendar includes the date of the examination results, which is normally done within 20 days of the final examination. Any delay in scheduled timeline is conveyed to the student community through email. The results are made available to the students individually through their personal accounts on university online portal. The evaluation procedures are extremely transparent. Test papers are always shown to the students. Marks assigned for presentation/assignments etc. are also passed on to the students.

6.3.4 Research and Development

Department/Centre research committees have been constituted under the HODs to prepare and periodically review the research plans of the department/centres, such that they align with the overall vision of the university. Similarly, at the university level the sponsored research and development board headed by Dean-Research and relationships discusses and periodically reviews the overall research objective of the University. These bodies monitor research across the University at different levels. In addition, students research at the doctoral level is monitored and facilitated by Students Research Committees which are constituted for each doctoral student.

6.3.5 Library, ICT and physical infrastructure / instrumentation

Since its inception, the University offers not just world-class education, but also an environment that enables its students to develop fresh perspectives on their subjects of study. The University provides the very best in equipment and instruments, including state-of-the art computer hardware and software, video-conferencing facilities and a library on energy and environment. Digital resources are centrally organized and available to students, researchers, and faculty via single-window access on their desktops. It supports generation and use of information for updating knowledge regardless of form or format. The web interface provides flexible access to several electronic books, journals, databases, TERI University Ph.D. theses, photographs, newspaper clippings and multimedia resources. It serves as a one-stop shop where users find links to digital services and resources all in one place. It is also a tool for integrating both printed and electronic resources. Services such as electronic alerts and selective dissemination of information are also available. The Library is equipped with the latest tools and techniques to collect, store, retrieve and disseminate information. User terminals in the library permit access to the library resources and services. The library uses bar-code technology that enables automated circulation and management of resources. The library uses the web-enabled digital information system as a communication tool for providing the updated information about other libraries, list of journals, CDs, links to e-resources, news about special programs, events, feedback, and information about the library.

6.3.6 Human Resource Management

A career progression scheme ensures rewarding competent faculty through higher promotion/re-designation. Role related rewards (RRR) and outcome linked awards (OLA) have been instituted to recognize efforts put in by faculty members in academic administrative functions and also to recognize outstanding contributions in terms of teaching, research or other contributions. The overall HR policy, while addressing motivational needs of the faculty aims to bring out high quality of contribution from faculty which intends to meet the changing requirements of the curriculum. The administrative staff was on deputation from TERI to TERI University as per the MoU. For better resource management, permanent support staff posts have been created and from June 2017 all staff on deputation were taken on the rolls of the University against the posts created on UGC pay scales.

6.3.7 Faculty and Staff recruitment

TERI University follows an open system of recruitment, where applications are invited from a candidates from anywhere in the country. Posts are also advertised in journals and other publications abroad so as to give an exposure to the vacancies in outside institutions In the year 2016, 1 lecturer and 8 Assistant Professors were recruited by the University.

Industry experts and experts from other institutions e.g. consultancies, donor agencies, multilaterals etc. are involved in the curriculum design which ensures that the market needs are built into the curriculum. This, in a sense, ensures that the product of students created through programmes at the TERI University cater to specific needs of the market. This ensures employability to a large extent. Also to be noted is the fact that being a research University, a lot of importance is laid on orienting students towards research and guiding them into this area. Collaboration with Anant Technology Ltd. and Environment Protection Training and Research Institute (EPTRI), Hyderabad worked out in this year will help in academics and research on various dimensions of Sustainability Science.

6.3.9 Admission of Students

TERI University is an inter-disciplinary university committed to sustainable development. All programmes offered and the research undertaken broadly comes under the umbrella of sustainable development. This aspect is, therefore, kept in mind in the admission process. Most of the programmes are inter-disciplinary in nature and, therefore, students from different disciplines, meeting the minimum eligibility requirement for a particular programme are encouraged to apply to the various programmes. The students are admitted through a common entrance examination followed by an interview in all the programmes; group discussion is an additional component for the management programmes. The entrance examination comprises of proficiency in language, quantitative and analytical skills. The marks scored in the entrance examination are given certain weightage which varies from department to department. Subsequent to the entrance examination the candidates are interviewed in which their subject knowledge, relevant to a particular programme is tested by a panel of experts. Certain weightage is given to the interview which also varies from department to department. In the Academic year 2016-17, 1363 no. of applications were received and 297 were given admission.

6.4 Welfare schemes for

Teaching	Medical insurance, gratuity, Provident fund, loans, sabbatical leaves, salary advance, study leaves, house lease, flexi timings
Non teaching	Medical insurance, gratuity, Provident fund, loans, salary advance and house lease
Students	Bank loans, scholarships, internal grants (travel)

6.5 Total corpus fund generated

Rs.1887 Lacs

6.6 Whether annual financial audit has been done



Yes



No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	BoS/AC	Yes	BoS/AC
Administrative	Yes	Sanjay Rastogi & Associates, New Delhi	Yes	Rajan K Gupta & Co., New Delhi

6.8 Does the University/ Autonomous College declares results within 30 days :

For UG Programmes (N.A.) Yes ☐ No ☐

For PG Programmes Yes ☒ No ☐

6.9 What efforts are made by the University for Examination Reforms?

This evaluation system is only a guideline and is not rigid. This would include open book examination, take home examinations, presentations etc. Faculty member are free to modify these evaluation systems depending upon the needs of the course. However, this needs to be approved by the Academic Council and informed to the students before the commencement of the course. The University followed a continuous evaluation system. This is done through, typically, two mid semester examinations, one final semester examination, quizzes, class assignments etc. Evaluation and grading is done by the faculty coordinator of each programme. This is then reviewed by the Masters Programme Executive Committee. Mid term examination results are usually declared within 10 days of the examination. Final grades at the end of the semester are usually declared with 3 weeks of the date of the last examination. The evaluation method in each course is communicated to the students at the beginning of each semester. This is mandatorily a part of the course outline, which is given to each student every semester. The evaluation procedures are extremely transparent. Test papers are always shown to the students. Marks assigned for presentations/assignment etc. are also passed on to the students.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

N.A.

6.11 Activities and support from the Alumni Association

Alumni Association has helped in strengthening the alumni network and supported by creating and connecting TU with relevant opportunities for students. Alumni have been sharing lot of internship and employment opportunities for their juniors. They also help in connecting TU within their own network. In fact, there are some alumni, who themselves recruit intern and employees for their own team and projects. Alumni also share their experiences and inputs during the curriculum revision for a particular program. They also visit TU campus for interactive session with the students and share their experience, learnings with them.

6.12 Activities and support from the Parent – Teacher Association

Being an institution of higher learning, and since the University offers only masters and doctoral level programmes, interaction with the parent is intentionally kept at a low level. Parents have been involved only on occasional instances, either in extremely poor performance or in disciplinary issues.

6.13 Development programmes for support staff

TERI University being a small, niche area University, the management interacts with the staff on a daily basis. The issues discussed range from academic work being carried out, administrative issues, and growth of the University. For efficiency improvement, training programmes are held during the term end on various issues like leadership, time management etc

6.14 Initiatives taken by the institution to make the campus eco-friendly

- 1) LED lighting of the entire Campus
- 2) Thesis in Electronic formats
- 3) Sensitizing students & faculty members on eco-activities
- 4) Wind turbines

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

Environmental Laws and Infrastructure laws are two emerging fields in legal practice. There is a dearth of qualified legal professionals in both these fields. It is in this context that TERI University introduced a one year LLM programme with specialization in Environment and Natural Resources Law; and Infrastructure and Business Law. Besides its focus on Masters programme, University also conducted national level workshops on related subjects. The primary focus of the programme has been to create qualified legal professionals in the specific areas who will have insights into fundamental legal concepts related to environmental and natural resources law and infrastructure and business law.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

Based on the projected plans for the University the Academic Council and the Board of Management carried out detailed review of the curriculum and institutional policies.
A comprehensive road map was prepared and a Project Management Committee was constituted for implementation of plans for the upcoming campuses at Guwahati and Hyderabad.
As planned, new facilities were created by proposing existing areas and renovating them for teaching space, laboratory, faculty office and medical room.
IT enabled services were upgraded to facilitate better access while following latest standards and reliability.
The University marked a clear shift of focus towards employee welfare and a permanent cadre of employees were set up and a new cadre was extended sixth pay commission scales.

7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)

7.3.1.1 **Title of the practice:** Regular review of curriculum.

7.3.1.2 **Objectives:** In the field of higher education specially in research universities, it is very important that the teaching curriculum includes the latest advances in research. This is happening with the regular review of curriculum being taken.

7.3.1.3 **Context:** The major challenge is tendency to find an easy way out and continuing with the previous curriculum. This has been overcome with sensitizing all faculty members for a need for a regular review. It is also very important that the faculties own research be incorporated into the teaching curriculum. This has necessitated stressing on the need for regular research and publishing by the faculty members. This aspect has also been incorporated into the appraisal system for faculty members.

7.3.1.4 Indian higher education generally follows a practice of review of curriculum every 3-4 years. At the TERI University stress has been laid on a review of curriculum every year so as to bring in currency in its research inputs. Constraints/limitations included with the experience of younger faculty members which was overcome with a large amount of mentoring and guidance by the experienced faculty members.

7.3.1.5 **Evidence of success:** The Academic Council of the University has approved and appreciated a regular review of the curriculum. Besides this other stakeholders including prospective employer of the student have found these reviews useful in developing capacities in graduating students.

7.3.1.6 **Problems encountered:** The only problem encountered was the requirement to stress amongst faculty members on the need for regular research and publishing. This is an important aspect in any academic research institution. This was easily overcome through mentoring and guidance by the senior faculty members.

7.3.2.1 **Title of the practice:** Outreach through School - University Network (SUN). TERI University, one of the pioneering universities in the field of Sustainable Development education, in its endeavor to promote networking with all potential stakeholders including school children, has initiated the School University Network (SUN).

7.3.2.2 **Objective:** The key objectives of this initiative are stated below.

- Provide comprehensive understanding on key SD issues
- Offer ways and means to adopt sustainable lifestyles
- Offer different ways to see the world in terms of the goals of sustainable development.
- Be the champions of sustainability-centric development ideas and practices

7.3.2.3 **Context:** The SUN endeavor is built on the understanding that existing school curriculums inadequately cover sustainability related issues in tune with complexities of development. The proposed SUN initiative is aimed at bridging the gap.

The School-University Network (SUN) welcomes Higher Secondary level students based in Delhi NCR to visit TU in enhancing the academic collaboration on five broad areas. These include: Climate change; Energy efficiency; Waste management; Water management; and Urban Sustainability. This initiative, guided by faculty members of TERI University, and driven by the Doctoral & Masters Students of TU, is a unique initiative to excite and ignite passion in participating school students in various areas of sustainable development.

7.3.2.4 **Practice:** The half day programme are being conducted in TU, Vasant Kunj with batches of higher secondary (HSC) level students (both class 11th and class 12th) or high school students (classes 9th and 10th). The school selects a batch of students (a maximum of 40 – 50 students will constitute a batch) to visit TERI University for the interactive session on one specific theme on SD. Multiple pedagogical tools (interactions with the trainers, discussion centric deliberations; documentaries, various experiential and visual methods of learning); are being used to train them on the chosen theme.

7.3.2.5 **Evidence of success:** A total of 28 schools have participated in the SUN programme as on date.

7.3.2.6 **Problems encountered and resources required:** TERI University's Doctoral and Masters Students act as trainers/instructors for the programme. However, the broad guidance is being provided by TERI University faculty members/ Programme Coordinators.

7.4 Contribution to environmental awareness / protection

Report of Environment Audit (*Annexure 6*)

7.5 Whether environmental audit was conducted? Yes ☒ No ☐

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

Opportunity

- Great potential to play a significant role in (futuristic) sustainability education
- Potential to attract large number of international students
- Scope for greater linkage with industry
- Facilitate access to education in niche areas for all sections of society
- Strengthening the alumni network

Challenges

- Nurturing academic and organisational leadership
- Attracting and retaining good faculty
- Promotion of research culture amongst all the faculty members
- Strengthening core competence in a constantly changing global and competitive environment
- Improving the placements of graduating students

8. Plans of institution for next year

A stress on sustainable habitats and building capacity in focusing on sustainability so that these become part of the smart cities campaign of the government.

Creating academic programmes and research objectives for the upcoming campuses at Hyderabad and Guwahati.

Name DR. ARUN KANSAL

Name LEENA SRIVASTAVA

Arun Kansal

Leena Srivastava

Signature of the Coordinator, IQAC

Signature of the Chairperson, IQAC

Annexure 1



REPORT OF I-QAC

TERI University

AUGUST, 2016

5. Dr.Suresh Jain
6. Dr.Prateek Sharma
7. Dr.Sapna A Narula
8. Dr. Sitaraman Ramakrishnan

Areas of assessment

5. Curricular aspects
6. Teaching - Learning and Evaluation
7. Research Consultancy and Extension
8. Innovations and best practices

5. Activities & Contribution

- 5.1 Review of policies carried out.
- 5.2 The i-QAC academic assessment process aims to support the University to advance its mission of ‘knowledge for sustainable development’ and creating a learning community. The process of quality assurance appraisal is participatory where the members of the University can identify their own strength and weakness, learn from one another and share good practices of each academic unit within the University.
- 5.3 As an integral part of achieving the goal, i-QAC followed a process which has three stages. Stage I is the review and verification of the action taken on the findings of I-QAC. **Stage II** is working on rules, guidelines and procedures for areas of improvement identified in State I. **Stage III** is more objective where each academic unit (or Department) was audited on its academic performance on criteria as defined by NAAC.
- 5.4 The I-QAC carried out review of academic and non-academic staff.
- 5.5 I-QAC recommend introduction of short term training programme.

6. Policies Reviewed

- 6.1 I-QAC inspected and verified various documents on the action taken by TERI University on its recommendations in the year 2015. Status of action taken is given below:

S. No	Date		Policy	Remarks
1	26.11.2015	TU/AC 37.8	PhD Regulations	Rules related to PhD Programmes offered by TU
2	30.06.2016	TU/AC 38.7.1	TU Policy on Post-Doctoral positions	The rules and regulations applicable to all categories of Postdoctoral scholars working in the TU
3	12.02.2016	TU/BM 19.4.1 (f)	Policy on award of the title of Emeritus Professor	The award conferred on academic or research staff for distinguished services extended at TU
4	12.02.2016	TU/BM 19.4.1(e)	TU Policy on Equality, Diversity and Inclusion, 2015	This policy is about the structure at TU which applies equally to all aspects of the activity including recruitment & selection, promotion, the teaching/learning process, dignity at work, grievances, sickness & absence, conduct, terms & condition of service and reasons for termination etc.

5	12.02.2016	TU/BM/19.4.1(d)	Policy & Guidelines for the Prevention, Prohibition and Punishment Sexual Harassment of Women, 2015	This policy deals with the rules and regulations to take action against the sexual harassment taking place within the TERI University campus, hostels, any place visited by the employee or the student as part of the official duty.
6	30.05.2016	TU/BM/20.3.1	Memorandum of Association/Rules	Memorandum of Association (Conforming to UGC - Deemed to be University Regulations, 2016)
7	30.05.2016	TU/BM/20.4.1	Policy on dealing with the Student Disciplinary Case	Rules and regulations related to all disciplinary cases involving Students (including regular and distance learning mode) based within the campuses, hostels, or any other location visited by the student for educational purpose facilitated by the TU.
8	30.05.2016	TU/BM/20.3.1	TERI University Rules	Rules about the structure of the University, roles and responsibility as per the UGC guidelines (deemed to be University) Regulations, 2016 to be followed.
9	18.07.2016	TU/100/VC/Policy/4	Policy on Information Publication Procedure	The processes required to maintain high quality of web content and digital as well as print publications for the University.
10	18.07.2016	TU/100/VC/Policy/3	Policy on in-campus internship at TERI University	TERI University offer internship opportunities to students and young professionals to participate in ongoing research projects undergo mentorship by faculty and participate in various developmental initiatives at the University.

7. Academic Assessment of the University

Criteria	Key features	Suggestions for improvement
Curricular aspects	The university has a robust procedure and strict adherence to it for curriculum design and development, its planning and implementation. Lots for flexibility has been given to course coordinators to decide evaluation methods, include latest literature and tweaking the course contents upto 20% to cater to new knowledge emerged in the subject area.	The University should also document the feed from employers after passage of six months when a student is employed by a company. This will provide better understanding of the relevance and effectiveness of programme objectives and its delivery.

	Feedback from students is taken twice during a semester.	
Teaching – Learning and evaluation	All classes have good representation of students from different geographies and disciplines. At the end of the programme, students coming from different disciplines are found to have attained same level of skills and expertise.	The university should have a clearly defined procedure to document teacher's response on student's feedback and to have a mechanism to monitor teacher's performance in subsequent semesters in the areas that required improvement. Policies and mechanisms to ensure quality in teaching are not clearly defined.
Research consultancy and extension	The university provides an excellent enabling environment to its faculty members to pursue research and consultancy. Collaborations with eminent institutions provide opportunity to hone skills and expertise while doing a project. Research publication per faculty member is comparable to world class institutions.	Each Department should bring out its research brochure defining their field of concentration and impact of research work carried out in the past.
Innovations and best practices	Few patents have been filed by the University. It has also innovation hub. Some students of the University have become entrepreneurs.	Activities on incubation and start-up should be carried out in a structured manner and human resources be deployed for this purpose.

8. Plan of Action

On completing academic appraisal of all programmes of TERI University, following are the suggestions for improvement.

- 4.11 Feedback from employers of TERI University student is yet to be complied with.
- 4.12 Each Department should maintain a repository of research publications of faculty and students of their department.
- 4.13 Annual reports of various committees functional in the university are not found and should be available.
- 4.14 The University may consider engaging education consultant for marketing of its programmes.

- 4.15 Data and records of participation by students in other organisations should be maintained by each Department.
- 4.16 Calendar of outreach activities, training programmes and workshops should be made similar to the academic calendar in the beginning of the academic year.
- 4.17 Information of software and number of licences used in education programmes should accessible publically.
- 4.18 Funds by IGC should also support the cost of Patent filing by its faculty members.
- 4.19 Project management system of the university should be integrated with UMS.
- 4.20 Benchmarking of activities and academic indicators for appraisal system.

Sl. No.	Event	Dates
1	Curriculum coordination meeting	8 – 10 June 2016
2	Orientation and registration for 1st semester 2016/17 - Ph.D., M.Sc., M.B.A., M.A., M.Tech and LLM Programmes	25 July 2016
3	Commencement of classes	26 July 2016
4	First minor tests	29 August – 3 September 2016
5	Display of marks – first minor tests	10 September 2016
6	Study tours (where relevant)	3 – 8 October 2016
7	Break	9 -16 October 2016
8	Second minor tests	24 – 29 October 2016
9	Display of marks - second minor tests	31 October 2016
10	Alumni Meet 2016	6 November 2016
11	Curriculum coordination meeting	16 – 18 November 2016
12	Last day of classes	26 November 2016
13	Final tests	28 November – 10 December 2016
14	MPEC meetings	26 December 2016
15	Display of grades	30 December 2016
16	Meetings of SRCs (Post Comprehensive)	19 – 21 December 2016
17	Meetings of SRCs (Pre Comprehensive)	21 - 23 December 2016
18	Registration for second semester	2 January 2017
19	Commencement of all classes & second semester	3 January 2017
20	First minor tests	6 – 11 February 2017
21	Display of marks - first minor tests	17 February 2017
22	Study tours + Mid semester break	26 February – 5 March 2017
23	Open week for parents and prospective students to meet VC/Registrar/Faculty members	27 – 31 March 2017
24	Second minor tests	27 – 31 March 2017
25	Display of marks – second minor tests	08 April 2017
26	Last day of classes	29 April 2017
27	Final tests	01 – 13 May 2017
28	MPEC meetings	29 June 2017
29	Display of grades	05 July 2017
30	Meetings of SRCs	17 – 21 July 2017
31	Orientation and registration for first semester 2017/18	24 July 2017
32	Commencement of classes	25 July 2017

Annexure 2

C. NOTE : Feedback from Employers are obtained with respect to students who are engaged in internship work or are involved in major projects under corporate bodies.

Feedback is enclosed herewith (Excel File Name – 2016-17)

Employer Feedback(Campus Placement):-

S. No.	Name of the Organization	Designation	Purpose of Campus Visit	Area of Interest	Position of recruitment	Feedback						Willing to come back	Are TU course relevant	Shared experience	Suggestions
1	India Infrastructure Publishing	Director	Final Placement	Research	Associate	PARAMM ETERs	Excellent	Very Good	Good	Average	Poor	Yes	Yes		Students should be more focussed and little less casual.
						Writing		<input type="checkbox"/>							
						Communication		<input type="checkbox"/>							
						Analytical thinking		<input type="checkbox"/>							
						Attitude				<input type="checkbox"/>					
2	Mahindra Life Spaces	Head HR	Major Project	Carbon Mobility	Intern	PARAMM ETERs	Excellent	Very Good	Good	Average	Poor	Yes			
						Knowledge		<input type="checkbox"/>							
						Communication		<input type="checkbox"/>	<input type="checkbox"/>						
						Growing		<input type="checkbox"/>	<input type="checkbox"/>						

Board of Management –26/24.10.2017

						Passion for sustainability		<input type="checkbox"/>		<input type="checkbox"/>				
3	KPMG Global Services	Assistant Manager	Final Placement		Business Associate	PARAMM ETERS	Excellent	Very Good	Good	Average	Poor	Yes. Of course. This is one of the prestigious places we would like to visit always	Yes	Very Good
						Communication		<input type="checkbox"/>	<input type="checkbox"/>					
						Attitude		<input type="checkbox"/>	<input type="checkbox"/>					
						Personal Attributes		<input type="checkbox"/>	<input type="checkbox"/>					
										<input type="checkbox"/>				
4	KPMG	Manager HR	Final Placement	Recruitment	Business Analyst	PARAMM ETERS	Excellent	Very Good	Good	Average	Poor	Yes	Yes	Good quality of students in the Economic bacgr
								<input type="checkbox"/>						N.A. Perhaps we could also expose them to Business Platforms, real world solution
								<input type="checkbox"/>						
								<input type="checkbox"/>						
										<input type="checkbox"/>				

														ound	n solvin g techni ques and some experi ence/in ternshi ps with a corpor ate/con sulting co. may help. We have that part in the student s were mostly theorot ical
5	Sha kti Pu mp s (In dia) Ltd .	Ge ner al Ma nag er	Fin al Pla ce me nt	Re cr uit m en t	Manage ment Trainee	PARAMM ETERs	Ex cell ent	V e r y G o o d	G o o d	A v e r a g e	Po or	Ye s	Yes	It was won derful. Wo uld like to com eba ck	Try to have the full strengt h of course.
						The approach to BDM	<input type="checkbox"/>	<input type="checkbox"/>							
						Communica tion skills		<input type="checkbox"/>							
						Subject Knowledge		<input type="checkbox"/>	<input type="checkbox"/>						
						Knowledge of attributes only			<input type="checkbox"/>	<input type="checkbox"/>					

Board of Management –26/24.10.2017

6	India Infrastructure Publishing Pvt Ltd	Director	Final Placement	Research	Research Associate	PARAMM ETERs	Excellent	Very Good	Good	Average	Poor	Yes	Yes	Has been good in the last four years but has been disappointing this year . Students were not well informed about the developments in the energy sector or
						Written Communication skills								
						Content of Write ups								
						Awareness on latest developments in the energy sector								

D. NOTE : Student's feedback is obtained online with respect to various curricular aspects of the programmes on two occasions in an academic year. Analysis of feedback with respect to faculty is attached herewith:-

S.NO.	COURSE	NAME OF FACULTY	TOTAL	STUD	WTG
1	Principles of geoinformatics(NRE 172)	XXXXXXXXXX	67	41	1.29
2	Business and taxation laws in infrastructure projects(MPL 142)	XXXXXXXXXX	5	4	2.67
3	Molecular plant physiology and metabolism(BBP 156)	XXXXXXXXXX	19	16	2.8
4	Contracts Law and Management(MPL 144)	XXXXXXXXXX	5	4	2.87
5	Production and operations management(PPM 187)	XXXXXXXXXX	24	17	3.13
6	Plant biotechnology laboratory - Part 2(BBP 102)	XXXXXXXXXX	19	16	3.15
7	Quality Management(BSI 184)	XXXXXXXXXX	8	3	3.18
8	Regeneration and City Competitiveness(MEU 154)	XXXXXXXXXX	12	11	3.27
9	Digital image processing and information extraction(NRG 172)	XXXXXXXXXX	13	10	3.31
10	Urban Ecology and Environment(MEU 121)	XXXXXXXXXX	15	12	3.34
11	Corporate Finance(BSI 126)	XXXXXXXXXX	8	4	3.4
12	Water resources economics(WSW 146)	XXXXXXXXXX	15	11	3.41
13	Applied numerical methods (thru MATLAB)(ENR 172)	XXXXXXXXXX	36	30	3.45
14	Basic course in environmental and resource economics(NRE 141)	XXXXXXXXXX	40	36	3.48
15	Optimization techniques for water management(WSW 173)	XXXXXXXXXX	9	6	3.48
16	Economics of natural resources(MPE 146)	XXXXXXXXXX	37	31	3.49
17	Photogrammetry(NRG 170)	XXXXXXXXXX	12	12	3.5
18	Key concepts of cultural and political ecology(MPD 126)	XXXXXXXXXX	24	24	3.56
19	Technical Writing (Communication skills and technical writing)(NRE 101)	XXXXXXXXXX	104	81	3.59
20	Telecommunication law(MPL 161)	XXXXXXXXXX	3	3	3.6
21	Bioinformatics and computational biology - Part I(BBP 174)	XXXXXXXXXX	19	16	3.63

Board of Management –26/24.10.2017

22	Renewable energy conversion technologies - I(ENR 124)	XXXXXXXXXX	36	31	3.64
23	Biodiversity assessment and conservation(NRE 123)	XXXXXXXXXX	31	26	3.71
24	Management of development organizations(MPD 153)	XXXXXXXXXX	31	24	3.74
25	Electricity law, reforms and practice(MPL 163)	XXXXXXXXXX	3	3	3.76
26	Solid and hazardous waste management(NRE 189)	XXXXXXXXXX	43	42	3.77
27	Digital image processing and information extraction(NRG 172)	XXXXXXXXXX	13	12	3.79
28	Economics of Infrastructure and Pricing Strategies(BSI 124)	XXXXXXXXXX	8	3	3.82
29	Water security and conflict management(WSW 182)	XXXXXXXXXX	19	14	3.84
30	Principles of geoinformatics(NRE 172)	XXXXXXXXXX	67	58	3.85
31	Forest law and policy(MPL 158)	XXXXXXXXXX	5	3	3.87
32	Legal aspects of bidding and public private partnership(MPL 148)	XXXXXXXXXX	5	4	3.88
33	Renewable energy conversion technologies - II(ENR 126)	XXXXXXXXXX	36	30	3.89
34	Fluid mechanics and turbomachinery(ENR 139)	XXXXXXXXXX	36	30	3.9
35	Geoinformatics for Urban Development(MEU 172)	XXXXXXXXXX	13	12	3.9
36	Aquatic eco-system management(WSW 154)	XXXXXXXXXX	10	9	3.91
37	Renewable energy conversion technologies - I(ENR 124)	XXXXXXXXXX	36	30	3.92
38	Research Methodology(MEU 176)	XXXXXXXXXX	14	13	3.92
39	Air quality management(NRE 134)	XXXXXXXXXX	43	42	3.95
40	City and Regional Planning and Management(MEU 152)	XXXXXXXXXX	12	11	3.95
41	Corporate Accounting and Reporting(BSI 128)	XXXXXXXXXX	8	3	3.98
42	Sustainable business strategy(PPM 107)	XXXXXXXXXX	25	17	3.98
43	Management of development organizations(MPD 153)	XXXXXXXXXX	31	31	4.02
44	Spatial data modelling and GIS applications(NRG 174)	XXXXXXXXXX	13	13	4.03
45	Corporate finance(PPM 122)	XXXXXXXXXX	33	22	4.04
46	Climate change and law(MPL 134)	XXXXXXXXXX	6	4	4.05

47	Energy auditing, energy efficiency and energy conservation(ENR 114)	XXXXXXXXXX	36	31	4.07
48	Legal aspect of business(PPM 158)	XXXXXXXXXX	24	17	4.07
49	Mitigation of climate change(NRC 132)	XXXXXXXXXX	21	15	4.07
50	Econometrics(MPE 172)	XXXXXXXXXX	36	30	4.09
51	Environmental health and risk assessment(NRE 144)	XXXXXXXXXX	41	40	4.09
52	Seminar/clinic on contemporary issues in infrastructure and environment - II(MPL 102)	XXXXXXXXXX	8	5	4.09
53	Infrastructure project finance law(MPL 146)	XXXXXXXXXX	5	4	4.1
54	Advanced geo-informatics for water resources(WSW 175)	XXXXXXXXXX	10	7	4.11
55	Management information systems(BSI 171)	XXXXXXXXXX	8	3	4.11
56	Water quality management(NRE 142)	XXXXXXXXXX	43	42	4.12
57	Indian economics and development(MPE 141)	XXXXXXXXXX	36	30	4.14
58	Integrated impact assessment(MPD 145)	XXXXXXXXXX	24	24	4.14
59	Management information system(PPM 171)	XXXXXXXXXX	24	17	4.14
60	Renewable energy conversion technologies - II(ENR 126)	XXXXXXXXXX	36	30	4.14
61	Quantative methods in management - 2(PPM 174)	XXXXXXXXXX	25	17	4.15
62	Water audit and demand management(WSW 124)	XXXXXXXXXX	14	9	4.16
63	Game theory(MPE 147)	XXXXXXXXXX	37	30	4.2
64	Managerial economics - 2(PPM 142)	XXXXXXXXXX	24	17	4.23
65	Renewable energy conversion technologies - I(ENR 124)	XXXXXXXXXX	36	30	4.23
66	Air pollution and climate change(NRC 134)	XXXXXXXXXX	14	11	4.24
67	Environmental economics(MPP 147)	XXXXXXXXXX	24	17	4.24
68	Renewable energy conversion technologies - I(ENR 124)	XXXXXXXXXX	36	30	4.24
69	Climate change: Vulnerability, Impacts Adaptation & Resilience(NRC 182)	XXXXXXXXXX	22	15	4.25
70	Development economics(MPD 147)	XXXXXXXXXX	25	24	4.26
71	Urban Infrastructure Law and Management(MPL 166)	XXXXXXXXXX	3	2	4.3
72	Group practicum 2(MPD 102)	XXXXXXXXXX	24	24	4.31

Board of Management –26/24.10.2017

73	Hydrology(NRE 162)	XXXXXXXXXX	22	18	4.31
74	Innovation and change management for infrastructure projects(BSI 132)	XXXXXXXXXX	8	3	4.31
75	Strategic communication and stakeholder engagement(BSI 103)	XXXXXXXXXX	8	3	4.31
76	Energy auditing, energy efficiency and energy conservation(ENR 114)	XXXXXXXXXX	36	31	4.32
77	Immunochemistry(BBP 130)	XXXXXXXXXX	19	16	4.32
78	Water audit and demand management(WSW 124)	XXXXXXXXXX	14	11	4.35
79	Introduction to management techniques - I(ENR 185)	XXXXXXXXXX	35	29	4.36
80	Theory of environmental policy(MPE 144)	XXXXXXXXXX	36	30	4.36
81	Thermodynamics(ENR 131)	XXXXXXXXXX	36	31	4.37
82	Population and health: Techniques of analysis policy perspectives(MPD 124)	XXXXXXXXXX	34	33	4.38
83	Infrastructure policies reforms and law(PPM 151)	XXXXXXXXXX	35	22	4.39
84	Law and policy for maps and remote sensing(NRG 160)	XXXXXXXXXX	12	12	4.42
85	Molecular cell biology - from genes to communities(BBP 114)	XXXXXXXXXX	19	16	4.42
86	Indian agriculture in a global setting(MPE 128)	XXXXXXXXXX	11	7	4.44
87	Plant biotechnology laboratory - Part 2(BBP 102)	XXXXXXXXXX	19	16	4.47
88	Plant biotechnology laboratory - Part 2(BBP 102)	XXXXXXXXXX	19	16	4.5
89	Molecular markers and breeding(BBP 150)	XXXXXXXXXX	19	16	4.51
90	Statistics for the life sciences(BBP 112)	XXXXXXXXXX	23	16	4.53
91	Design of water supply and sanitation system(WSW 186)	XXXXXXXXXX	9	6	4.55
92	Qualitative research methods in management(MPP 173)	XXXXXXXXXX	24	17	4.56
93	Irrigation water and drainage management(WSW 136)	XXXXXXXXXX	15	11	4.59
94	Infrastructure organization and HR(BSI 182)	XXXXXXXXXX	8	3	4.6
95	Plant biotechnology laboratory - Part 2(BBP 102)	XXXXXXXXXX	19	16	4.61
96	International environmental law(MPL 152)	XXXXXXXXXX	6	3	4.62

Board of Management –26/24.10.2017

97	Real Estate Development(MEU 184)	XXXXXXXXXX	12	11	4.65
98	Logistics and supply chain management(BSI 138)	XXXXXXXXXX	8	3	4.67
99	Water quality modelling and application(WSW 176)	XXXXXXXXXX	9	6	4.7
100	Integrated watershed and river basin management(WSW 164)	XXXXXXXXXX	6	5	4.77
101	Water supply and sanitation(WSW 184)	XXXXXXXXXX	6	5	4.88
102	Biotechnology law(MPL 162)	XXXXXXXXXX	2	1	5
103	Ecological Economics(MPE 125)	XXXXXXXXXX	4	1	5
104	Environmental Aspects of Business Activities (MPL 156)	XXXXXXXXXX	5	3	4.58
105	Macroeconomic Environment (BSI 122)	XXXXXXXXXX	8	4	4.15
			2253	1817	

Final Feedback 81%

Major Projects 2016-17					
PROJECT_TITLE	SPONSOR	PI_NAME	PROJECT_START	PROJECT_END	AMOUNT (In RS.)
Local Coordinator for the UNU-IAS case study in Lucknow on "Low Carbon Urban Water Environment Project"	United Nations University	Mr Chander Kumar Singh	01-Sep-16	28-Feb-17	15,94,935
Structural studies on proteins involved in synthesis and processing of mycolic acids in Mycobacterium tuberculosis	Department of Biotechnology	Dr Chaithanya Madhurantakam	20-May-16	20-May-17	21,10,000
National Post-Doctoral Fellowship to Dr Anil Kumar Verma, under the mentorship of Dr. Ramakrishnan Sitaraman	Science and Engineering Research Board	Dr Ramakrishnan Sitaraman	09-Jun-16	08-Jun-18	19,20,000
Assessing land issues for utility scale renewable energy development	The Shakti Sustainable Energy Foundation	Mr Sapan Thapar	16-May-16	31-Mar-17	38,21,498
ITEC Training program "Integrated Approach Towards Sustainable Development" during 27th march to 14th April 2017.	Ministry of External Affairs	Dr Chubamenla Jamir	21-Sep-16	31-Mar-17	20,00,000

Board of Management –26/24.10.2017

ITEC training programme on "Climate change and sustainability" October 3-21, 2016	Ministry of External Affairs	Dr Kamna Sachdeva	09-Sep-16	31-Mar-17	20,00,000
Embedding SCP in to TERI University Post Graduate Programme	UNEP	Dr. Shaleen Singhal	01-May-16	30-Nov-16	1,25,86,361
Scaling SCP Learning and Outreach through Awareness-raising among Key SWITCH-Asia Target Audiences - SSFA II	UNEP	Dr. Shaleen Singhal	01-Jul-16	31-Dec-16	96,54,101
Landscape Approach for Land-Water-Community Security	Solidaridad Network Asia Limited	Ms Fawzia Tarannum	01-Feb-17	30-Sep-17	30,00,000
Consultancy by Dr Leena Srivastava to prepare two technical papers on linkages between Energy and SDGs for discussion during the "2018 High level Political Forum" in Bangkok during 28 - 30 June 2017.	United Nations Department of Economic and Social Affairs	Dr Leena Srivastava	17-Jun-17	15-Jul-17	10,16,000
Design, development and testing of a down draft gasifier system completed by hydrogen enrichment thru air steam gasification	Petroleum Conservation Research Association	Dr Priyanka Kaushal	19-Apr-17	20-Nov-19	21,78,000
Feasibility study for climate protection by financial instruments in	One Climate Club	Mr Sapan Thapar	05-Jul-17	30-Nov-17	10,35,000

Board of Management –26/24.10.2017

India in collaboration with One Climate Club					
Review of the current Indian Energy Policy framework/structure and Policy proposal related to Transport Sector.	Toyota Kirloskar Motors Private Limited	Dr Atul Kumar	01-Jul-17	10-Mar-18	16,12,500
ITEC programme on 'Climate Change and sustainability" during 25 September to 13 October 2017.	Ministry of External Affairs	Dr Kamna Sachdeva	28-Aug-17	30-Nov-17	20,00,000
Application of life cycle thinking approach for enhancing the fruits and vegetables supply chain: A pilot study from Nagaland, India	United Nations Environment Programme	Dr Chubamenla Jamir	03-Aug-17	30-Nov-18	10,79,500
Modelling for Enhancing Water Quality in Uttarakhand using Geospatial Technology"	Department of Science and Technology, Uttarakhand State Council for Science and Technology	Dr Vinay Shankar P Sinha	12-Jun-17	12-Jun-19	50,46,400
Preparation of State specific action plan for Water Sector - Arunachal Pradesh	Water Resources Department, Arunachal Pradesh	Mr M V Shiju	06-Apr-17	05-Apr-18	30,00,000

Minor Projects 2016-17					
PROJECT_TITLE	SPONSOR	PI_NAME	PROJECT_START	PROJECT_END	AMOUNT (In RS.)
Delivery of short course on Gender, Equity and Water Management	WaterEd Australia Pty Ltd.	Ms Fawzia Tarannum	17-Sep-16	30-Nov-16	6,00,000
Training on biodiversity conservation and biodiversity act for 200 women residing around Valmiki Tiger Reserve Done, Bihar.	Wildlife Trust of India	Dr Sudipta Chatterjee	08-May-16	31-May-16	76,000
Training Programme on "Geospatial Technologies" under Natural Resources Data Manager System (NRDMS) programme of DST	Department of Science and Technology	Dr Vinay Shankar P Sinha	25-Jul-16	31-Dec-16	10,00,000
One Week In-Service Training programme for AIS officers on The Sustainable Development Goals: Mainstreaming into the National Developmental Framework (28th	Department of Personnel & Training	Dr Chubamenla Jamir	23-Aug-16	31-Jan-17	5,62,500

Board of Management –26/24.10.2017

November-2nd December, 2016)					
International Conference on Urban Geoinformatics (ICUG)-2017 during	TERI University	Dr Nithiyanandam Yogeswaran	04-Oct-16	31-Mar-17	-
To develop advanced models for climate related studies	National Security Council Secretariat	Dr Nithiyanandam Yogeswaran	24-Oct-16	23-Oct-17	9,94,750
Certificate Course - Capacity Building Programme on “Electricity Law, Reforms and Practice” during 1 - 3 September 2016.	HSA Advocates	Dr M P Ram Mohan	25-May-16	30-Sep-16	60,000
Training programme on Applied Economic Tools and Techniques for managing Environmental Resources scheduled to be conducted during 3 - 5 October 2016	Science and Engineering Research Board,TERI University	Dr Sukanya Das	14-Jul-16	30-Nov-16	2,81,792
Skill Building Workshop in Law and Economic	TERI University	Dr M P Ram Mohan	08-Sep-16	31-Mar-17	-
Skill Building on the Art and Practice of Trial, Corporate and Environmental	TERI University	Mr M V Shiju	08-Sep-16	31-Dec-16	-

Board of Management –26/24.10.2017

Litigation during 20-22 October 2016					
Investigating the Potential for Decentralized Institutions, Technologies and Governance to Meet the Wastewater Challenge.	Auburn University	Dr Sukanya Das	01-Oct-16	31-Oct-17	2,68,000
Training programme on "nuclear energy and law" during 6-11 March 2017.	Nuclear Law Association, India, TERI University	Dr M P Ram Mohan	27-Dec-16	31-May-17	1,50,000
SUN (School University Network)	TERI University	Mr Sandeep Arora	22-Mar-17	31-Mar-18	5,00,000
Training program on "Climate Impacts and Responses" to be held during 2 - 3 March, 2017 at TERI University.	Ministry of Earth Sciences, Govt. of India	Dr Anu Rani Sharma	02-Feb-17	30-Apr-17	1,10,000
Surrey-TERI University International Networking Workshop on	University of Surrey	Dr Suresh Jain	15-Mar-17	30-Apr-17	1,76,000
Short-term Training Programme on Data Science Applications for Sustainability during July 10-12, 2017.	Multi-Client, Science and Engineering Research Board	Dr Neeti	17-Mar-17	31-Aug-17	1,00,000

Board of Management –26/24.10.2017

International Conference on Agribusiness in Emerging Economies during January 3 - 4, 2018	Multi-Client	Dr Sapna A Narula	14-Jun-17	31-Jan-18	1,00,000
Lipolytic Helicobacter pylori enzymes and their potential role(s) in pathogenesis	Indian Council of Medical Research	Dr Ramakrishnan Sitaraman	25-Sep-17	24-Sep-18	7,73,640
Nutritional and livelihood security of subsistence farmer in the hilly and mountain areas of the Hindu Kush Himalayan region.	International Centre for Integrated Mountain Development	Dr Chubamenla Jamir	29-Jun-17	30-Apr-18	6,35,000
Program Management and Curriculum Development for the Faculty of Royal University of Bhutan at TU, New Delhi during 8th to 11 May 2017.	Royal University of Bhutan	Dr Seema Sangita	03-May-17	30-Jun-17	5,30,200

Annexure 5

PROJECT_TITLE	SPONSOR	PI_NAME	PROJECT_START	PROJECT_END	AMOUNT (In RS.)
Landscape Approach for Land-Water-Community Security	Solidaridad Network Asia Limited	Ms Fawzia Tarannum	01-Feb-17	30-Sep-17	30,00,000

Board of Management –26/24.10.2017

SUN (School University Network)	TERI University	Mr Sandeep Arora	02-Feb-17	31-Mar-18	5,00,000
Training program on "Climate Impacts and Responses" to be held during 2 - 3 March, 2017 at TERI University.	Ministry of Earth Sciences, Govt. of India	Dr Anu Rani Sharma	15-Mar-17	30-Apr-17	1,10,000
Surrey-TERI University International Networking Workshop on	University of Surrey	Dr Suresh Jain	17-Mar-17	30-Apr-17	1,76,000
Short-term Training Programme on Data Science Applications for Sustainability during July 10-12, 2017.	Multi-Client, Science and Engineering Research Board	Dr Neeti	22-Mar-17	31-Aug-17	1,00,000
Consultancy by Dr Leena Srivastava to prepare two technical papers on linkages between Energy and SDGs for discussion during the "2018 High level Political Forum" in Bangkok during 28 - 30 June 2017.	United Nations Department of Economic and Social Affairs	Dr Leena Srivastava	06-Apr-17	15-Jul-17	10,16,000
International Conference on Agribusiness in Emerging Economies during January 3 - 4, 2018	Multi-Client	Dr Sapna A Narula	19-Apr-17	31-Jan-18	1,00,000
Lipolytic Helicobacter pylori enzymes and their potential	Indian Council of Medical Research	Dr Ramakrishna Sitaraman	03-May-17	24-Sep-18	7,73,640

Board of Management –26/24.10.2017

role(s) in pathogenesis					
Design, development and testing of a down draft gasifier system completed by hydrogen enrichment thru air steam gasification	Petroleum Conservation Research Association	Dr Priyanka Kaushal	12-Jun-17	20-Nov-19	21,78,000
Feasibility study for climate protection by financial instruments in India in collaboration with One Climate Club	One Climate Club	Mr Sapan Thapar	14-Jun-17	30-Nov-17	10,35,000
Nutritional and livelihood security of subsistence farmer in the hilly and mountain areas of the Hindu Kush Himalayan region.	International Centre for Integrated Mountain Development	Dr Chubamenla Jamir	17-Jun-17	30-Apr-18	6,35,000
Review of the current Indian Energy Policy framework/structure and Policy proposal related to Transport Sector.	Toyota Kirloskar Motors Private Limited	Dr Atul Kumar	29-Jun-17	10-Mar-18	16,12,500
ITEC programme on 'Climate Change and sustainability" during 25 September to 13 October 2017.	Ministry of External Affairs	Dr Kamna Sachdeva	01-Jul-17	30-Nov-17	20,00,000
Application of life cycle thinking approach for enhancing the fruits and vegetables supply chain: A pilot	United Nations Environment Programme	Dr Chubamenla Jamir	05-Jul-17	30-Nov-18	10,79,500

Board of Management –26/24.10.2017

study from Nagaland, India					
Modelling for Enhancing Water Quality in Uttarakhand using Geospatial Technology"	Department of Science and Technology,Uttarakhand State Council for Science and Technology	Dr Vinay Shankar P Sinha	03-Aug-17	12-Jun-19	50,46,400
Preparation of State specific action plan for Water Sector - Arunachal Pradesh	Water Resources Department, Arunachal Pradesh	Mr M V Shiju	28-Aug-17	05-Apr-18	30,00,000
Program Management and Curriculum Development for the Faculty of Royal University of Bhutan at TU, New Delhi during 8th to 11 May 2017.	Royal University of Bhutan	Dr Seema Sangita	25-Sep-17	30-Jun-17	5,30,200

Annexure 6

Events

7 July 2016	<u>Management Development Programme on Reporting Sust...</u>	TERI Retreat
5 August 2016	<u>Workshop on Practice of Nuclear Liability, Compens...</u>	Gujarat National Law University, Gandhinagar, Gujarat.
8 August 2016	<u>Management Development Programme on Alternate Ener...</u>	TERI University
15 August 2016	<u>Independence Day Celebrations...</u>	TERI University
17 August 2016	<u>Summer School: Changing Sanitation and Hygiene Beh...</u>	Hotel The Stadel, Kolkata
17 August 2016	<u>Institutional seminar "Urban Deprivation and its C...</u>	TERI University, Conference Room
23 August 2016	<u>SCP Course Launch, first time in a developing coun...</u>	TERI University
23 August 2016	<u>Mini-BLISS Schools Inauguration...</u>	TERI University
24 August 2016	<u>Institutional seminar "Beyond the Resource Curse: ...</u>	L001, TERI University
29 August 2016	<u>Securing energy for Sustainable Global Development...</u>	TERI University
1 September 2016	<u>Capacity Building Programme on "Electricity Law, R...</u>	TERI University
7 September 2016	<u>Institutional seminar "Land Seminar"...</u>	TERI University
7 September 2016	<u>Economics Seminar Series - The Application of Labo...</u>	TERI University
7 September 2016	<u>Chancellor's visit to TERI University...</u>	TERI University
9 September 2016	<u>University lecture series talk on "INEQUALITY AND ...</u>	TERI University
14 September 2016	<u>Economics Seminar Series-Seminar 3 "GST Reforms: K...</u>	TERI University
26 September 2016	<u>Philosophy of Biology and Ethics in Biology Resear...</u>	TERI University
28 September 2016	<u>Economics Seminar Series-Seminar 4 "Agriculture an...</u>	Conference Hall TERI University
3 October 2016	<u>Short-term Training Programme on "Applied Economic...</u>	TERI University
3 October 2016	<u>Indo-German Dialogue on Sustainable Water Resource...</u>	TERI University

6 October 2016	<u>Young Researchers South Asian Symposium on SDGs 20...</u>	TERI University
19 October 2016	<u>Economics Seminar Series 5 "Health Care Financing ...</u>	TERI University
20 October 2016	<u>3 day Litigation Clinic for law students and young...</u>	TERI University
26 October 2016	<u>University lecture series "WOMEN IN HIGHER EDUCATI...</u>	TERI University
26 October 2016	<u>TERI University Signs the HUC Charter...</u>	TERI University
4 November 2016	<u>Ninth Convocation Ceremony...</u>	TERI University
9 November 2016	<u>Economics Seminar Series-Lecture 6 - India's New C...</u>	TERI University
10 November 2016	<u>TERI University Book Fair 2016...</u>	TERI University
11 November 2016	<u>REtopia "Democratizing Renewable Energy"...</u>	TERI University
1 December 2016	<u>21 Day Training Programme on Geospatial Technologi...</u>	TERI University
13 December 2016	<u>Webinar "The Return of the Native: An ethnographic...</u>	TERI University
18 January 2017	<u>Economics Seminar Series: Seminar 1 "An Egalitaria...</u>	TERI University
25 January 2017	<u>Remodelling Global Cooperation to Address Global C...</u>	TERI University
1 February 2017	<u>Economics Seminar Series: Seminar 2 "The impact of...</u>	TERI University
15 February 2017	<u>Economics Seminar Series: Seminar 3 "Women Status ...</u>	TERI University
22 February 2017	<u>International Conference on Urban Geoinformatics...</u>	TERI University
2 March 2017	<u>TERI University-MoES capacity Building program "Cl...</u>	TERI University
6 March 2017	<u>Certificate course on "Nuclear Energy and Law"...</u>	TERI University
6 March 2017	<u>Roundtable on Enhancing Policy Impact of Social Sc...</u>	TERI University
10 March 2017	<u>Surrey-TERI University Joint International Worksho...</u>	TERI University
22 March 2017	<u>Economics Seminar Series-Seminar 4 "The Corporate ...</u>	L-103, TERI University
28 March 2017	<u>SWASH -2017...</u>	TERI University
11 April 2017	<u>Implementing SDGs in India: Challenges and Way For...</u>	TERI University
12 April 2017	<u>Economics Seminar Series: Seminar 5 "Policy Challe...</u>	L-103, TERI University

Board of Management –26/24.10.2017

21 April 2017	<u>PRAVAAH 2017 "Sustainable Innovation and Entrepren...</u>	TERI University
21 June 2017	<u>WASH Curriculum Development Workshop on 21-23 Jun...</u>	TERI University
21 June 2017	<u>USAID funded Third WASH Summer School on Effective...</u>	TERI University



Sanjay Rastogi & Associates

Chartered Accountants

ANNEXURE 7

Independent Auditor's Report

We have examined the balance sheet of **TERI University** as at 31.03.2017 and the Income & Expenditure account for the year ended on that date which is in agreement with the books of account maintained by the said Trust or Institution. We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purposes of the audit. In our opinion, proper books of account have been kept by the head office and the branches of the above named trust or institution visited by us so far as appears from our examination of the books, and proper Returns adequate for the purposes of audit have been received from branches not visited by us, subject to the comments given below:

In our opinion and to the best of our information, and according to information given to us, the said accounts give a true and fair view-

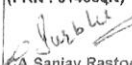



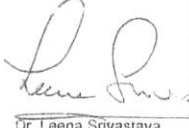
- (i) In the case of the balance sheet, of the state of affairs of the above named trust as at 31st March 2017 and,
- (ii) In the case of the income & expenditure account, deficit of its accounting year ending on that date

Place: New Delhi
Date: 25/08/2017



For Sanjay Rastogi & Associates
Chartered Accountants
(FRN : 014056N)

Sanjay Rastogi
CA Sanjay Rastogi
Proprietor
(Membership No. 075033)

TERI UNIVERSITY New Delhi Income & Expenditure Account for the year ended on March 31, 2017			
(Amount in INR)			
	Schedule	As on 31.3.2017	As on 31.3.2016
Income			
Academic Receipts	4 (a)	92,421,972	81,078,473
Interest Receipts	4 (b)	17,248,215	17,476,048
Others Receipts	4 (c)	44,959,302	40,038,140
Receipts from Completed Research Projects		46,577,668	57,147,953
Total Income		201,207,157	196,740,614
Expenditure			
Salary	5	116,264,712	82,001,873
Academic Course Expenses	6	20,976,710	17,801,028
Office Contingencies & Miscellaneous	7	57,351,107	69,660,106
Expenditure of Completed Research Projects		19,473,777	17,573,755
Depreciation		3,416,989	1,964,326
Total Expenditure		217,483,295	189,001,088
Excess of Receipts over Expenditure (Surplus)	-	16,276,138	6,739,526
Balance available for Appropriation	-	16,276,138	6,739,526
Less : Transferred in to Reserve & Surplus Account	-	16,276,138	6,739,526
Surplus/Deficit brought forward		70,986,375	64,246,849
Surplus/ Deficit Carried over to Income & Expenditure		54,710,237	70,986,375
Significant Accounting Policies and Notes to the Accounts	8		
Schedule 1 to 8 form an integral part of the Accounts This is the balance sheet referred to in our report of even date For Sanjay Rastogi & Associates Chartered Accountants (FRN : 014056N)  CA Sanjay Rastogi Proprietor (Membership No. 075033)  Place : New Delhi Date : 25.08.2017			
	 Dhanraj Singh Finance Officer	 Dr. Rajiv Seth Pro-Vice Chancellor	 Dr. Leena Srivastava Vice Chancellor

Particulars	Rate %	Schedule 1 - Fixed Assets (Gross)				Discarded	Balance as on 31.03.17	Depreciation for the year	W.D.V. As on 31.03.17
		W.D.V. As on 01.04.2016	less than 180 days	more than 180 days	Additions				
Computer	60	704,609	1,759,725	1,775,421	-	-	4,239,755	2,015,936	2,223,820
Computer (project)	60	68,295	-	38,773	-	-	107,068	64,241	42,827
Office Equipment	15	6,064,541	445,107	978,373	-	-	7,488,021	1,089,820	6,398,201
Office Equipment (Project)	15	1,747,223	-	15,750	-	-	1,762,973	264,446	1,498,527
Scientific Equipment	15	457,481	-	-	-	-	457,481	68,622	388,859
Scientific Equipment (project)	15	5,337,630	4,060,083	2,360,517	-	-	11,758,230	1,459,228	10,299,002
Furniture	10	2,156,549	243,960	147,577	-	-	2,543,086	242,611	2,305,475
Furniture (Project)	10	34,726	-	-	-	-	34,726	3,473	31,253
Land - Delhi Campus		43,634,798	-	-	-	-	43,634,798	-	43,634,798
Capital Work in Progress - Mysore Campus		33,921	18,184	-	-	52,105	-	-	-
Capital Work in Progress - Guwahati Campus		-	-	10,707	-	-	10,707	-	10,707
Capital Work in Progress - Hyderabad Campus		-	1,177,582	20,482,078	-	-	21,659,660	-	21,659,660
Total		60,239,773	7,704,641	25,809,196	52,105	93,701,505	5,208,376	88,493,129	



Schedule 1 - Fixed Assets (Funded from Own Resources)									
Particulars	Rate %	W.D.V. As on 01.04.2016	Additions less than 180 days	more than 180 days	Discarded	Balance as on 31.03.17	Depreciation for the year	W.D.V. As on 31.03.17	
Computer	60	704,609	1,759,725	1,775,421		4,239,755	2,015,936	2,223,819	
Office Equipment	15	6,064,542	445,107	978,373		7,488,022	1,089,820	6,398,202	
Scientific Equipment	15	457,481	-	-		457,481	68,622	388,859	
Furniture	10	2,156,549	243,960	147,577		2,548,086	242,611	2,305,475	
Land - Delhi Campus		43,634,798	-	-		43,634,798	-	43,634,798	
Capital Work in Progress - Mysore Campus		33,921	18,184	-	52,105	-	-	-	
Capital Work in Progress - Guwahati Campus			-	10,707		10,707	-	10,707	
Capital Work in Progress - Hyderabad Campus			1,177,582	20,482,078		21,659,660	-	21,659,660	
Total		53,051,900	3,644,558	23,394,156	52,105	80,038,509	3,416,989	76,621,520	
Schedule 1 - Fixed Assets (Funded from Projects)									
Particulars	Rate %	W.D.V. As on 01.04.2016	Additions less than 180 days	more than 180 days	Discarded	Balance as on 31.03.17	Depreciation for the year	W.D.V. As on 31.03.17	
Computer (project)	60	68,295	-	38,773		107,068	64,241	42,827	
Office Equipment (Project)	15	1,726,788	-	15,750		1,742,538	261,381	1,481,157	
Scientific Equipment (project)	15	5,358,066	4,060,083	2,360,517		11,778,666	1,462,294	10,316,372	
Furniture (Project)	10	34,726	-	-		34,726	3,473	31,253	
Total		7,187,875	4,060,083	2,415,040	-	13,662,998	1,791,389	11,871,609	



TERI UNIVERSITY	As on 31.3.2017	As on 31.3.2016
Schedule 2: Current Assets		
Loan & Advances	5,672,145	8,683,827
Interest Accrued and due but not received	4,193,487	389,759
Project Work in Progress	81,501,567	61,485,369
Prepaid Expenses	2,221,534	380,386
Imprest Accounts	2,181,102	1,272,185
TERI - Students Fellowship	9,954,619	9,954,619
Amount Recoverable from Student - Course Fee	6,847,415	11,774,465
Amount Recoverable for Completed Projects	11,861,454	879,443
Amount Recoverable from Training, Seminar, Workshop and Sponsorship Activities	5,980,335	-
Amount Recoverable from Open Society Foundation	2,434,874	-
Amount Recoverable from Mr. T.D. Gupta	-	2,100
Amount Recoverable from Students against reimbursement	10,770	-
Amount Recoverable from Mrs. Ria Sinha	-	20,000
Security Deposit with Landlords	611,200	475,200
TDS Recoverable	9,314,291	5,188,941
Water & Electricity Charges Receivable	-	2,968,000
Cash & Bank Balance		
State Bank of Hyderabad		
SB A/c no. 52142908571	2,135,818	3,610,293
State Bank of Hyderabad		
SB A/c no. 52142908560	15,382	439,961
HDFC Bank A/c - 02731110000021	431,919	4,014,792
HDFC Bank FCRA A/c - 00031170000088	596,593	850,908
ICICI Bank - 000701263993	146,634	720,885
Canara Bank - 3159101000096	227,012	107,621
Canara Bank - 3159101001448	6,702	12,956
Cash in Hand	300,201	995,730
Total	146,645,054	114,227,440



TERI UNIVERSITY	As on 31.3.2017	As on 31.3.2016
Schedule 3: Current Liabilities		
Sundry Creditors	12,966,646	13,776,367
Loan against FDR - Short Term	36,000,000	-
Amount Payable to Students/OSF Students	703,641	16,210
Amount Payable to Staff	-	26,000
Project Contribution Received in Advance	122,117,177	99,923,464
Amount Payable to State Bank of India & HDFC Bank Limited - Credit Card	279,595	120,148
Security Deposit Received from Suppliers	15,000	115,000
Audit Fees Payable	71,500	71,500
Interest Payable on Loan against FDR	1,796,456	-
Group Insurance Claim Payable	38,927	-
Stale & Cancelled Cheques - (Dr / Cr)	(118,343)	4,926
Unutilised Contingent Grants - CSIR	84,844	79,178
Unutilised Contingent Grant - DBT	205,588	206,350
Unutilised Contingent Grant - UGC	97,914	97,914
Unutilised Contingent Grant - DST	68,450	48,450
Grant Recoverable from DST (Inspire) for Students	59,800	151,840
Grant received from UGC for Students	15,000	16,000
Grant received from DST for Students	-	130,000
Grant received for Manish Manjunath Fellowship	7,400	10,000
Misc. Fellowship Received	529,900	-
Amount transferred from Previous Employer for Retirement Benefits	1,273,429	1,273,429
Outstanding Expenses	2,212,292	1,884,183
Provision - Faculty/Student Development Programme	471,049	-
Student Activities Fund	400,000	550,000
Salary Payable	70,570	58,893
Advance Money Received for Field Work - Dr. Sapna Narula	254,200	-
Received from University of Guelph for PhD Student	237,281	237,281
Duties & Taxes Payable	1,685,330	1,210,340
Security Deposit Refundable - International Tractor Limited	25,307,250	-
Security Deposits Refundable	6,096,803	5,473,803
Security Deposit from Employee - House Lease	234,000	161,000
Security Deposit Hostel Students	375,000	290,000
Course Fee Received in Advance	149,672	385,000
Course - MA (PPSD) Travelling Expenses Payable	-	3,280,000
Total	213,706,371	129,291,596
Schedule 4: Income Receipts		
A. Academic Receipts		
Course fees	89,532,946	79,168,451
Sale of Application Form	2,889,026	1,910,022
	92,421,972	81,078,473
B. Interest Receipts		
Interest Received on Deposits	15,930,840	13,581,512
Interest Received on Reserve Bank of India Bond	-	2,380,000
Interest Received on Tax Deducted at Sources	-	75,480
Interest on Home Loan/Vehicle Loan/Education Loan	528,115	454,429
Interest - Others	110,159	110,160
Interest on Saving Bank	679,101	874,467
	17,248,215	17,476,048
C. Other Receipts		
Sponsorship	15,020,000	280,500
Admission Cancellation Fees	239,880	541,240
Rent Received from Rental Premises	16,871,500	-
Amount Written back	2,078,314	530,860
Miscellaneous income	1,439,110	1,483,227
Receipts from Hostel Fees	5,426,993	5,138,071
Recoveries against Notice Pay & Leave Encashment	12,067	30,320
Receipts from Training, Seminar & Workshop	3,665,018	31,922,162
Transit Residence	206,420	111,760
	44,959,302	40,038,140
Total	154,629,489	138,592,661

TERI UNIVERSITY	As on 31.3.2017	As on 31.3.2016
Schedule 5: Salary Components		
Pay & Allowances	100,637,395	70,089,301
Performance Linked Allowance	3,199,233	2,132,947
Employer's Provident Fund Contribution	8,266,152	5,996,441
Telephone Reimbursement	48,634	28,000
Medical Reimbursements	868,813	561,446
Gratuity Expenses	410,639	1,449,743
Leave Encashment	291,075	495,915
Leave Travel Allowance	2,542,771	1,248,080
Total	116,264,712	82,001,873
Schedule 6: Academic Course Expenses		
Advertisement	1,028,846	1,087,142
Bank Charges	3,093	5,005
Books & Periodicals - (Library)	843,714	582,085
Computer Software Maintenance Charges	76,470	96,536
Laboratory, Chemical, Glassware & Consumable Expenses	127,409	118,360
Conveyance & Hiring Expenses	672,283	615,194
Membership Fee, Subscription and Registration Charges - Academic	607,956	602,288
Meeting & Refreshment Expenses		89,773
Fellowship, Honorarium, Stipend & Internship and Award Expenses	1,679,026	1,369,070
Students Field Expenses	5,079,557	4,103,405
Misc. Expenses	1,709	1,274
Postage Expenses	442	3,236
Printing & Stationery	301,728	371,873
Professional Time Other Consultants	10,377,048	8,151,407
Repair & Maintenance Expenses	44,000	32,452
Meeting, Seminar & Workshop	64,440	351,812
Travelling Expenses	68,989	220,116
Total	20,976,710	17,801,028



TERI UNIVERSITY	As on 31.3.2017	As on 31.3.2016
Schedule 7: Office Contingencies and Miscellaneous		
Annual Maintenance Contract	2,634,663	2,877,317
Alumni Meeting Expenses	7,011	39,650
Audit Fees	71,500	71,500
Annual Sports Day Expenses	21,289	23,729
Bank, Interest & Finance Charges	1,984,115	596,841
Building Maintenance Charges for Rented Premises	10,759,680	-
Celebration & Festival Exepnses	127,839	118,473
Computer Software and Repairs & Maintenance	747,733	1,016,115
Conveyance Expenses	156,012	63,662
Convocation Expenses	1,430,674	1,030,023
Entertainment, Meeting and Hostel Operating Expenses	2,272,819	2,959,198
Training, Seminar & Workshop Expenses	2,661,727	28,945,919
Electrcial & Hardware Items	599,650	383,766
Guest House Operating Exp.	181,728	178,338
Hiring charge - Vehicle	1,030,621	1,126,320
Fellowship and Honorarium - Others	91,177	56,578
Internal Grant Committee - Grant for Faculty	500,000	-
Internal Grant Committee - Grant for Students	200,000	-
Insurance Premium	256,149	138,319
Email/Internet/LAN Network Expenses	1,015,621	1,166,940
Postage Expenses	103,331	72,494
Printing & Stationery	1,488,562	1,023,603
Misc. Expenses	170,794	278,903
Provident Fund - Administration charges	510,991	397,077
Provident Fund - EDLI Charges	42,750	35,622
Provident Fund - Inspection Charge	2,412	2,409
Housekeeping Charges, Office Maintenance Charges & Other		
Professional Charges	11,249,494	9,227,421
Repair & Office Maintenance - Building	1,264,357	1,001,595
Membership Fee, Subscription and Registration Charges	255,687	534,483
Repair & Maintenance - Furniture	614,766	675,348
Repair & Maintenance Office Equipment	818,564	607,454
Repair & Maintenance Vehicle	202,927	199,849
Security Service Charges	2,986,794	3,005,301
Service Tax Paid	2,531,480	2,463,030
Transit Residence	521,688	702,758
Telephone Expenses	376,673	496,371
Travelling Expenses	799,093	178,588
Vice Chancellor - Car Running Expenses	233,612	85,797
Amount Written Off	273,695	-
Water/Electricity/Diesel A/c	6,153,429	7,879,315
Total	57,351,107	69,660,106



SCHEDULE 8 : SIGNIFICANT ACCOUNTING POLICIES AND NOTES TO THE ACCOUNTS

Significant Accounting Policies:

Accounting Convention:

The accounts have been prepared on accrual basis.

Revenue recognition

- a) Course Fee & Hostel Fee are recognized as income on accrual basis.
- b) Sponsorship fees is recognized as income on accrual basis.
- c) Contribution & Expenditure related to Research Activities, Training Programme, Seminar & Workshop are recognized as income / expenditure in Income and Expenditure Account at the time of completion of the activities.
- d) Income from investment is recognized on accrual basis.

Fixed Assets:

Fixed assets are stated at cost of acquisition / construction less accumulated depreciation.

The cost of acquisition is inclusive of borrowing cost, freight, taxes and other incidental expenses incurred up to the date of installation and commissioning of the assets.

No write-off is made in respect of leasehold land.

Depreciation

Depreciation of fixed assets has been provided on the written down value method at the following rates :

Office and Scientific Equipment,	
Electric installations, Air – Conditioning plants,	
Generators	15%
Furniture & Fixtures	10%
Car	15%
Computers	60%



Investment

Long term investment is stated at cost. Current investment is stated at cost or net realizable value whichever is lower.

NOTES TO THE ACCOUNTS


The Trust is registered under section 12A (a) of the Income Tax Act 1961 and therefore, eligible for benefit of section 11 of the Income Tax Act. The donations made to the trust are exempt under section 80(G)(5)(V) of the Income Tax Act 1961.

Previous year figures have been regrouped – rearranged wherever considered necessary.

Signature to Schedule 1 to 8 of the Balance Sheet.


Dhanraj Singh
Finance Officer


Dr. Rajiv Seth
Pro-Vice Chancellor


Dr. Leena Srivastava
Vice Chancellor

As per Reports of even date attached:

For Sanjay Rastogi & Associates
Chartered Accountants
FRN : 014056N


CA Sanjay Rastogi
Proprietor
Membership NO. 075033



Place : New Delhi
Date : 25.08.2017

Annexure 8

Environment Audit Report II

2016-2017 May 6, 2016 TERI University

This report is the outcome of the investigations done by committee members during 2015-2016.

There has been a remarkable improvement in the hygienic conditions of the University and students and faculty members recognize the prompt action and proactive approach of the General Administration of the university on this matter. Action has been taken on most of the recommendations given in first report of the environment audit which was submitted in November 16, 2015.

Following aspects were investigated by the committee

- Drinking water quality
- Sewage treatment and water recycling
- Solid waste management
- Hostel
- Kitchen
- Laboratory
- Other health and hygiene related matters

1. Drinking water quality

The General Administration of the university has been successful in doing away the use of plastic bottles in the University. Drinking water quality is being monitored every month in the environmental laboratory of the University as well as by the maintenance staff. The water quality parameters are displayed and this practice is appreciated even by visitors of the university. Currently, there are no issues related to drinking water quality in the university. As it is being monitored regularly, therefore, any issue that may arise in future will be addressed immediately.

2. Sewage treatment and water recycling

The working of sewage treatment plant (STP) was first investigated by Prof Kansal in the month of August 2015. He suggested a protocol for operation of the STP. As the STP is based on biological

treatment process, use of chemicals in the STP was stopped, except for the use of sodium hypochlorite solution in the final treated water tank.

Some of the uncomfortable observations w.r.t. STP is as follows:

1. The sewage treatment plant receives very less quantity of wastewater in comparison to the quantity of water used in the university. We were informed that only hostel block is connected to STP whereas, wastewater generated from cafeteria kitchen, admin and academic block is directly disposed into sewers. However, indications are that even hostel block is not fully connected to the STP or there may be some arrangement of by-passing hostel sewage directly into sewers.
2. The above postulate is further strengthened if one observes the characteristics of water quality at the inlet of STP (Table 1). The values are found to be consistent during monitoring done in the month of September, December, and April. The values at the inlet (raw sewage) indicates:
 - (a) BOD (organic pollution) is nearly half in comparison to sewage characteristics, indicating that it is diluted.
 - (b) High value of phosphorus (almost 5 folds higher than sewage) indicates that the wastewater is mainly of detergent/ soap origin.
 - (c) Very low value of suspended solids concentration further indicates that the flushing water is not entering into sewage treatment plant.

Table 1: Water quality in sewage treatment plant

S.No	Water quality parameter	Inlet	Outlet
1	pH	8.4	8.2
2	BOD (mg/l)	125	90
3	COD (mg/l)	190	90
4	Nitrogen (mg/l)	15	7
5	Phosphorus (mg/l)	45	30
6	Total suspended solids (mg/l)	50	15

Based on 2 (a), (b) and (c) above, it is suspected that only the washing (laundry/bathing) water from the hostel area is reaching the STP and the rest is by-passed into sewers.

3. It is further observed that the maintenance staff of the university is not comfortable in handling the STP and often neglects it. For instance, instead of dosing sodium hypochlorite

(disinfectant) in the treated water tank, they were found occasionally dosing sodium hydroxide.

4. Sludge has never developed in the STP, which indicates there is effectively no treatment of wastewater.
5. The outlet wastewater quality is suitable for its application in garden and horticulture purpose (i.e. meets land disposal standards).
6. It is believed that if entire quantity of wastewater generated in the university is treated, it can meet a substantial amount of water required for green belt, developed by the university and hence will significantly reduce the purchase of tanker water.

Recommendations:

1. It is recommended that the entire drainage system of the University be checked thoroughly from the building drawings and also through physical verification of wastewater flows.
2. At least, dishwashing wastewater from kitchen should essentially be connected to STP.

Case 1: If there are no by-pass systems in the University

This is a happy situation, and the inlet tank of STP needs small modification and the treated water can be used for horticulture. Rest of the STP can be dismantled and the space can be used for other purposes.

Case 2: If by-pass points are found and decision is made to divert entire wastewater to STP

Under this situation the wastewater will be characterized again and suggestions for operation of STP will be made. It is likely that the use of treated sewage will substantially reduce the cost of tanker water purchase.

3. Solid Waste Management

Currently, adequate number of bins is provided throughout the campus and the university looks clean. Further, efforts have been made by General Administration to send the paper waste to IHC and from there waste is sent to recycling units. However, there is an ample scope for improvement in existing solid waste management practices. Some of the observations in this regard are as follows:

1. Waste collection:
 - (a) Promoting habit of waste segregation: The existing bin systems do not allow for waste segregation, hence a substantial amount of waste gets soiled and become unsuitable for recycling. Though, it is recognized that University generates very less amount of waste, but there are few places where bulk of waste is generated and waste segregation will be of much help.

- (b) Faulty selection of bins: The existing bins that has a swinging lid is not suitable for disposal of wet waste (garbage), it often gets soiled. People tend to throw the garbage over the lid (with the assumption that it will slide into the bin). This creates unhygienic condition (see figure 1).
- (c) Staff engaged in waste collection is not using hand gloves and apron.
- (d) At some locations there is a need for placement of bins, whereas, at some other locations the size of bin is not adequate in comparison to the waste generation (Figure 2).



Figure 1.Existing bins for garbage



Figure 2. Overflowing bin

2. Waste disposal:

About 150 kg of solid waste is generated in the university (Table 2), of which about 90% is organic compostable waste, nearly 3 kg paper waste, 5 kg mixed garbage (bulk of which is in form of thermocol plates/plastic spoons/paper cups) and 0.5 kg infectious sanitary waste (from washrooms, more from women). Small quantity of waste is generated from laboratories.

Results shows that only about 2% of the waste (paper waste) is being recycled, whereas as potential exists to compost and use 90% of the organic waste which is about 125 kg/d.

Entire university waste is currently stored in a large bin (see figure 3) from where the waste is disposed into the community bin. This mixed garbage includes sanitary waste, which is infectious in nature and should not have been mixed with other waste.

Table 2 Waste generation pattern in the university (data through direct observations and discussions with the staff).

Location	Current collection practice	Daily waste generation rate	% organic matter
Administrative block	Once daily in morning, not on Sundays and holidays	1-2 kg	20-30%
Academic block	Once daily in morning, not on Sundays and holidays	1-2 kg	5-10%
Hostel	Once daily in morning	8-10 kg	10-15%
GF Canteen	Twice- thrice daily in morning and evening (afternoon if needed)	100-150 kg	80-90%
FF Cafeteria	Once daily in morning normally	8-10 kg	40-50%
Washrooms	Once daily in morning, not on Sundays and holidays	3-4 kg	Nil
Labs	Once daily in Morning	1 kg per lab	Nil
Amphitheatre, activity room, library, PhD room, Cafeteria building 3 rd floor, and elsewhere	Once daily in morning, not on Sundays and holidays	3-4 kg	10-15%



Figure 3. Waste storage in the university.

Recommendations

1. Waste collection, promoting waste segregation, bin designs, capacity and location are given in Annexure 1.
2. Location of the bin near Amphitheater is currently hidden and can be located in the prominent visible place.
3. Staff involved should be issued hand gloves and apron.
4. Waste collected from washrooms includes sanitary napkins which is an infectious waste. This category of waste should be disposed along with the biotechnology laboratory waste.
5. Use of disposable thermocol plates/cups/paper plates should be discouraged to the extent possible especially when a student is purchasing food for consumption within the canteen area.
6. A vermi-composting plant to be set-up for the organic garbage.
 - (a) Sufficient space is identified and is available near the exiting STP.
 - (b) Approximate cost of the plant will be about INR 10000.

It is expected that with the execution of above recommendations:

- (a) University will be able to recycle 95% of its waste.
- (b) Compost thus produced will serve the requirements for horticulture and Green belt.

4. Hostel

With reference to the issues raised in the previous report of the hygiene committee, some positive change has been noted:

- The problem of rodents in the hostel rooms has been effectively tackled through pest control.
- Dampness and foul smell: the extent and severity of dampness has come down since it takes some time for drying up completely.
- Foul odour from air vents in bathrooms and corridor on first floor has reduced.
- The housekeeping staff has been provided with a separate room for keeping their belongings and changing into work clothes.

Current issues:

- The medical room in the hostel needs proper ventilation. The only source of fresh air is small slatted shafts, which is not only inadequate but also allow mosquitoes and hot air to come in during summers. Fan provided for air circulation is not adequate to keep room cool.
- Mosquitoes throughout the campus, especially in night.

Recommendations:

6. Another round of maintenance check related to plumbing may be taken up for arresting/ assessing dampness. Cleaning of air ducts needs to be taken up for reducing dust and dirt accumulation and thereby, also keeping foul smell at bay.
7. Air condition or adequate ventilation and temperature control be ensured in the medical room.
8. Area wide anti-mosquito gaseous spray especially during the months of February, March, and August to October.

5. Kitchen

Some of the issues raised in the previous hygiene committee report that have been addressed, though partly, are:

- Utensil washing area has been moved some distance away and opposite to the cooking area.
- Kitchen staff occasionally use apron. However, cleanliness of aprons is still an issue.
- Utensils used for cutting, and cooking is relatively cleaner in comparison to last inspection.
- The deep freezer has been partitioned to separate vegetarian items from non-vegetarian.

Current Issues:

7. In general, students are not satisfied with the quality of food served in breakfast and dinner. Though this aspect is out of the purview of the Hygiene committee, however, students want the committee to flag the issue related to the quality of rice (often not fully cooked) and

chapatti (suspected to be occasionally mixed with refined wheat flour). The food is sometimes is too spicy and at other times too bland. Prominent complaint of the student is that the same caterer when cooks for university function, the food tastes far better.

8. The kitchen staff is still not completely habituated to wearing caps and aprons. Primary reason is high temperature and not adequate ventilation.
9. OTG/Grill and trolley over which cooking stove have been placed are heavily greased.
10. The fridge is found to be dirty and with spilled food items / curries etc.
11. Cloth dusters used for wiping the cooking slabs / counters and during cooking are dirty and inadequate.
12. The floor do not have proper gradient, as a result of which water takes longer time to drain. Further, in the absence of adequate space for keeping large utensils after washing, the same are placed on the floor adjoining the washing area.
13. Not enough storage space for utensils etc prompted caterer to store items at STP (see picture below).



14. No firefighting system is available in the kitchen.

Recommendations:

7. Repeated training and sensitization to kitchen hygiene is recommended for all the kitchen staff.
8. Regular (weekly) cleaning of kitchen equipment, refrigerators and grocery storage section is required. The idea of “one-time weekly mess off” can be mulled over so that staff gets time to do mass cleaning once a week.
9. Cloth dusters for cleaning cooking slabs / counters should be washed and dried properly before they are used again on the cooking counters. Similarly, cloth dusters used for cooking and wiping plates after washing also need to be cleaned every day. There should be an

adequate stock of cloth dusters. Perhaps University Administration should issue cloth duster every week and charge the cost from the caterer.

10. The kitchen needs to be expanded from its current size since all the operations from storing of dry ration, cooked items, vegetables etc. to actual cooking and serving, to washing of utensils is being done from one area. This is not only unhygienic but even impedes efficiency of workers.

Main issue

1. It needs to be checked if the canteen requires a license to operate. See “Food Safety and Standards (Licensing and Registration of Food Business) regulations, 2011 : <http://www.fssai.gov.in/Portals/0/Pdf/Food%20safety%20and%20Standards%20%28Licensing%20and%20Registration%20of%20Food%20businesses%29%20regulation,%202011.pdf>
2. Kitchen size is not adequate: Smooth and coordinated traffic flow in a Kitchen is very important. As per the guidelines for “**Approval of Restaurants by Tourism Dept, Govt. of NCT, Delhi**”; kitchen size should be about 300 sq ft. with at least 3 sinks.

Suggestions for the consideration of the university

Three times meal for over 50 people is being cooked regularly in the kitchen. The existing kitchen was not designed for cooking and also there is a space crunch. This cannot ensure adequate and consistent hygiene and cleanliness by the staff. Secondly, in case of external inspection, the current design of the kitchen will not be found suitable. Moreover, absence of dishwasher and adequate cutlery increases the solid waste due to rampant use of disposable plates etc.

University is now offering a substantial business to a caterer. It may be an attractive business proposition to any food chain/restaurant. Therefore, selection of the caterer should be based on competitive bidding every year and the space provided to the caterer be either charged (as rent) or it should result in the form of subsidized pricing of food served to students.

Option I: Explore the interest from prominent food chains having their own centralized kitchen (for eg. Café Coffe day, Nirulas, kitchens serving airlines etc.) so that the food is cooked at some other location and the existing kitchen is used only for the purpose of heating/final dressing of food.

Option II: Design and construct a proper kitchen with dish washer and invite caterers on a competitive basis through open tenders every year.

6. Laboratory

A set of recommendations were made to lab-managers of research laboratories on Aug 21, 2015 and they were being followed. There are no issues currently with the waste management and safety procedures.

There is a need for provision of a fume hood in the Environment laboratory at 3rd floor for proper venting of noxious fumes.

Information: The committee, hereby, informs that from the year 2014, SMS water Grace BMW Ltd , Directorate of Health Services (DHS), is duly authorized by DPCC (Delhi Pollution Control Board) under the rule of 8(4) to collect the bio-hazardous waste for appropriate treatment.

7. Other Hygiene and health related matters.

- There is often bad odour around toilets near L001.
- Indoor air quality needs to be monitored, especially for CO, CO₂ and formaldehyde. CEE group of TERI/Dr Suresh Jain can be approached for this. Many people have complaints which are similar to that of sick building syndrome.
- In PhD scholar room (4th floor) there are no fans. Students are present in PhD room till 8 pm and when AC is switched off at 5 pm, it becomes difficult for them to continue.

Summary

1. Inspection of wastewater drainage, operation of STP and wastewater recycling
2. Promoting waste segregation, replacement of bins at some locations and installation of a vermi-composting plant. Total cost INR 15000/-.
3. Fume hood in the 3rd floor laboratory. Total cost INR 130000/-.
4. Disposal of sanitary waste from washrooms along with biotechnology laboratory waste.
5. Indoor air quality monitoring.

It is suggested that a meeting between the Administration and the hygiene committee members be held in order to understand the recommendations of this report and the second meeting be held immediately after execution of agreed tasks.

Provision of bins in the University

1. Bins currently provided at the personal desks (for e.g in the faculty rooms), environmental laboratories, solar laboratory, hostel rooms will remain as it is.
2. 2nd floor of the Administrative block (near coffee machine), 3rd floor of the cafeteria block, one on each floor of the academic block, student activity room and in the Amphitheater the bin design is shown in Figure A1.



Specifications

1. Dual bin, each bin to have a capacity of about 5 litres, made of HDPE/wood without sharp edges.
2. Each bin to have a label for “organic” and “recyclable” material (with example).
3. Sweepers of the university should sort and dispose the waste collected from bins at personal desks into the respective bin

Figure A1: A suggestive design of bin

3. Washrooms (especially women) is shown in figure A2.



Specifications

1. A standard bin of similar design can be purchased from the market.
2. Capacity: about 5 liters

Figure A2: A suggestive design of bin in washrooms

4. Biotechnology laboratory (Figure A 3)



About 10 litre capacity

5. Cafeteria (Ground and first floor): Figure A4



Figure A4: Suggested design of bin with clear marking and each bin to have a capacity of 20 litres.

6. Kitchen: Figure A5



Figure A5: Two bins each with a lid and with wheel base, one near wash sink and the other near stove. The lid design should be such that the lid can remain open on its own for a longer duration. Capacity of each bin should be about 20 litres.

7. Garden area (given below, as this bin will not obstruct watering activity and is easily movable).



