REPORT OF I-QAC

TERI University

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1. Dr. Arun Kansal
2. Dr. Prateek Sharma
3. Dr. Naqui Anwer
4. Dr. Sitaraman Ramakrisnan
5. Dr. Sapna A Narula
6. Capt.Pradeep Kr.Padhy (retd.)

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

1.   <u>Activities & Contribution</u>

1.1   The I-QAC carried our review of institutional policies and academic assessment.

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   The i-QAC was 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.

2.   <u>Policies Reviewed</u>

S. No	Date		Policy	Remarks
1	22.12.2016	TU/BM 22.7(a).1	Revised MoA/Rules	Memorandum of Association (Conforming to UGC - Deemed to be University Regulations, 2016)
2	22.12.2016	TU/BM 22.8.1	Revised Policy & Guidelines for the Prevention, Prohibition and Punishnment Sexual Harassment of Womnen, 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.
3	01.03.2017	TU/100 /Reg/I nstr	Policy on Admission Marketing	Procedure to be followed for admission marketing to prospective students/parents. Policy is ready for Notification
4	01.03.2017	TU/BM 23.6.1	Management	Powers of the Board of Studies
5	01.03.2017	TU/BM 23.6.1	Delegation of Powers	Duties of Programme-coordinators and other authorities of the University
6	01.03.2017	TU/BM 23.6.1	Classificaton, Conditions of Service	Rules and regulations of appointing faculty, their promotion, redesignation etc.
7	01.03.2017	TU/BM 23.6.1	Faculty : Academic Rights, Responsibilities and Discipline Procedure	Rules related to the rights, responsibility and conduct with regard to faculty

8	01.03.2017	TU/BM 23.6.1	Staff : Discipline Rules	Rules related to the staff
9	01.03.2017	TU/BM 23.6.1	Awards/Rewards/Honoraria	Details about the awards/rewards/honoraria for staff and faculty
10	01.03.2017	TU/BM 23.6.1	Deputation	Rules about the deputation

3. <u>Academic Assessment of the University</u>

Given below is the consensual outcome of focussed group discussion.

3.1   Is 'knowledge for sustainable development' an element of University's strategic plan? If so, how?

What is the University interpretation of this goal?

The TERI University has been established as an institution of higher learning in the fields of Energy Studies, Biotechnology, Environmental Studies, Climate science, Water and other Natural Resources Management, Public Policy and related areas. The flexible governance and administrative system of the University offers ample opportunities to take quick decisions to start activities/programs that are relevant for Sustainable Development. This is clearly evident from the fact that the number of programs on sustainability theme has increased from 1 to 14. Over these years, the University has also extended its sustainability education to working professionals through distance education and short-term training programs. Furthermore, the University has strong working collaboration with TERI (a premier research institute engaged in SD activities) and other institutes internationally to benefit from.

3.2   What action plans and policies are in place for the implementation of University's mission?

How is progress monitored and assessed?

Apart from offering regular postgraduate level program relevant for SD, the University promotes research and training activities to build capacity both within and outside. The University has a Board of Management, which is responsible for its overall policy guidance. The Academic Council, under the chairmanship of Vice-Chancellor, decides the academic policy of the University. The Council approves curriculum, courses and examination results. It appoints committees to look into specific matters arising from time to time. The Finance Committee renders financial advice to the University.

Progress is monitored through **-** 1).Number of degree programs; 2). Number of PhDs awarded ; 3). External funding received for research; 4). Publications; and 5). Training programs conducted for capacity building.

3.3   *How does the University gather diverse opinions and ideas on- and off-campus share them transparently and reflect these ideas in its work?*

Stakeholder's participation is an integral part of the design of new educational programme. Programme objectives, course structure, contents etc. are discussed with stakeholders before the launch of the programme and is also reviewed periodically after the launch of the programme. In addition, the University host programmes and conferences with various external organisations including corporates on SD activities. Besides, the University has functional MoU with premier Universities globally to undertake joint research and student and faculty exchanges. TERI University share its working transparently through website, brochures, newsletters, annual reports and through media.

3.4   *What are the strengths and constraints of University governance?*

Strengths:- Non bureaucratic functioning, autonomy and freedom to employees to take decisions in matters pertaining to academics and research.

Constraints:- Lack of space to become a fully residential University.

3.5   *What mechanisms does TERI University have to ensure that students gain an understanding of sustainable development?*

Students are provided opportunity to work in institutions engaged in SD activities twice during the programme. The feedback received from these organizations is used for awarding grades to the students. Across the programmes, a minimum of 10% of the total grade of a student depends on their performance in such institutions. The University also receives the feedback from the organizations where the alumni of the University are placed and working for SD activities.

3.6   *How does TERI University offer opportunities to network with external sustainable development institutions for educational purposes?*

It is achieved through,

1. Joint research and consultancy, with option for engaging student.
2. Inviting eminent speakers to lecture on relevant themes.

3.7   *Does TERI University employ any particular pedagogical or learning approaches in teaching sustainability?*

The teaching is driven through the experience of research and consultancy work carried out in the University and TERI. Relevant courses have the component of field trips and training with adequate weightage in term of credits.

3.8   *How intensive are capacity development programs, projects and initiatives in SD in TERI University?*

Freedom and encouragement is given to faculty and students to participate in training programmes, workshops and conferences. The University has constituted Internal Grant Committee (IGC) approves proposals submitted by faculty members and students to meet expenses for such purposes.

3.9   Does TERI University have incentives to encourage and foster innovation for SD education?

Yes. Promotional, financial as well as extending research grants through IGC.

3.10   What are the strengths and constraints of University's educational activities?

Strength : Multi-disciplinarity, research oriented teaching, exposure to number of SD institutions and eminent visitors

Weakness : Limited number of field projects/community involvement

3.11   Is there any social impact of the University's research and consultancy?

The project 'Strengthening Water and sanitation in Urban settings', supported by USAID and partnered by Coca-Cola and TERI has build capacity of over 2000 people from various field throughout India on the methods to face challenges of WASH in India. Further, It provided access to safe sanitation to over 50000 people in Kolkata and Chennai.

3.12   Does TERI University have incentives to encourage and foster innovation research?

It is an important component of annual faculty appraisal and performance linked allowance.

3.13   *What are the strengths and constraints of TERI University's research and consultancy activities related to?*

Strengths: Multi-disciplinary cohesive team.

Constraints: Constraints of laboratory infrastructure and space.

3.14   What are the strengths and constraints of TERI University related outreach activities?

Strengths: Participation in invited lectures, Alliances and publications.

Constraints: Not effective use of IT to reach masses

Responded by: Jointly by Faculty, administration and student representatives

4.   **Plan of Action**

4.1   TERI University being a research University should have rules and regulations for engagement of Research Associates and fellows.

4.2   The University should take special precautions to maintain high quality of web content and digital as well as print publications for the University.

4.3   Student enrolment in many programmes is less than the sanctioned capacity. The University should engage in marketing efforts.

4.4   The University should modernise IT infrastructure and upgrade the UMS system.

4.5   Develop a strategy on the programmes to be introduced in the new off campuses.

4.6   Special organisation for project management to be instituted.