



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 2)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
TERI SCHOOL OF ADVANCED STUDIES**

**New Delhi
Delhi
110070**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	TERI SCHOOL OF ADVANCED STUDIES New Delhi Delhi 110070	
2.Year of Establishment	1999	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:		
Departments/Centres:	8	
Programmes/Course offered:	7	
Permanent Faculty Members:	52	
Permanent Support Staff:	42	
Students:	664	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Niche-based Sustainable Development Programs 2. Eco-friendly environment and planning of the campus. 3. Motivated Teachers and staff	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 17-09-2018 To : 19-09-2018	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. R S DESHPANDE	FormerDirector,ISEC
Member Co-ordinator:	DR. DEBENDRA BARUAH	Professor,Tezpur University
Member:	DR. ASIS MAZUMDAR	Professor,JADAVPUR UNIVERSITY
Member:	DR. ASHOK KUMAR	FormerProfessor,BANARAS HINDU UNIVERSITY
Member:	DR. RAMAKANT KAPLAY	FormerProfessor,SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY
NAAC Co - ordinator:	Dr. Jagannath Patil	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QIM	Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

Selective range of programme options and courses offered by TERI SAS are in tune with the emerging national and global trends and also relevant to the local needs. Design of the programmes as per the national needs. The programmes are also relevant to sustainable development and have been structured around four thematic areas – (i) Biotechnology, (ii) Regulatory Policy & Management aspects, (iii) Energy & Environment and (iv) Natural Resources. Curricular design is in consonance with the vision and mission of the Institute. The Institute follows semester system with CBCS pattern. Institute offers limited range of programmes, such as, Ph.D.; P.G. and P.G. Diploma. These programmes prepare students with comprehensive knowledge and leading-edge skills to contribute to the Sustainable Development Goals. Emphasis is on making the curricula interdisciplinary. Laboratory work, field tour, projects, industrial training, and internship help the students to get ready to solve the real life problems.

Curriculum design, development and enrichment is done by the individual teacher and Boards of Studies which is then approved by Academic Council. The TERI SAS refers to the UGC models, national models from major institutions like IITs, IIMs, JNU etc. and international models while updating the curricula. Industry experts and experts from other institutions are involved in the curriculum design. Learning objectives, course outcome, evaluation criteria, materials with required text, suggested readings, journals etc. are well defined in most of the courses. Learning outcome, pedagogical approach, research journal, where will the degree take you needs to be strengthened in some other courses. More emphasis needs to be given on designing LTP uniformly in all the courses. Field trip/study tour/internship and research based evidence forms the core component of the curriculum. Skills developed by the students thus cater to specific needs of the market.

Revision of the courses is a regular practice. Revision is done to incorporate the latest trends and research. Feedback provided by the foreign universities on global trends in various areas of sustainable development for some of the courses are integrated into the curriculum. TERI SAS is offering CBCS pattern with elective course system although at implementation level it has its own limitation. Regular feedback from stakeholders is obtained.

TERI SAS has just initiated gender sensitization awareness programmes through invited talks. TERI SAS makes effort to integrate cross cutting issues relevant to Environment and Sustainability Development, values

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Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.4 QIM	Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

Admissions are based on the basis of marks scored in the qualifying degree, entrance test, with negative marking and interview conducted by the institute. Group discussion is an additional component for the management programmes. Orientation programmes and Program specific orientation programs are organised for freshers at the beginning of the academic session. Special programs are organised for slow learners.

Apart from the lecture method of teaching, Experiential learning and hands-on training is done via field visits, internship and real time minor & major projects. Participative learning such as field based assignments, technical study trip, litigation clinic, moot court, group presentations, hands-on group exercise, seminars, interaction with experts and various other stakeholders are part of the learning process which enhances learning experience of the students. Use of ICT in teaching-learning is practiced. The national/ international links are established in some Departments for teaching, by inviting experts, visiting professors or academicians of repute from abroad through exchange programmes.

Examination procedure is documented in the compendium. CCE is followed to evaluate the performance of the students. Tests, Open book Exams, Assignments, take home exam, Lab based assignments, Quizzes, Term papers, Class interactions/presentations, Field interactions/assignments, review is an integral part of the continuous evaluation. Masters Programme Executive Committee monitors the performance of the students.

TERI SAS has effective and transparent examination and evaluation system with partial automation. Examination module is in place. Formative and summative assessments needs to be strengthened. Institute is taking efforts to addressing the issue of timely declaration of results. The Institute's compendium provide for Appeals for review of grade related to examination and evaluation.

Departments have displayed their programmes with course outcome on website for the benefit of the students in particular and other stakeholders in general. The curriculum of various courses is based on course objectives. This is embedded in the curriculum. The TERI SAS has a plan to strengthen Program Specific Outcomes (PSO), evaluation of attainment of program outcomes and course outcomes.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge
3.4	Research Publications and Awards
3.5	Consultancy
3.6	Extension Activities
3.6.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.7	Collaboration

Qualitative analysis of Criterion 3

TERI SAS has created 'research environment' by promoting research and setting up Entrepreneurship Development & Innovation Cell which promotes skill development amongst the learners. Skill building and experience sharing by alumni entrepreneurs are prominent activities of this Cell. TERI SAS creates opportunities to network with external sustainable development institutions for joint research projects and consultancy. Seed money is provided by the university to few of its faculty to carry out research. TERI SAS has constituted Internal Grant Committee (IGC) which approves proposals submitted by faculty and students to meet expenses for Sustainable Development purposes. TERI SAS undertakes quality-related research studies in the field of Sustainable Development. Active engagement with neighbourhood communities on social and environmental issues.

Student deputation to external organisations including institutes and universities abroad is the regular collaborative practice adopted by the institute.

TERI SAS offers 'Performance Linked Award' to its extra-ordinary researchers. Students and faculty members of the institute are involved in awareness campaign on various environmental aspects and creating green cover in the nearby areas. Extension work related to assessment of food wastage at pre-consumer level for its reduction is carried out.

TERI SAS has set up the "School-University Network (SUN)" and introduced a winter school with a theme of BLISS (Building Learning in Sustainable Science) these initiatives involve school level students based in Delhi NCR to visit TERI SAS and initiated them to the ways and means to adopt sustainable lifestyles. This in turn helps in developing interest in areas of sustainable development amongst the youth of the country.

TERI SAS has ensured that enough opportunities are provided to its students to build their capacity for a holistic and real world understanding of the sustainability issues and prepare them to take up these challenges. TERI SAS does not have NSS and NCC units.

TERI SAS alumni were emphatic about the excellence of courses and learning outcomes.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

The campus of TERI SAS is spread over the area of 2 acres and institute is striving hard to acquire additional land for smooth conduct of day to day academic and administrative activities. TERI SAS created necessary infrastructure systematically. TERI SAS has made just adequate infrastructure facilities to house Administrative unit, Medical Room and a consulting doctor, Academic unit, cafeteria, student activity room, common research scholars room, cubicles for faculty, Green house, Media Lab, and Amphitheatre. The institute encourages eco-friendly atmosphere on the campus. Available space is very economically utilised. Eco-ambience is excellent and well maintained.

The institute has adequate facilities for teaching-learning, Classrooms are well equipped with a Audio visual Projector System and laboratories. TERI SAS made available laboratories of TERI, the sponsoring society, to its students for use. Institute created few new facilities like conference hall, video-conferencing facilities and computing facilities. The computer laboratory provides access to specialised software which are useful to stakeholders for their teaching-learning and research activities.

TERI SAS has badminton court, basketball and volley ball courts, open & multi gym and a table tennis playing area are available in the campus. Facilities for several indoor games viz. Chess, carom and a small gym facility are available. The facilities for outdoor games like cricket, football, athletics, etc. do not exist in the campus but provided in another location at Gurugram. Institute is striving hard to strengthen the sports facilities.

The TERI SAS provides a Hostel exclusively to Women students. However, institute lacks facilities like boys' hostel, women's facility centre, and larger reading space in library for group studies. Location advantage provides access to many public facilities.

TERI SAS has a well-established library in its campus with around 7000 books. Library uses LibSys-LSPremia as a part of Integrated Library Management System. The library network is part of the TU-LAN and is equipped with two workstations for its staff and workstations for users. The library uses bar-code

technology and a web-enabled digital information system as a communication tool for providing updated information. The library promotes resource sharing and networking by establishing links between different libraries and information centres.

Library has collection of books, special reports, conference proceedings, annual reports, government documents, journals, Wiley online library, case studies, project reports, Online Public Access Catalogue for library enrichment, e-resource remote access platform. These knowledge resources can be accessed through its digital library.

The Institute provides both wired and wireless communication for effectively managing IT enabled services for its academic activities, this is supported by a dedicated IT helpdesk. The campus is fully WiFi enabled. Computing and internet facilities are provided with proper climate for carrying out research. Institute has very strong and well maintained IT support for administration.

Following maintenance policy, physical, academic and support facilities which includes - library, sports, security, garden are well maintained. The AMC for computers and instruments is in place and renewed regularly.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.1.5 QIM	The institution has an active international students cell to cater to the requirements of foreign students
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5

A Few international students are admitted to TERI SAS every year. A dedicated cell has been set up to take care of the requirements of International Students studying/intending to study at TERI SAS for facilitating the admissions and welfare of the international students. Accommodation for all female international students is provided in the hostel. Useful information about TERI SAS and the city of New Delhi is shared with the students before their arrival. Institute conducts Induction program along with VC, Pro-VC, Registrar, Deans and HODs.

There is no active Student Council, however institute has a plan to form students council. Students representation is ensured in various committees like IQAC, Internal Grievance Committee, Anti-Sexual Harassment Committee, Hostel, Canteen, Safety and Security Committee, Diversity, Equality and Ethics Committee and various clubs. Through these committees and clubs students take lead in planning, managing and organising extension activities, skill building and co-curricular activities. Students participate in different fests.

The Alumni Association of TERI SAS helped in strengthening the alumni network. Internal alumni committee is existing which consisting of members from departments and administration through this committee students exchange ideas with the alumni and share the salient features of the vision and mission of the university. The coordination office maintains a webpage dedicated to alumni and shares news on important developments at the institute with alumni on regular basis. The Alumni Association functions through the Alumni Executive Committee which has the President and Secretary. An Alumni Meet is organized every year, where the current students get an opportunity to interact with their seniors and exchange ideas. Alumni provide opportunities to students through internship and employment. Through alumni initiatives, students have had opportunity to work in research oriented and applied projects. The alumni are also invited as speakers/facilitators/audience Alumni are invited to share their experiences and give valuable inputs for campus development and curriculum revision exercises. Alumni contribution in terms of funds is nil.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QIM	Incremental improvements made during the preceding five years (<i>in case of first cycle</i>) Post accreditation quality initiatives (<i>second and subsequent cycles</i>)

Qualitative analysis of Criterion 6

The governance of the TERI SAS is reflective of an efficient leadership which is in tune with the vision and mission of the institute. The governance bodies' viz. the Board of Management and the Academic Council are in place.

The Act provides the basic management structure. The Vice-Chancellor, Head of Board of Management, in consultation with academic council, Planning and Monitoring Board, Finance Committee provides the leadership in formulating and implementing different policies on academic, financial, and infrastructural issues. The Finance Committee provides the guidelines for formulating the budget and the policies for expenditure to support the emerging needs of academic development. Committee of Heads and Deans, Masters Programme Executive Committee, Standing Committee and Department Research Committees monitors the progress of the various academic programs, and research which is an indication of participative management and practice of decentralisation of the power to certain extent. Institution has prepared brief '5

year plan'. Institute has successfully implemented some of its Sustainable Development goals by introducing teaching-research programs related to environmental issues.

Organizational structure of the institute including governing body, administrative setup, functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism are in place. The VIIth pay commission pay scales are introduced for the employees.

Institute has effective welfare measures for its staff and non-teaching staff. Extra time allowance, crèche, medical inspection, etc. are the welfare activities implemented. Performance Appraisal System is also in place. Role Related Rewards and Outcome Linked Awards have been instituted to recognize efforts put in by faculty members in academic administrative functions.

Institute conducts financial statutory audit regularly. External audit is not undertaken by the authorities. Institute has strategies for mobilisation of funds and the optimal utilisation of the resources generated. Most of the funds are generated through research projects. Institute is also approaching corporate sector(s) to raise the funds. It was reported that the institution has established a campus at Hyderabad by availing loan facilities on the land already allotted.

IQAC cell is functioning. Institute is planning to strengthen IQAC in the quality assurance strategies and processes. It has certain plans to attract students to higher education right from school level to under-graduate level and suggested to implement SUN and BLISS initiative, which is implemented successfully.

Regular upgrading of the curriculum, introduction of new programs in water related issues, strengthening of outreach activities, school-university network, establishment of three research laboratories, energy efficient campus, setting up of a Centre for Legal Studies, Centre for Distance Learning, establishment of a Research Chair by Railways and growth in

academic and research activities are some of the post accreditation quality initiatives implemented by the institute.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	Institution shows gender sensitivity in providing facilities such as a) Safety and Security b) Counselling c) Common Room
7.1.5 QIM	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	Green Practices • Students, staff using a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7	
<p>The institute shows concern about gender sensitivity in providing facilities like Safety however there is no common room facility. Institute organised few talks on gender related issues and gender sensitisation programme. Student counselling is done by respective teachers.</p> <p>Solid waste is classified and separate dust bins are used for this purpose. Liquid Waste Management is in place. Institute has Eco Club, and eco-friendly management. Waste water is treated and used for landscape irrigation. Hazardous waste disposal is undertaken as per norms through Government recognised vendors.</p> <p>Rain water harvesting has been an integral part of the campus and is used to collect rainwater. This water is either stored in a sump or used to recharge subsurface groundwater resources. This has improved the groundwater quality also. Efforts are made strongly to have paper free administration.</p> <p>Institute has Green Campus with Solar Rooftop System, Water Management, Rain Water Harvesting, and</p>	

Waste Management. Institute makes effort to reduce usage of plastic.

Institute observes various days, like Earth Day, Yoga Day, Women Day, Ethnic Day, Teachers Day etc.

Transport bus facilities are provided at pre-fixed timing. Public transport is available across road.

The institute maintains full transparency in its financial, academic, administrative and supplementary functions. Most of the records are digitally maintained.

The institute has adopted some best practices like 'Research led Teaching'. In this best practice, curriculum is regularly revised and research component is added to the curriculum. Case studies are created and used in daily teaching. This gives students a wider exposure to real life issues and the solutions being adopted.

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Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Strength:

The institutes **strengths** include – academic programs in the emerging and niche areas of sustainable development, research-led curriculum, regular up-gradation of the curriculum, motivated students, incentives for the performance of the employees, attracting the students from school and under-graduate level to the institute, effective mechanism of examination, and sensitization of its stakeholders towards Environmental problems and sustainability.

Some of the **Weaknesses** of the University include: Desired number of international students yet to be achieved; Centre for promoting competitive examination coaching yet to be initiated; scope for increasing students intake and students participation in sports competition and other cultural activities across universities needs to be encouraged. Initiatives to increase the regular enrolment.

The **Opportunities** of the institute identified include: Scope for professional consultancies; scope for writing books on latest development in the research, planned efforts for attracting students including foreign students; more collaborations with govt. organisations, and private sector.

The **challenges** of the institute include: Space management, create market for its graduates, awareness in the corporate sector about the institute and fund mobilisation.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Institute may introduce concept of 'Research Semester'
- Trimester pattern may be adopted
- Consider Dual Degree programme
- Mobilisation of funds
- Vision Document of the university should be prepared
- Credit exchange and credit accumulation should be strengthened
- Conduct of regular academic audit by the external members
- Integrated programs should be introduced
- Collaboration with stakeholders of higher education for quality evaluation & promotion
- Maintain the error free data for all academic, administrative, research, extension activities, etc. AQAR and SSR should be error free
- Formation of students council,
- Full time officer for examination management
- Efforts towards Increasing intake of students

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. R S DESHPANDE	Chairperson	
2	DR. DEBENDRA BARUAH	Member Co-ordinator	
3	DR. ASIS MAZUMDAR	Member	
4	DR. ASHOK KUMAR	Member	
5	DR. RAMAKANT KAPLAY	Member	
6	Dr. Jagannath Patil	NAAC Co - ordinator	

Place

Date

NAAC