



10, Institutional Area, Vasant Kunj,  
New Delhi 110 070

## **MINUTES OF THE FORTY SECOND MEETING OF THE BOARD OF MANAGEMENT**

The Forty Second meeting of the Board of Management was held on 25 March 2022 at 1400 hours online on Microsoft team platform. The following were present:-

### **PRESENT:**

#### **Members**

Professor Prateek Sharma, Chairperson  
Professor George John  
Prof Bhim Singh  
Professor Ramakrishnan Sitaraman  
Professor Shaleen Singhal  
Professor Anandita Singh  
Dr Naqui Anwer  
Mr Kamal Sharma, Secretary

#### **Special invitees**

Prof Basabi Bhaumik  
Dr Vibha Dhawan

Leave of absence: Dr Nimmi Singh, Mr RR Rashmi, Prof E Somanathan, Dr V P Singh, and Dr Sachin Chaturvedi could not join the meeting.

Before starting the proceedings, the Chairperson welcomed Prof Basabi Bhaumik who has been appointed as a Special Invitee. Prof Bhaumik till recently was an Emeritus Professor at IIT Delhi. The Chairperson also welcomed the new Dean (Academic), Prof Ramakrishnan Sitaraman to the Board.

### **Item No. 1: To confirm the minutes of the Forty First meeting of the Board of Management held on 26 November 2021**

The Registrar informed that the minutes of the Forty First meeting of the Board of Management held on 26 November 2021 were circulated to the members of the Board and no comments were received from members. The Board may, consider confirming the minutes.

**TS/BM/42.1.1.** The Board resolved that the minutes of the 41<sup>st</sup> meeting of the Board of Management held on 26 November 2021 be confirmed.

**Item No. 2: Constitution of Committee for appointment of Registrar.** The Registrar informed that the TERI SAS is in the process of filling up the position of Registrar which has fallen vacant in October 2020. Last year the Selection Committee had shortlisted one candidate and he was supposed to join in October 2021. But due to some unforeseen reasons he declined the offer and the

position is still vacant. TERI SAS has to start the process of appointing the Registrar again. According to the UGC (Institutions Deemed to be Universities) Regulations 2019 and the MoA of TERI SAS the Registrar is to be appointed by the Board of Management on the recommendations of the Selection Committee consisting of the following:-

- (a) Vice Chancellor – Chairperson;
- (b) One nominee of the Chancellor;
- (c) One nominee of the Board of Management; and,
- (d) One expert, not being an employee of the Institution Deemed to be University, to be appointed by the Board of Management.

Accordingly the Chancellor has nominated Dr Swati Basu, former Scientific Adviser to Principal Scientific Advisor, Government of India, for the Selection Committee; Dr Prodipto Ghosh, Distinguished Fellow, TERI, is proposed as Board Nominee and Dr Nitin Malik, Registrar, Dr Bhim Rao Ambedkar University is proposed as external expert appointed by the Board.

**TS/BM/42.2.1.** The Board resolved to approve the abovementioned names for the Selection Committee for the appointment of Registrar at the TERI School of Advanced Studies.

**Item No. 3: Synergy between TERI and TERI SAS.** The Chairperson informed the Board that suggestions have been made by the Director General, TERI; Chancellor, TERI SAS; TERI Governing Council and Trustees, TERI SAS, to strengthen ties between TERI and TERI SAS. Thus, there is a need to formalise mechanisms through which the existing and future collaborations between the two institutions can be strengthened. Towards that end, a formal proposal for hosting Department of Biotechnology at TERI SAS is made that will have a combined strength of TERI SAS faculty members as core faculty and TERI professionals as Adjunct faculty. This can be used as template for establishing similar synergies between other Departments of TERI SAS and Divisions of TERI. The proposal is placed at **Enclosure 1**.

**TS/BM/42.2.1.** The Board resolved to approve the formation of Department of Biotechnology at the TERI School of Advanced Studies with the combined strength of TERI SAS faculty members as core faculty and TERI professionals of the concerned Divisions as Adjunct faculty.

**Item No. 4: To approve the name of Prof Prateek Sharma, Vice Chancellor (Acting), TERI SAS, for operating all the Bank Accounts of TERI SAS and signing other financial/legal documents.** The Registrar informed that consequent to Prof Prateek Sharma taking over the responsibilities of the Vice Chancellor, be authorised to operate the joint accounts of TERI School of Advanced Studies, execute for and on behalf of the TERI School of Advanced Studies agreement, demand promissory Note, letter of continuity, request letters and any other agreement, deeds, financial documents and writings as may be required by

banks/financial or other institutions. It is also proposed to include his name for operating and maintenance of the TERI SAS FCRA account.

**TS/BM/42.4.1** The Board resolved to approve to authorise Prof Prateek Sharma, Vice Chancellor (Acting) to enter into agreement, sign documents, operating all the Bank Accounts of TERI SAS including TERI SAS FCRA account and authenticate records on behalf of the Institution Deemed to be University and execute for and on behalf of the University any demand promissory note, letter of continuity, request letters and any other agreement, deeds, documents and writings as may be required by banks/financial or other institutions.

#### **Item No. 5: Matters for information**

##### **(a) MoUs signed**

- (i) MoU with Indian Pollution Control Association: TERI School of Advanced Studies signed a MoU with Indian Pollution Control Association on 17 December 2021. Areas of cooperation agreed were research activities in the field of waste management, certification course for students and individuals, etc.
- (ii) MoU with ALTZ Technologies: TERI School of Advanced Studies signed a MoU with ALTZ Technologies on 29 December 2021. Areas of cooperation agreed were for collaborating and participating to provide software solutions and consulting assignments in India and globally

The Board noted the matter.

**(b) Resignations:** The following faculty have resigned from their posts with the approval of the Vice Chancellor:-

Ser	Name	Wef
(a)	Prof Atul Kumar	10 December 2020
(b)	Prof Eklabya Sharma	21 November 2021
(c)	Dr Nithiyanandam Yogeswaran	28 December 2021
(d)	Mr Sandeep Arora	10 January 2022
(e)	Prof Manipadma Datta	31 January 2022

The Board noted the matter.

**(c) Promotions:** The following promotions have been proposed:

Ser	Name	Designation	Wef
(a)	Dr Shashi Bhushan Tripathi	Professor	31-12-2020
(b)	Dr Naqui Anwer	Professor	27-05-2021

The Registrar informed that after scrutinization of the application of the abovementioned candidates, the Selection Committee met and recommended their name for promotion. However, one of the candidates has written to the Vice Chancellor requesting his date of promotion should be from the date of eligibility and the date should be reconsidered. The Vice Chancellor has constituted a Committee which will look after the merit of the case and give their report to the Vice Chancellor. We will get back to the Board once the report is finalised and seek approval through circulation.

The Board noted the matter.

**(d) To report submission of AQAR 2020-21.**

Dr Naqui Anwer informed the Board that the AQAR report for the year 2020-21 is attached for approval of the Board. After approval, this report will be uploaded on the NAAC portal. With regard to the few queries of the members on the AQAR, Dr. Anwer informed that they will be looked into and the revised AQAR 2020-21 (**Enclosure 2**) will be shared with the Board.

The Board noted the matter.

**Item No. 6: Any other item with the permission of the Chair**

**(a) BoM nominee for IQAC in place of Prof Arun Kansal**

The Registrar informed that since Prof Arun Kansal has relinquished the post of Dean (Academic), hence the position of BoM nominee for IQAC is vacant and requested the members to suggest a name for filling up the position. The Chairperson put up the name of Prof Ramakrishnan Sitaraman for the members concurrence.

**TS/BM/42.6(a)** The Board resolved to approve the name of Prof. Ramakrishnan Sitaraman as Board nominee for the IQAC.

**(b) BoM nominee for Finance Committee in place of Prof Manipadma Datta**

The Registrar informed that since Prof Manipadma Datta has left TERI SAS, the position of BoM nominee in the Finance Committee is vacant and requested the members to suggest a suitable replacement. The Chairperson put the name of Prof Ramakrishnan Sitaraman for the members concurrence.

**TS/BM/42.6(b)** The Board resolved to approve the name of Prof. Ramakrishnan Sitaraman as Board nominee to the Finance Committee.

There being no other points the meeting concluded at 1550 hours.

Sd/-  
Kamal Sharma  
Registrar (Acting)

**Enclosures:-**

1. Document on synergy between TERI and TERI SAS
2. AQAR for 2020-21

**Distribution: -**

Electronic Copy:

1. Chancellor, TERI School of Advanced Studies
2. Vice Chancellor, TERI School of Advanced Studies
3. All members of Board of Management
4. Website

Printed Copy:

5. Registrar, TERI School of Advanced Studies

# A Joint Activities proposal between TERI and TERI SAS - hosting Department of Biotechnology at TERI SAS

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**For more information**

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India +91 • Delhi (0) 11

# **A Joint Activities proposal between TERI and TERI SAS - hosting Department of Biotechnology at TERI SAS**

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## **1. Background**

TERI School of Advanced Studies, a deemed to be University, was established (1998) as an international institute of higher learning for sustainability studies. Drawing upon intellectual strengths and support from the parent institute, TERI, a unique synergetic model of knowledge generation, utilization, and dissemination was instituted. The very first academic programme launched from the University in 2001 included Ph.D. programmes in Biotechnology as well as Policy and planning (2001). TERI (The Energy and Research Institute) and TERI SAS (TERI School of Advanced Studies) have historically complemented each other with respect to academic inputs, human and material resources to enhance the overall Research & Development activities in diverse disciplines. In this respect, the state-of-the-art facilities of TERI played a critical role as it has provided the scholar and student community at TERI SAS, the required exposure to the high-end infrastructure and work experience that is crucial for research. TERI SAS has been a key player in connecting the research outcomes to the wider academic world, R&D in four core areas and further providing manpower to key research projects.

This has prompted the Director-General, TERI, Dr. Vibha Dhawan; the Chancellor, TERI SAS, Dr. Shailesh Nayak; the TERI Governing Council, the Trustees, and the Vice-Chancellor (Acting), TERI SAS, Dr. Prateek Sharma to formalize mechanisms through which the existing and the future collaborations and the synergy between TERI and TERI SAS can be enhanced manifold.

Biotechnology has been identified as a discipline where the ties have been historically stronger in terms of the number of research scholars pursuing their doctoral programs through the Center for Bioresources and Biotechnology (TERI) till 2016 and further as part of joint-collaborative research projects with TERI SAS. This is keenly reflected in the high number of joint Extra-Mural Grants, joint Doctoral students (awarded & pursuing), joint peer-reviewed publications with high impact, and exclusive as well as complementary research disciplines being pursued by Scientists at both the Institutes. The biotechnology group at TERI SAS has been active in academically orienting the student fraternity to SDGs and National Missions envisaged by the Govt. Of India through its Master's program in Biotechnology where expertise from TERI would bring in value-addition.

This natural alliance that has been forged through years of collaborative projects and contributions in kind as academic exercises between and amongst Biotechnology research groups of both TERI and TERI SAS paves a direct and fine path to hosting a Department of Biotechnology at TERI SAS with minimal efforts, no extra-added costs and rather maintains economic prudence and with the following executable features (mentioned under Activities and modality for collaboration). This would in the future provide a blueprint for similar



approaches in other disciplines thereby bridging both the Institutes much closer with broader outcomes.

Based on discussions between TERI and TERI SAS colleagues (formal and informal) and expertise mapping, following activities may be promoted and taken forward. A formalized notification to initiate the following steps shall immediately provide the required impetus that would result in increased collaborations between colleagues from TERI and TERI SAS (Table 1). It is proposed that these activities will be hosted in Department of Biotechnology, TERI SAS, which will have both Core (Prof. Anandita Singh, Prof. Ramakrishnan Sitaraman, Dr. Shashi Bhushan Tripathi, and Dr. Chaithanya Madhurantakam) as well as Adjunct faculty as its members.

The TERI SAS core faculty members will be available for render support and partnership formally/informally for initiatives undertaken by colleagues at TERI.

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### **Activities and modality for collaboration**

1. TERI colleagues will be recognized as Adjunct Faculty and their profile will be displayed on TERI SAS website at appropriate place.
2. TERI SAS faculty will be recognized as adjunct professionals while contributing to specific activities at TERI.
3. Adjunct Faculty will be expected to contribute at least 0.5 credit equivalent of time (7.5 hours) every year (the tentative topics are listed in table 2). This may be done in the form of:
  - a. Lectures on topics from various M.Sc. Biotechnology courses
  - b. Practical conducted at TERI labs
  - c. Lab visits to TERI
4. Further, Adjunct Faculty (independently or jointly) may develop and offer new elective courses (of minimum 2 credits i.e. 30 hours) to M.Sc. Biotechnology students.
5. TERI colleagues may host few M.Sc. Biotechnology students for Major Project (4-6 months).
6. PhD students may be enrolled as Joint supervision between TERI and TERI SAS colleagues.
7. TERI SAS faculty shall contribute to TERI activities as resource persons, invited lectures in various training programs, Conferences, workshops *pro bono*
8. The institutes may host participants of training programs, Conferences, workshops for 1 to 2 days in a reciprocal manner
9. TERI SAS faculty may be engaged in TERI projects as per their expertise as advisors, team or coPI
10. In case of any significant contributions, the collaborating researchers may mutually decide the terms and conditions of credit sharing (financial or intellectual).
11. Joint discussions between colleagues of TERI and TERI SAS shall be facilitated by inviting in Divisional Retreats/ Departmental meetings.
12. Joint research proposals between TERI and TERI SAS colleagues will be developed as per their expertise (Table 2 and 3).

**Table 1. Ongoing collaborations with TERI**

Name	PhD students enrolled at TERI SAS	Collaborative projects ongoing	Collaborative proposals in pipeline
Dr. Pallavolu Mahesh Reddy	5		
Dr Pushplata Singh	1		
Dr. Neeraj Dwivedi	1		
Dr Shyam Sundar Sharma		2	1
Dr Anoop Anand Malik			1

**Table 2. Potential courses where Adjunct faculty members from TERI may contribute**

Name	Related courses
Dr Vibha Dhawan	Sustainable agriculture (Sem1), biofuels (Sem3)
Dr Pallavolu Mahesh Reddy	Genetic transformation (Sem1), Molecular plant physiology (Sem2), Functional genomics (Sem3)
Dr Himadri B. Bohidar	Nanomaterials (Sem2)
Dr Pushplata Singh	Microbial genetics and pathogenesis (Sem2)
Dr Mandira Kochar	Microbial genetics (Sem2), Bioprocessing (Sem3)
Dr Neeraj Dwivedi	Molecular breeding, QTL mapping (Sem 2)
Dr Ankit Kumar	Biofertilizers (Sem3)
Dr Shruti Shukla	Nanobiotechnology in food (Sem2)
Dr Shyam Sundar Sharma	Molecular breeding, QTL mapping (Sem 2)
Dr Mukul Kumar Dubey	Nanobiotechnology (Sem2)
Dr Palash Kumar Manna	Nanobiotechnology (Sem2)
Dr Sangram Lenka	Genome editing (Sem3)
Dr Shovon Mandal	Bioprocessing, algal biofuels (Sem3)
Dr Mayurika Goel	Biochemistry, Bioprospecting, GC, HPLC (Sem1)
Dr Ruchi Agrawal	Bioprocessing, bioethanol (Sem3)
Dr Leena Johny	Biofertilizers (Sem3), hairy-root culture (Sem1)
Dr Amritpreet Kaur Minha	Algal biofuels, bioprospecting (Sem3)
Dr Suneeti Singh	Instrumentation GC, HPLC, AAS (Sem1, Sem3)
Dr Rita Choudhary	Industrial biotechnology, biofertilizers (Sem3)
Dr Banwari Lal	Bioreactors and bioprocessing, fermentation (Sem3)
Dr Sanjukta Subudhi	Bioreactors and bioprocessing, fermentation (Sem3)
Dr Meeta Lavania	Bioreactors and bioprocessing, fermentation (Sem3)

**Table 3. Research expertise of TERI SAS Core faculty in the areas of Biotechnology**

<b>Name</b>	<b>Area of research</b>
Prof. Anandita Singh	Plant developmental biology, Functional genomics in polyploids, crop improvement, generation of climate resilient crop (special focus on Brassicas)
Prof. Ramakrishnan Sitaraman	Molecular pathogenesis
Dr Chaithanya Madhurantakam	Structural and molecular biology, Structural Immunology, X-ray Crystallography
Dr. Shashi Bhushan Tripathi	Molecular breeding, Conservation genetics, genotyping by sequencing (GBS-SNP)



# YEARLY STATUS REPORT - 2020-2021

## Part A

### Data of the Institution

<b>1.Name of the Institution</b>	<b>TERI School of Advanced Studies</b>
• Name of the Head of the institution	<b>Prof. Prateek Sharma</b>
• Designation	<b>Vice Chancellor</b>
• Does the institution function from its own campus?	<b>Yes</b>
• Phone no./Alternate phone no.	<b>01171800222</b>
• Mobile no	<b>9899678802</b>
• Registered e-mail	<b>vc@terisas.ac.in</b>
• Alternate e-mail address	<b>prateeks@terisas.ac.in</b>
• City/Town	<b>New Delhi</b>
• State/UT	<b>Delhi</b>
• Pin Code	<b>110070</b>

### 2.Institutional status

• University	<b>Deemed</b>
• Type of Institution	<b>Co-education</b>
• Location	<b>Urban</b>
• Name of the IQAC Co-ordinator/Director	<b>Dr. Naqui Anwer</b>

• Phone no./Alternate phone no	01171800222
• Mobile	9911440305
• IQAC e-mail address	iqac@terisas.ac.in
• Alternate Email address	naqui.anwer@terisas.ac.in
3.Website address (Web link of the AQAR (Previous Academic Year)	<a href="https://terisas.ac.in/assets/pdf/AQAR_2019-20.pdf">https://terisas.ac.in/assets/pdf/AQAR_2019-20.pdf</a>
4.Whether Academic Calendar prepared during the year?	Yes

### 5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.26	2013	23/03/2013	22/03/2018
Cycle 2	B++	2.84	2018	02/11/2018	30/04/2024

6.Date of Establishment of IQAC 19/02/2013

7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil

8.Whether composition of IQAC as per latest NAAC guidelines Yes

• Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year 1

• The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report) Yes

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? No

• If yes, mention the amount

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

1. Finalised the consultancy revenue sharing policy. 2. Development of the ERP system of TERI SAS with support from Director IT, TERI to the IT team of TERI SAS. 3. Prepared and adoption of TERI SAS media strategy

policy and TERI SAS Social Media Policy. 4. Operationalisation of Policy on Direct Recruitment Promotion of Faculty of TERI SAS approved by BoM. 5. Formation of Students Council, following the approval of Rules for TERI School of Advanced Studies Students Council.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Re-assessment by NAAC.	successfully submitted
Improved record keeping for all events organised by TERI SAS and their display on the website.	Fully achieved
Approval of Programme Specific Outcomes for all programmes by statutory bodies.	Fully achieved
Introduced Policy on Direct Recruitment & Promotion of Faculty of TERI SAS as per UGC norms.	Implemented

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name	Date of meeting(s)
Board of Management	25/03/2022

14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?

No

15. Whether institutional data submitted to AISHE

Year	Date of Submission
2019-20	10/01/2021

## Extended Profile

### 1. Programme

1.1 Number of programmes offered during the year:	23
1.2 Number of departments offering academic programmes	8

### 2. Student

2.1 Number of students during the year	580
2.2 Number of outgoing / final year students during the year:	266

2.3	253
Number of students appeared in the University examination during the year	
2.4	0
Number of revaluation applications during the year	
<b>3.Academic</b>	
3.1	320
Number of courses in all Programmes during the year	
3.2	48
Number of full time teachers during the year	
3.3	48
Number of sanctioned posts during the year	
<b>4.Institution</b>	
4.1	1539
Number of eligible applications received for admissions to all the Programmes during the year	
4.2	1
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	
4.3	18
Total number of classrooms and seminar halls	
4.4	109
Total number of computers in the campus for academic purpose	
4.5	591.89
Total expenditure excluding salary during the year (INR in lakhs)	

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University

TERI School of Advanced Studies (TERI SAS) was established as a Trust in 1998 with TERI (The Energy and Resources Institute) as its sponsoring society promoting research led education in the fields of energy, environment, natural resources and sustainability through masters and PhD programmes with courses having societal relevance. The purpose and vision for the University was further strengthened in 1999 after getting "Deemed to be University" status by the UGC and notified vide the Ministry of

Human Resources Development, Department of Education, Government of India, notification no. F.9-19/95-U-3 dated 5 October 1999.

The academic activities are spread over 14 masters and 6 PhD programmes. The programmes are designed to promote interdisciplinarity on cross cutting issues promoting the sustainability studies through the SDGs (Sustainable Development Goals), different national policies & missions and national & international schemes by incorporating them in the curriculum directly or indirectly.

The MSc (Biotechnology) addresses the objectives under National Mission for Sustainable Agriculture, goals of Swasth Bharat Mission and also provide quality education by addressing different SDGs.

The courses of MTech (Water Resource Engineering and Management) and MSc (Water Science and Governance) are aimed at providing quality education and address the objectives of SDGs on clean water and sanitation, sustainable cities and communities and climate action more specifically. The various mission to which the courses are aligned are Atal Bhujal Yojana, Jal Jeevan Mission, Jal Shakti Abhiyan, National Clean Ganga Mission, National Hydrology Project, National Health Mission, National Water Mission, Swachh Bharat Mission-Grameen and Urban.

The courses MA (Sustainable Development Practice) and MA (Public Policy and Sustainable Development Goals) elaboratively cover the issues related to eradicating poverty & hunger, promoting food security and improved nutrition through sustainable agriculture, ensure healthy lives, equitable quality education, gender equality & empowering women, sustainable management of water & sanitation, ensuring energy access to all, sustainable economic growth and productive employment, resilient infrastructure & sustainable industrialization, action for climate change and its impacts by incorporating the SDGs in the curriculum.

The MSc (Geoinformatics) deals with cutting edge technology that has capability to provide consistent and timely information for natural resource management through their courses promoting interdisciplinarity in environmental, social and economic domain. The courses directly or indirectly deal with SDGs and issues related to Climate action, industry, innovation & infrastructure, life of land, partnership of goals and many more.

The MBA (Infrastructure Management) and MBA (Sustainability Management) programmes cover the diverse SDGs as well as National missions through its courses and make it more society acceptable. Good health & well being, decent work & economic growth, justice & strong institutions, climate action are some of the issues are some of the SDGs which are discussed s part of curriculum. The courses also cover the sustainable finance scheme, AMRUT, Smart Cities Mission, Digital India, PMJDY, FAME-II etc in detail.

The MTech (Renewable Energy Engineering and Management) programmes covers the whole ambit of energy sustainability and allied fields by SDGs addressing energy system planning, energy conservation, renewable energy, clean & affordable energy, energy access & energy security, etc. The courses also comprehensively cover national schemes like National Solar Mission, National Electricity Policy, PMUDAY, ECBCs, PMKUSUM, UJALA Scheme, Electricity Act and many more.



Courses in the MSc (Economics) offer balanced exposure to conventional economic theories & techniques and application of concepts to address economic and societal challenges due to ecological/environmental/natural resource constraints. A unique feature of the Programme is the Master's thesis that offers an opportunity to the students to apply concepts and theories with real-world experiences enhancing the analytical and writing skills of the students through a basket of assessments.

MTech (Urban Development Management) orients students towards variety of national urban development policies and programmes covering National Urban Policy Framework, Smart City Mission, AMRUT, National Urban Housing and Habitat Policy, National Urban Sanitation Policy, National Policy on Urban Street Vendors and many more such initiatives. Specific courses cover legislations like Real Estate Regulatory Authority legislation, FDI policies in construction sector, UN Habitat Agenda, Affordable Housing policies and Service Level Benchmarking.

MSc (Environmental Studies and Resource Management) and MSc (Climate Science and Policy) are designed to provide capacity building around the whole spectrum of climate sustainability and environmental resilience. The courses have been developed to promote the learning based on SDGs and several national & international missions such as National Mission for Sustaining the Himalayan Ecosystem, National Skill Development Mission, National Clean Air Programme, National Mission on Education through Information and Communication Technology etc along with corresponding SDGs.

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

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

4

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

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

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

204

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

## 1.2 - Academic Flexibility

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

2

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

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

4

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

**1.3 - Curriculum Enrichment**

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

TERI School of advanced studies (TERI SAS) came into existence with an aspiration to promote sustainability through structured programmes. It is evident that incorporating the concept of gender equality, human values and professional ethics is inevitable to bring the concept of sustainable development to reality. Keeping this into mind, the courses of all the 14 Masters and 6 PhD are designed to integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics as part of the curriculum. Different courses spread over diverse programmes of the university offers the opportunity to study and analyze a number of policies, measures, activities and campaigns related to these contemporary fields facilitate students to evolve as sensitive and ethical individuals grounded in strong personal values and principles. TERI SAS positions itself as a source for creation of professionals on sustainable development who would be able to tackle issues related to these areas that need urgent attention. This guiding philosophy influences formulation of curriculum and are communicated effectively through appropriate emphasis on gender, human values and ethics.

The courses on gender, right & equality and water law of MTech (Water Resource Engineering and Management) and MSc (Water Science and Governance); courses on Bioethics & public awareness from MSc (Biotechnology); courses on society & development policy, sustainable consumption & production, governance & law, public policy process & institutions, law & justice from MA (Public Policy and Sustainable Development) and MA (Sustainable Development Practice); Renewable energy resource characteristics, renewable energy policy & regulations, solar technologies, field visit and energy economics from MTech (Renewable Energy Engineering and management); courses on earth sciences, theories of development, climate change & mitigation from MSc (Environmental Studies and Resource Management) and MSc (Climate Science and Policy); courses on management of urban services, regional planning, urban transport, disaster management and housing planning from MTech (urban Development and Management) and MBA (Business Sustainability); are some of the courses which directly deals with providing a deep understanding of gender equality, environmental sustainability and human values & professional ethics. Apart from these, there are many courses which provides a realistic understanding of these cross cutting issues as part of curriculum and enclosed as additional document.

File Description	Documents
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Upload relevant supporting document	<a href="#">View File</a>
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**1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year**

43

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

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

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

821

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

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

252

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

**1.4 - Feedback System**

<b>1.4.1 - Structured feedback for design and review of syllabus - semester wise / is received from Students Teachers Employers Alumni</b>	<ul style="list-style-type: none"> <li>All 4 of the above</li> </ul>
--	--

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

<b>1.4.2 - Feedback processes of the institution may be classified as follows</b>	<ul style="list-style-type: none"> <li>Feedback collected, analysed and action taken and feedback available on website</li> </ul>
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File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**TEACHING-LEARNING AND EVALUATION**

**2.1 - Student Enrollment and Profile**

**2.1.1 - Demand Ratio**

**2.1.1.1 - Number of seats available during the year**

555

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

**2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)**

**2.1.2.1 - Number of actual students admitted from the reserved categories during the year**

1

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

## **2.2 - Catering to Student Diversity**

**2.2.1 - The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners**

1. At TERI SAS, from the time of admission itself, learning levels of students are assessed. Later it is followed up at the programme level orientation programs at the beginning of every semester and then through continuous evaluation process employing a variety of assessments that include, but are not limited to: 1.Audit Report (link) 2.Book Review (link) 3.Case Study (link) 4.Closed book written examinations (link) 5.Field work based assessments (link) 6.Group based activities (link) 7.Lab based assessments (link) 8.News presentations (link) 9.Open book examinations (link) 10.Policy Brief (link) 11.Presentation of Research Proposal (link) 12.Presentations of seminal papers (link) 13.Quizzes (link) 14.Research based term papers (link) 15.Research Proposal (link) 16.Reviews of literature (link) 17.Tutorials (link) 18.Viva/Oral examinations (link) 2. On average every course has three assessments. This, coupled with mid-term feedback enables both students and faculty to identify, intervene and address diversity in learning levels. 3. Special programs are organized for both slow and advanced learners. For example in M.Sc. (Climate Science and Policy) programme, bridge courses in Applied Mathematics, Basic Computer Programming and Basics of Economics are offered to acclimatize those coming from diverse backgrounds. 4. Many programmes organise regular expert lectures provide a 360-degree perspective and understanding of many of the core subjects. Name of the Programme Link MSc Economics programme Link M.A. (Sustainable Development Practice) Link MA (Public Policy and Sustainable Development) Link 5. Many courses include tutorials facilitating individual attention for both slow and advance learners (Some illustrations are here: Course1; Course2); provision of hands-on training is accounted for under practical hours. Some programmes offer an well organized and faculty guided 'Independent Study' with appropriate assessment metrics (link). Each course outline has lecture-tutorial-practical (L-T-P) hours mentioned. 6. Each program has Masters Program Executive Committee (MPEC) comprising of a Program Coordinator and other faculty members directly contributing to the program. MPEC meets at least two Page 37/118 27-12-2021 05:39:28 Self Study Report of TERI School of advanced Studies times in a semester and is responsible to undertake all academic matters qua the program viz. running the course, moderation of the grades etc. They monitor performance of the students, and take appropriate actions. Mentors are assigned to all students. Mentors of slow learners keep informing the MPEC on their progress. Sections 6.5 Academic performance monitoring and

6.6 Mentor/Mentee in the Students Handbook (Link; pp. 22-23) explain these. This is a part of the Evaluation and Examination Policy (Annexure 2.2.1.A) approved by the Academic Council in its 48th meeting (link; enclosures 4 and 5) along with the Grade Improvement Policy. 7. Grade Improvement Policy contains provisions for students who received an F grade to secure a passing grade (Annexure 2.2.1.B). 8. Students Handbook includes provisions for absence and extension of academic deadlines on medical grounds (Link; pp. 24-25). 9. Students of the masters' programmes are advised to register for minimum number of credits as specified for the programme. There is no bar on the upper limit of credits subject to availability of the course and other conditions being fulfilled. Section (Link; p. 23) mentions these. PhD students are guided by relevant UGC regulations File Description Docume

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Link For Additional Information	Nil

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

Number of Students	Number of Teachers
541	48

File Description	Documents
Upload relevant supporting document	No File Uploaded

### 2.3 - Teaching- Learning Process

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

At TERI SAS, each PG programme has a Major Research Project, Masters' Thesis or a Dissertation as a mandatory component in the final semester. These exercises have underpinnings of experiential and participative learning. The students are supervised by faculty members. These are avenues for the students to apply their classroom learning into practice. Copy of each such output is stored in the library (in physical form till 2017; in electronic form since 2018)

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

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

1. Methods of IT integration in teaching and learning
2. IT enabled evaluation and assessment
3. Pedagogic innovations in response to COVID 19 pandemic
4. IT integration in Admission and other administrative processes.
5. Infrastructure supporting IT integration

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

### 2.3.3 - Ratio of students to mentor for academic and other related issues during the year

#### 2.3.3.1 - Number of mentors

48

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

### 2.4 - Teacher Profile and Quality

#### 2.4.1 - Total Number of full time teachers against sanctioned posts during the year

48

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

#### 2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

48

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

#### 2.4.3 - Total teaching experience of full time teachers in the same institution during the year

##### 2.4.3.1 - Total experience of full-time teachers

337

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

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

1

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

### 2.5 - Evaluation Process and Reforms

#### 2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

##### 2.5.1.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the year

13

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

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

0

File Description	Documents
Upload relevant supporting document	No File Uploaded

**2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution**

1. IT integration during admission to registration to examination
2. IT integrated robust assessment process.

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

**2.5.4 - Status of automation of Examination division along with approved Examination Manual**      A. 100% automation of entire division & implementation of Examination Management System (EMS)

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

**2.6 - Student Performance and Learning Outcomes**

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

1. Advanced knowledge and understanding to comprehend and address the challenges relating to sustainability issues at local, national and global levels.
2. Commitment to bring a positive change through application of learning and critical thinking to create scientific, technological and policy innovations for strengthening resilience in communities.
3. Skill sets and capacity to collaborate, create and professionally communicate solutions for environmental and sustainable development pathways in urban and rural habitats.
4. Be future agents of change who would influence the society towards adopting ethical practices in development trajectory.

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

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

TERI SAS aims at preparing graduates to be the future agents for social

good, which is resonated in the teaching and assessment methods adopted. The departments employ a variety of formative and summative assessments across courses and programs.

An evaluation of PSOs and COs of each programme and course are undertaken at individual department level using a continuous evaluation system throughout the semester. Master's Program Executive Committee (MPEC) meets regularly to ensure that the program outcomes are in sync with the objectives as required for employment as well as further studies. The attainment of program objectives is particularly evaluated through final dissertations/major project assignments undertaken by students over a period of one full semester. Faculty members take cognizance of the PSOs and COs while assigning grades at all levels. The recommendations of all the program level executive committees (MPECs) are reviewed by Deans and approved grades are forwarded to Controller of Examination for necessary action.

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

### 2.6.3 - Number of students passed during the year

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

253

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

### 2.7 - Student Satisfaction Survey

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

[https://terisas.ac.in/pdf/SSS\\_2020.pdf](https://terisas.ac.in/pdf/SSS_2020.pdf)

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Promotion of Research and Facilities

#### 3.1.1 - The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

Research Promotion Policy was placed before the Board of Management for its adoption in its 39th meeting held on 14.10.2021 (link to the Minutes; item no 1; also included as Annexure 3.1.1.A). URL of Policy: [https://terisas.ac.in/pdf/ResearchPromotion\\_39BoM.pdf](https://terisas.ac.in/pdf/ResearchPromotion_39BoM.pdf) Intellectual Property Policy adopted by the BoM in its 23rd meeting as a part of Compendium of Policies, Rules and Guidelines

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

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

0

File Description	Documents
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Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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

1

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

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

29

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

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

A. Any 4 or more of the above

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

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

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

**3.2 - Resource Mobilization for Research**

**3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)**

20.80

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

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

252.52

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

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

21

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

### 3.3 - Innovation Ecosystem

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

The Institution Innovation Council at the TERI SAS is working towards fostering an ecosystem of innovation at the institute in areas related to sustainable development. It SAS has members from the faculty, industry (external experts with expertise in technical, financial and legal aspects) as well as student coordinators from all programmes (link to latest composition). It meets at regular intervals to chart out the quarterly activities and plans. Necessary details are being uploaded on the MHRD-IIC portal . Information as received from MHRD-IIC is being regularly shared with the students as well as the faculty members. Page 54/118 27-12-2021 05:39:37 Self Study Report of TERI School of advanced Studies A number of activities have been organized by the IIC to inspire the students to think 'big', innovatively. This includes workshops and webinars on innovation and entrepreneurship, IPR as well as project management. Founders of several start-ups have been invited to deliver pep-talks and share their entrepreneurial journey with the students. The curriculum has been updated to include courses focusing on entrepreneurship and design thinking, which are offered to students from all disciplines as electives. The administration has been extending facilities to the interested students, enabling them utilize facilities at the Campus - library, laboratories and dedicated seating facilities, besides mentoring support from the experts. Students are further being encouraged to participate in design competitions and hackhatons.

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

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

##### 3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year

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

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

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

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

### 3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following

- Inclusion of research ethics in the research methodology course work
- Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)
- Plagiarism check
- Research Advisory Committee

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

3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards  
Commendation and monetary incentive at a University function  
Commendation and medal at a University function  
Certificate of honor  
Announcement in the Newsletter / website

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

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

22

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

### 3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

3

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

### 3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

#### 3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year

1

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

#### 3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

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

### 3.5 - Consultancy

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

Board of Management in its 38th meeting held on 29.12.2020. adopted a Revenue Sharing policy . The Policy is available here: [https://www.terisas.ac.in/pdf/RevenueSharing\\_39BoM.pdf](https://www.terisas.ac.in/pdf/RevenueSharing_39BoM.pdf) The associated regulation was notified on 19.08.2021

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

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

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

4.74

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

Upload relevant supporting document	No File Uploaded
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### 3.6 - Extension Activities

#### 3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

Students and faculty members are involved in various activities in the neighborhoods. One example is awareness campaigns on various environmental aspects like air pollution and waste management in association with Resident Welfare Association (RWA) ([link](#)) and school level. TERI SAS has also been engaged in creating green covers in the nearby areas as a part of its social responsibility (through an MoU with ONGC from 2012 till about 2018). Urban villages, slum and street markets are visited by the students as a part of their course work, field work and major research projects.

Through empirically grounded thesis and research projects, students work on live cases such as impact of air pollution and extreme climate events on traffic policemen, street vendors, sweepers and auto-rickshaw drivers ([link to the database of all such works by PG students](#)). Some of the work has been published in international journals.

Assignment based field visit are held to conduct climate vulnerability assessment of communities in the neighbourhood as part of the curriculum. Studies have been conducted by students on vulnerability assessment of the slum communities in South Delhi and challenges related to control of water table depletion in Vasant Kunj and Masoodpur. This work received the Earthian-2013 award from Wipro ([link](#)). Recently TERI Students and Covid task force set up by its Eco Club has received laurels for their contributions in assisting those affected by pandemic (reported in metric 3.6.2).

In addition, the School-University Network (SUN) ([link1](#), [link2](#), [link3](#), [link4](#), [link5](#), [link6](#)), BLISS ([link](#)) and other similar 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.

All events are reported here: <https://terisas.ac.in/whats-happening.php>; Endeavour by faculty members to outreach are reported here: <https://terisas.ac.in/outreach.php>.

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

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

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

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

#### 3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated

programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

**3.7 - Collaboration**

**3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year**

**3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year**

174

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

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

6

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

## **INFRASTRUCTURE AND LEARNING RESOURCES**

**4.1 - Physical Facilities**

4.1.1 - The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

Located in the fringes of Aravalli range, TERI SAS campus is an architectural delight. It has been planned to provide a setting that enhances learning, while simultaneously showcasing the concept of modern green, smart and productive building. The building has 14 well-equipped science laboratories to facilitate cutting edge research, along with a well designed conference hall, a seminar hall and adequate number of classrooms, each equipped with latest and functional audio visual display



systems, adequate to cater to the needs of teaching, research and extension activities of this Deemed to be University. Website of each laboratory describes a few key equipments, software and other such besides the research areas it support and a contact email address. There is a well-equipped Computer Laboratory for use by students, a Media lab and a language lab (for all laboratories, see here: <https://www.terisas.ac.in/labs.php>). TERI SAS hosts South Asia's most comprehensive library on Energy and Environment. The library exemplifies modern methods for creating, applying and utilizing digital information. The library uses barcode technology that enables automated circulation and management of resources. It uses a web-enabled digital information system as a communication tool for providing updated information about other libraries, list of journals and links to e-resources. Each member of TERI SAS is given a unique username and password, which gives them access to the centralized file and data-sharing system, enabling them to archive and share the information internally.

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

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

TERI SAS always encourages its students to actively take part in sports to keep them physically and mentally alert and fit. From last several years, there has been a tradition at the institute for celebrating Sports Meet in which both boys and girls take part very enthusiastically and with great zeal (link). A Badminton court and a Table Tennis playing area are available in the campus which are extensively used by the faculty and students. The Basketball and Volley Ball courts were established in 2011. In addition to these, facility for several in-house games viz. Chess, Carrom etc. have been created in the activity room. There is also a mini gymnasium with equipment like cycle, walker and work stations. One of the big hall in the campus is used for Yoga classes for promoting Yoga. Competitive cricket and football matches used to be played at TERI Gram ground owned by the sponsoring society. Open lawn and amphitheater host many programmes and activities

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

4.1.3 - Availability of general campus facilities and overall ambience

With a built up area of 7962 sq m, on a land of 2 acres, the campus is a visual delight. Just outside the campus, there is an Automatic Weather Station operational since April 2016, has collected hourly data on temperature, humidity, heat index, wind direction, wind speed and incident solar radiation, UV Sensors put up by TERI along with ALTERRA (Wageningen UR) under its HI-AWARE project. Wind turbine was installed in 2017. After entering the campus one finds the bell and a quote from Gurudev Rabindranath Tagore. Next to it is the Wall of honour that includes the name of the student securing highest CGPA per graduating batch. From the entrance, Academic block falls on the left that hosts laboratories, IT lab, media lab, classrooms, lecture halls, seminar halls, and the library. On the right it is the administrative block that hosts administration, faculty cubicles, office of VC and registrar, a conference hall, and pantry. At the rear is the cafeteria block, hosting the canteen, a few classrooms, language lab and PhD scholars room. This building looks over the amphitheatre. Adequate facilities exist

throughout the campus for all kind of activities. Parking space is in the basement, ensuring efficient use of space.

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

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

73.06

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

#### 4.2 - Library as a Learning Resource

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

TERI SAS library is almost completely automated for different services and most of the resources are available electronically both on-campus and off-campus.

1. Automated housekeeping
2. Electronic database
3. Off-campus availability of library resources
4. Member of national level library network

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

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

A. Any 4 or all of the above

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

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

3.39

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

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

51

File Description	Documents
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Upload relevant supporting document

[View File](#)

### 4.3 - IT Infrastructure

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

18

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

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

TERI SAS has a robust IT infrastructure, supporting every aspect of its functioning, from portal based

admission to selection of courses through student portal to remote access to e-resources at the library to online classes to online proctored examinations to online access to results and grades, or from procurement to leave of the staff.

At <https://www.terisas.ac.in/>, HEI maintains its website. All aspects of the HEI are covered by it.

Board of Management in its 23rd meeting on 01.03.2017 approved the HEI's

Compendium of Policies and Guidelines 2017. Its Chapter VII covers aspects such as Procedure for information collection and Updation of website and Social Media, and Maintenance of the TERI SAS website .

Board of Management in its 39th meeting on 14.08.2021 approved the HEI's IT Policy .Aspects that it covers include the following:

- LAN & Desktop connection policy
- For Faculty members and Administrative Staff
- For students
- Backup policy
- Wi-Fi policy
- Printing policy
- Network
- Email policy
- Purpose and scope
- Usage, personal use and usage monitoring
- General guidelines
- Quotas and limits
- Mailing Groups
- Calendar / Scheduling
- Access Modes
- Virus checking
- Email Security
- Email Account Management
- Service Level management

IT infrastructure, including Wi-Fi and Website are regularly updated at TERI SAS. Evidence of seamless switching to online teaching and examination in March 2020 shows that the e-office is a part of culture at

this HEI. AQAR 2019-20 included 'Integration of Information and Communication Technology in all aspects of functioning of HEI' as one of the best practices .

Social media links of HEI are the following:

<https://www.facebook.com/terischool>

<https://twitter.com/terischool>

<https://www.youtube.com/c/TERISchoolofAdvancedStudies>

<https://www.instagram.com/terischool/>

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

#### 4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
551	35

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

- 50 MBPS - 250 MBPS

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

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

A. All of the above

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

#### 4.4 - Maintenance of Campus Infrastructure

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

18688000

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

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

Appropriate procedures and systems of maintaining building, various utilities and services have been established at TERI SAS

- In TERI SAS, Registrar monitors the activities of administrative, IT, technical services and also monitors the maintenance of buildings

infra structure.

- The TERI SAS's dedicated staffs assist in day to day basis maintenance and cleanliness of the campus. Two service providers SMK Contractors and SAMS Facilities Management Pvt Limited have been hired to provide services for maintenance and cleanliness.
- The administrative and building maintenance services are managed by Associate Director (admin).
- The IT services are managed by System Analyst (IT).

Link: <https://terisas.ac.in/infrastructure.php>

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

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

12

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

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

266

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

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology

A. All of the above

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

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide

• All of the above

awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

## 5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

3

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

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

100

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

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

7

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

## 5.3 - Student Participation and Activities

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

6

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

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

TERI SAS have the following student clubs: 1) Eco-Club, 2) Media and Arts Club, and 3) Sports Club. Each club shall operate under the following parameters:

1. Each club would have 1 Secretary and as many coordinators or executives as required by the Secretary.
2. Each club to be advised to hold at least one student competition/event every year.
3. The responsibility of organising the Ethnic Day to be given to the Media and Arts Club and the Sports Week to the Sports Club.
4. All clubs to be advised to consider Alumni participation in all the events for creating a vibrant community.

It was further decided that no new clubs to be allowed to set up in the campus in the future until the size of the student community substantially increases.

The following events were organised by the students clubs:

1. Independence Day on 15th August 2020
2. Swacchata hi Sewa Campaign during 25th September- 26th September 2020
3. Pledge for Unity on 31st October 2020
4. Ethnic Day on 15th November 2020
5. Constitution Day on 26th November 2020
6. Republic Day on 26th January 2021

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

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

4

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

### 5.4 - Alumni Engagement

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

YES. TERI School of Advanced Studies Alumni Association is registered under Societies Registration Act XXI of 1860, vide number S 53643 of 2005 dated 9th September 2005 with Registrar of Societies, Govt of NCT of Delhi.

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

### 5.4.2 - Alumni contribution during the year (INR in Lakhs)

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

#### VISION

To accelerate the transition towards a more sustainable world through the creation of knowledge and human capacity. To be a globally recognized deemed University in the sphere of sustainability studies.

#### MISSION

- To create new knowledge through research and contribute to the discourse on sustainability issues at national and global levels.
- To design and deliver academic programmes, training and research on sustainability issues relevant to all streams of life and across age groups, assimilating the latest science and evidence.

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

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

1. Participation of faculty in the Statutory Bodies: Be it the concept paper on TERI SAS approved by in the third meeting dated 14.06.2001 or the MoA as adopted by BoM in its 20th meeting held on 30.05.2016 , the revised MoA adopted by BoM in its 22nd meeting held on 22.12.2016.
2. Delegated responsibilities by Statutory Bodies or Committees due to regulatory compliance.
3. There are a set of other ad-hoc Committees that look after the everyday at TERI SAS

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

### 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

- BoM in its 20th meeting on 30.05.2016 discussed Five Year Development plan of the Deemed to be University.
- Planning and Monitoring Board in its 8th meeting on 18.12.2017 discussed "the development and growth of TERI School of Advanced Studies so far" (Agenda 4) and "the next Five-Year Plan of TERISAS".
- Deployment of two elements of the Five Year Development plan.

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

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

1. TERI SAS has a Board of Management, which is responsible for its overall administration and control. The academic policy of the institute is decided by the Academic Council, which approves curricula, courses, and examination results. The Vice-Chancellor is the Chairperson of the Board of Management and the Academic Council. Financial advice to the institute is rendered by the Finance Committee. Various standing and ad-hoc committees as listed in the Organisational Chart are in place to provide measured advice on various issues concerning TERI SAS to the management.

Decentralization through the departmental system and participative decision making process are in place. The institution follows the service rules according to the norms prescribed in the Compendium, as approved by BoM from time to time, in conformity with the statutory norms including but not limited to UGC and AICTE. Being a Deemed to be University, it is under obligation to follow them vide the MoA with UGC as adopted by the BoM time to time

The faculty and non-teaching staff have the benefits of Provident Fund, Health Insurance, Casual Leaves, Earned Leaves, Medical Leaves & Maternity Leaves etc.. The Seventh pay commission pay scales are introduced for the employees and they are entitled for authorised LTC, HRA and other allowances.

1. TERI SAS follows an open system of recruitment, where applications are invited from candidates irrespective of gender and region. Posts are advertised through the website and social media. Applications are made through an online portal .All applications received for faculty positions are sent to the HoDs/Deans for preliminary scrutiny and recommendations. Subsequently, the candidates are invited to make a presentation which is evaluated by a Selection Committee. The non-teaching staff is selected through a written test and interview process. Recruitment Policy for non- teaching Staff Positions is included in Chapter XI of Compendium of Rules . Board of Management has approved Policy on Direct Recruitment & Promotion of Faculty of TERI SAS in its 35th meeting held on 29.07.2020 replacing earlier policy of redesignation approved in its ninth meeting held on 10.01.2007

1. Procedures for various types of Grievance Redressal are well laid out in Student's Handbook and Compendium of Rules accessible through internal portal

1. Link to Organogram on the TERI SAS website:  
<https://www.terisas.ac.in/pdf/OrganisationalChart.pdf>

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

### 6.2.3 - Institution Implements e-governance in its areas of operations

#### 6.2.3.1 - e-governance is implemented covering following areas of operation

1. Administration



2. Finance and Accounts
3. Student Admission and Support
4. Examination

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

### 6.3 - Faculty Empowerment Strategies

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

1. TERI SAS invests in its employees to ensure employee satisfaction which involves taking measures to encourage staff to stay with the institution. Efforts are made to provision such services and amenities which could enhance self-esteem and create employee friendly atmosphere while facilitating comfort and improvement of employees. The TERI SAS Crèche mostly caters to the children of employees and is used by many of them . Besides this, employees participate in institutional retreats which provide avenues to refurbish and rejoice as games and other amusement exercises in addition to team building exercises are conducted during these gatherings . A medical inspection room exists in the campus where physician is available on certain days of the week for consultation. It has facilities to allow provision of basic first-aid care as well as treatments such as minor cuts, scratches, bruising and minor bodily injury. The University also conducts health camps for extensive health check-up of employees. Other welfare measures include safe hygienic drinking water, facilities for sitting, clean latrines and urinals, canteen facilities so as to provide hygienic and nutritious food to the employees, proper and sufficient lights so that they can work safely during the night, changing rooms are provided for outsourced employees to change their cloth .A flexitime policy has been introduced to provide opportunity to faculty to work with flexible working schedules .

1. Online faculty appraisal system is available at <https://app.terisas.ac.in/>.The form has three sections:

(a) Annual Performance Appraisal Report (APAR) ;

1.

(c) Self assessment and way forward .

The forms are evaluated by the Office of the Registrar, and then placed before the Head for comments and observations, if any. Afterwards, a committee of Deans meet each faculty and Head. Vice Chancellor meets the Deans at the end. As per the relevant UGC regulation, Head of Department/Centre, Deans and Vice Chancellor grade each faculty on a three point scale. Records are maintained by the Registrar's Office.

1. APAR follows the adoption of Policy on Direct Recruitment & Promotion of Faculty of TERI SAS by BoM in its 35th meeting. Parts (b) and (c) follows from the meetings involving the then (acting) Vice Chancellor, Deans, IQAC Coordinator and Registrar keeping in mind the requirements of internal appraisal requirements. This new system is



in place from AY 2019-20. Appraisal Forms submitted earlier have been considered to be equivalent to the APAR for the purposes of promotion under Career Advanced Scheme of TERI SAS 2020.

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

### 6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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

9

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

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

12

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

## 6.4 - Financial Management and Resource Mobilization

### 6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

1. The Deemed to be University has a time tested and well-established resource mobilization policy in place. Right from the meeting of the first Finance Committee (FC) on 17th April 2001 optimal utilisation of resources has received the highest priority. A well structured internal and external audit system is in place to monitor and control both inflows and outflows of funds. Finance Committee scrutinizes financial estimates every year before recommending them to be placed before the BoM for approval, with its observations, if any The FC has occasionally advised "proper steps to ensure that forensic cum investigative and managerial and strategic audit is conducted by a competent professional firm". Audited Statement of Accounts are placed before Finance Committee and Board of Management.

1. Budget estimates covering both revenue and capital expenditure of various departments and sections are prepared and placed before the FC. The main sources of income are the following sources:
  1. Student fees

2. Rent received from rental premises to M/s International Tractor Limited and hostel
3. Receipts from Training, Seminar and Workshop--both rental and for various services--offered to the faculties, department and outside agencies for organising academic and nonacademic activities like conference, seminars, lectures, workshop.
4. Interests on Deposits including Corpus
5. Overhead charges from research grants received from various government and non-government funding agencies.

TERI SAS does not receive any grant from any government besides those through sponsored projects, consultancy or programmes.

1. TERI SAS is aware of the need as well as the crucial significance of exploring alternative sources of funding for more effective progress towards achieving its goals and mission. Hence, it is in the process of developing more pro-active mechanisms to mobilise non-tuition related funds. For example, it strongly encourages its faculty members to pursue sponsored research projects and offer training programmes as part of its effort. Coca Cola Department of Regional Water Studies supported by the Coca Cola Foundation, the Railway Chair and the HUDCO Chair are examples that resulted from reaching out to Corporates and Foundations to provide general support or to support the establishment of specific programmes/facilities at the Deemed to be University

1. The management of the finances at TERI SAS is done in a way as to ensure accuracy, transparency, disclosure and accountability. The financial resources are judiciously allocated to academic and administrative purposes in addition to developmental activities to meet the requirements. Deputy Finance and Project Management Officer head the team handling everyday financial matters. The financial management system is computerized (Annexure 6.2.3.I). The University follows online system for receipt of all fees including admission fees, and makes payment through NEFT, including salaries. The Purchase Committee consisting of the DFO, one member each from the Faculty and administration examines the quotations received for purchase of consumables, equipment, furniture etc., and after satisfying itself with the quality standards, prices quoted and reputation of the supplier, gives its recommendations for purchase of the items. Entire procurement takes place through online portal

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

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

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

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

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

#### 6.4.4 - Institution conducts internal and external financial audits regularly

Regular external financial audits are conducted, and placed before the Board of Management. For FY 2019-20, it was conducted by Sanjay Rastogi and associates (FRN-014056N) and submitted

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

### 6.5 - Internal Quality Assurance System

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

**IQAC has taken several initiatives on quality assurance strategies and processes. Here we focus on two interventions.**

**In its meeting on 21 August 2019 a decision was taken to ensure Programme Specific Outcome and Course Outcome for all programmes and courses respectively. Homepage of all the 26 Programmes include PSOs now.**

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

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

**A. Any 5 or all of the above**

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

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

**TERI SAS has established an Internal Quality Assurance Cell (IQAC) in 2013, as a part of statutory compliance. Its composition changes as per the relevant NAAC guidelines.**

**Some of the key activities undertaken by IQAC during the period under consideration are as follows:**

1. Preparing template for Annual Student Satisfaction survey since 2017-18
2. Facilitating preparation of templates for capturing Annual Feedback from Alumni, Employers and Peers/Faculty since 2020
3. Contributing to development of template for Annual Appraisal of the Faculty
4. Review of Report of the NAAC Peer Team in 2018 and identification of actions against each element under (i) criterion-wise analysis, (ii) strength, weakness, opportunities and challenges, and (iii) recommendations for quality enhancement of the institution
5. Distribution of responsibilities across different departments, offices and sections for filling up AQAR in the new format (in effect since 2017-18)
6. Allocation of responsibilities to fill up SSR among the faculty members of IQAC
7. Preparation and timely submission of AQAR reports.
8. Contribution to submission of data on Performance and Academic Outcomes of the Deemed to be University in the UGC Deemed to be University portal.
9. Preparation of the data for a project titled "Role of Quality Assurance and Accreditation in Improvement of Higher Education; A comparative study of selected Indian Higher Education Institutions" by Dr. Ganesh Hegde, Adviser, NAAC, sanctioned by International Network for Quality Assurance Agencies (INQAAHE) has sanctioned
10. Drafting of policies on (i) Grievance redressal for academic & non-academic staff, (ii) Grievance redressal for students, (iii) revised Hostel rules and review of several policies.

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

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

Title of the programme

Period (from-to)

Participants

Female

Male

Gendered impacts of Work from Home (WFH) during COVID 19 Pandemic

17-07-2020

67

27

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Annual gender sensitization action	<a href="#">available</a>

plan(s)	
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	<u><a href="#">Dedicated women security staff , counsellor available and counseling activities organized time to time. Girls Common room as well as Daycare centre available .</a></u>

<b>7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation</b> Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment	A. Any 4 or All of the above
--	------------------------------

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

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

*Appropriate waste management is one important aspect of sustainability of any unit. TERI SAS, as a university committed to environmental protection as its core value, has steered up its efforts to ensure an appropriate and efficient waste management system in operation. In a campus of 2 acres, waste segregation is visibly exemplified and made possible through sustainable and untiring endeavour collectively by the TERI SAS family including students, faculty members and the administrative staffs.*

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

<b>7.1.4 - Water conservation facilities available in the Institution:</b> Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A. Any 4 or all of the above
--	------------------------------

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

**7.1.5 - Green campus initiatives include**

<b>7.1.5.1 - The institutional initiatives for greening the campus are as follows:</b>  1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping	A. Any 4 or All of the above
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File Description	Documents
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Upload relevant supporting document

[View File](#)

**7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution**

**7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:**

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions/awards
5. Beyond the campus environmental promotional activities

A. Any 4 or all of the above

File Description

Documents

Upload relevant supporting document

[View File](#)

**7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.**

A. Any 4 or all of the above

File Description

Documents

Upload relevant supporting document

[View File](#)

**7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)**

The University remained committed to being inclusive as a diverse population of students, faculty and staff from different religions, castes, cultures, physical abilities and countries are its greatest strengths. The policy instruments are designed keeping this diversity in consideration and aim towards equality and harmony.

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

File Description

Documents

Upload relevant supporting document

[View File](#)

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

Sensitization of students and employees of the Institution to the



constitutional obligations: values, rights, duties and responsibilities of citizens

Several programmes have been organised by the TERI SAS on constitutional obligations: values, rights, duties and responsibilities of citizens. All programmes are archived. Some of them are included below:

Title

Month and Year

Link

Webinar on "Making Things Happen in the Government: Ethical Dilemmas of a Civil Servant" by Anil Swarup, former Secretary, School Education and Literacy, Government of India

July 2020

[View Webpage](#)

Some of the courses cover various aspects of constitutional obligations, rights, duties, and responsibilities, which are as follows:

Course title

Module title

[Link to Course Outline](#)

Law, Society and Sustainable Development

Key legal concepts

[View Document](#)

Environmental law and policy

Basic Concepts in Environmental Law

[View Document](#)

Urban Governance

Introduction and Constitutional Provisions

[View Document](#)

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

[All of the above](#)

File Description

Documents

Upload relevant supporting document

[View File](#)

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

TERI SAS as an institution of international repute has always been instrumental in utilizing the opportunities of celebrating the national and international commemorative days in such a manner that those could be the source of inspiration, motivation, awareness, commitment, perseverance, pride, and progress for its students and the society in general. All-important national days, especially Independence day and Republic day, are celebrated in its small campus (in the TERI SAS amphitheater), but in a grand manner in the presence of and with the participation of students, faculty members and administrative staffs.

TERI SAS family always offers tribute/homage to great leaders, scientists, freedom fighters and other personalities of national and international fame by commemorating their birth and death anniversary in the form of seminar, invited talks, organizing several events including quiz, poster/poetry/essay competitions etc.

File Description

Documents

Upload relevant supporting document

[View File](#)

## 7.2 - Best Practices

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

#### 1. Title of the Practice

Student Magazine by Eco Club titled "Vasundhara"

#### 2. Objectives of the Practice

This unique magazine was started by TERI SAS Eco-Club to synthesise current knowledge concerning sustainable development and document grassroot realities.

#### 3. The Context

TERI SAS students intended to create an engaging magazine covering current issues surrounding sustainable development. Students possess good research acumen, however converting it into engaging content was quite challenging.

#### 4. The Practice

Launched in March 2020, Eco-club magazine "Vasundhara" has been a creative endeavour to sensitise student community regarding sustainable development. This professional quality magazine is widely circulated online and has loyal readership within and beyond TERI SAS community. Limited publishing skillsets within students and higher printing costs are two major challenges.

#### 5. Evidence of Success

The 8th edition of the magazine was launched at Conference of Parties (COP)-26 and 9th edition of the magazine was launched in World



Sustainable Development Summit (WSDS). The magazine and its engaging content were widely praised in both these events.

## 6. Problems Encountered and Resources Required

High-quality publishing requires skillsets like graphic design, writing, photography, interviewing, editing and software skills. A dedicated graphic design and video/photo editing software is also needed to continue this practice sustainably.

## 7. Notes (Optional)

Student body engagement with current issues can be positively enhanced by the act of creating a magazine. It just requires constant encouragement and strengthening inter-student networks to mobilise diverse skillsets.

TERI SAS is a pioneer in sustainability education and hence there is a lot of support and motivation by the faculty and administration for such student-led initiatives which are in line with the institutional objectives.

## 7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Wednesdays for Water ([www.wforw.in](http://www.wforw.in))

USP of the activity in support of performance of the institution in an area distinct to its priority and thrust

To engage in conversation with water experts, grassroots practitioners, policy makers and youth to explore the complex-intertwined issues associated with water and explore possible solutions

The Context

Multidimensional issues related to water requires an interdisciplinary and multistakeholder approach to comprehend the problem in entirety and come up with holistic solution. Also, it is critical to mainstream youth who can be drivers of innovation and change. This was the genesis of the multi-institute partnership that resulted in the instituting of Wednesdays for Water in April 2021.

Brief detail of the activity

The Wednesdays for Water leverages the virtual and the social media platforms to create awareness and deliberate on challenges and solutions related to water issues in India. There is a talk that is scheduled every Wednesday between 1700-1815 hours. The panel comprises of practitioners from academic and research institutions, government and grassroots organisation. There is a youth discussant from a higher education institution in the panel who summarizes the discussion and poses questions to the expert speakers. The discussion is transcribed and published in Counterview which is the media partner, and the recordings are uploaded on the YouTube Channel. The major limitation of Wednesdays for Water is that it has no funding support as of now and is being run as a citizen's collective by water enthusiasts for partnering institutions.

Evidence of Success

The Wednesdays for Water has completed 41 talks as on 21 Feb 2022 and has also had the privilege of hosting distinguished talks by eminent speakers namely Shri G Asok Kumar, DG, NMCG, Dr. Kiran Bedi (Retd. IPS), Mr Rajender Singh (Waterman of India) and other Padma Shri and Padma Vibhushan speakers.

<https://counterview.org/2021/09/27/wednesdays-for-water-urban-rural-water-sustainability-faces-multiple-challenges-on-the-ground/>

<https://www.counterview.net/2021/06/wednesdaysforwater-pollution-climate.html>

#### Problems Encountered and Resources Required

Presently, everyone in the team is working pro bono beyond regular office hours to sustain this initiative and hence there are challenges in timely conversion of talks into articles and editing of videos. Wednesdays for Water would also like to scale up the virtual discussion to physical deliberations in towns and cities across India. However, as of now the practice has no funding support to put in place a dedicated team to work for the initiative.

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

1. Preparedness for next SSR
2. Streamlining the process of implementation of NEP
3. Universal Human value and Professional Ethics
4. employability/ entrepreneurship/ skill development activities
5. Review of student satisfaction survey
6. Making Alumni Association more proactive and collect contributions from the alumni
7. Preparing roadmap for academic integrity among students