TERI SAS (Deemed to be University)

10, INSTITUTIONAL AREA, VASANT KUNJ, NEW DELHI

MINUTES

52nd MEETING OF EXECUTIVE COUNCIL

Meeting No. : 52 (Fifty Second)

Date   : **27 February 2025**
Venue   : **Conference Room, TERI School of Advanced Studies**
Time   : **10.45 AM**

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TERI SAS (Deemed to be University)

AGENDA FOR THE 52nd MEETING OF THE EXECUTIVE COUNCIL
27 February 2025 (10.45 AM Onwards)

ITEMS AT A GLANCE

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Item No.   **Particulars**

Item No.52.1:   Welcome and opening remarks by the Vice Chancellor

Confirmation of Minutes

Item No. 52.2:   To confirm the minutes of the 51st Meeting of the Executive Council held on 24 September 2024

Action Taken Report

Item No. 52.3:   Action Taken Report on the minutes of 51st Executive Council

Agenda items for Information

Item No. 52.4:   **Matters of information**

52.4.1 MoU(s) concluded.
52.4.2 Completion of probation of faculty members.
52.4.3 New Joinings.
52.4.4 AQAR submission for the years 2022-23 and 2023-24.
52.4.5 Chief Guest for the Seventeenth Convocation.
52.4.6 Guidelines for Internal Grants Committee.
52.4.7 Guidelines for administration of research and consultancy projects.

Agenda items for Consideration

Item No. 52.5.   **Agenda Items**

52.5.1 To consider and approve award of Degrees and other academic titles in the Seventeenth Convocation ceremony scheduled for the 05 March 2025.
52.5.2 To consider and approve Policy on work from home.
52.5.3 To consider and approve CAS in respect of faculty members.

Item No.52.6: Any other item with the permission of the Chair

52.6.1 Fee structure for the newly introduced and existing UG, PG and Doctoral programmes for the Academic Batch 2025
52.6.2 To introduce Non-NET Fellowships for Doctoral (PhD) students
52.6.3 To introduce Scholarship for students undergoing UG / PG programmes
52.6.4 To approve the Audited Annual Accounts for the Financial Year 2023-24
52.6.5   Offering of SMP (CSR & SD)
52.6.6 Placement at Level 13 with Rationalised entry pay as per 7th CPC in respect of Group A officers at TERI SAS

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TERI SAS (Deemed to be University)

**MINUTES FOR THE 52nd MEETING OF THE EXECUTIVE COUNCIL
ON 27 FEBRUARY 2025 (10.30 AM ONWARDS)**

DETAILED AGENDA ITEMS

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The Fifty First meeting of the Executive Council was held on 27 February 2025 at 10.45 hours. The following were present:-

PRESENT:

Professor Suman Kumar Dhar, Vice Chancellor
Dr Narender K Taneja
Dr Nithya Nanda
Dr Swati Basu
Professor Sukanya Das
Professor Naqui Anwer
Dr Swarup Dutta
Col B Venkat, Registrar

Professor Basabi Bhaumik, Dr Dipankar Saharia, Dr O P Agarwal, Dr Manish K Shrivastava, Professor Chander Kumar Singh and Dr Gopal Sarangi could not join the meeting.

Item No 52.1:   **Welcome and opening remarks by the Vice Chancellor**

Professor Suman Kumar Dhar welcomed all the members to the meeting and thanked them for making it convenient to join the meeting. He welcomed the newly inducted members Dr Naqui Anwer, Dr Swarup Dutta and Dr Gopal Sarangi to the meeting. He also expressed thanks to the outgoing members Dr Arun Kansal, Dr Chaithanya Madhurantakam and Dr Moumita Acharyya for their contribution in the last one year.

Professor Dhar informed the members about the appointment of Dr Vibha Dhawan, Director General, TERI as the Chancellor TERI School of Adanced Studies w.e.f. January 12, 2025 for the duration of her tenure as Director General of TERI or until the completion of the five-year term.

Confirmation of Minutes

Item No. 52.2:   **To confirm the minutes of the 51st Meeting of the Executive Council held on 24 September 2024**

The minutes of the 51st meeting of the Executive Council held on 24 September 2024 were circulated to the members of the Council and no comments were received. The Council may, consider confirming the minutes.

The Executive Council noted and approved the minutes.

Action Taken Report on the 51 Executive Council Meeting

Item No.52.3:   **Action Taken Report on the 51 Executive Council Meeting**

Sr.No.	Agenda	Action taken
Item No. 51.5.2	**51.5.2 To consider and approve revision of honorarium to statutory body meetings/ Selection Committee members.** Present honorarium applicable for Non Academic meetings / presentations any other presence which does not require academic preparation beforehand is Rs 1500/- per half day. It is proposed that for certain specific meetings like statutory body meetings and selection committee meetings the honorarium be kept as Rs 2000/- per half day. **The Executive Council members noted and approved the proposed amount of honorarium for Non Academic meetings/ presentations.**	**The agenda item has since been implemented.**
Item No. 51.5.3	**51.5.3 To consider and approve findings of restructuring committee of non-teaching staff.** Constituted Committee towards restructuring of the Non-Teaching staff as per 50th EC's resolution discussed and deliberated the matter over the intervening period and the minutes of the Re-structuring Committee for non-teaching staff at the TERI School of Advanced Studies (TERI SAS). The total Financial impact is Rs 55,578/- per month and the same has also been factored in the Financial Budget for the Financial Year 2024-25. **Reference was drawn by Col B Venkat to the agenda under consideration as tabled in the 50th EC and its directions thereof. He further emphasised that a committee involving an external expert was constituted to ensure compliance to the eligibility in the proposed revised level with reference to academic qualifications and work experience.** **The committee went through the laid down criteria(s) in detail and in continuation to the TERI SAS CRR submitted the report with a financial outlay per month as elaborated above.** **The members of the executive council complemented the chair for the action**	**The agenda item has since been implemented.**

	taken towards restructuring committee of non-teaching staff, being a long pending matter. **The Executive Council members noted and approved the agenda.**	
Item No. 51.5.4	**51.5.4 To consider and approve redesignation of Group A non-teaching staff as per provisions of UGC.** Vide the Joint Cadre Review Committee (JCRC), UGC on reforms in Cadre Recruitment Rules for various categories of posts of uniform staffing pattern of the non-teaching staff of UGC deemed to be Universities amongst others and UGC Notification vide their letter No F.No 6-7/97 ()JCRC Vol. IV dated 01 Oct 2024, following is highlighted. It is proposed to adopt the same provisions at TERI SAS. Subsequent redesignation shall be as per UGC guidelines. **The Executive Council members noted and approved the agenda.**	**The action on the agenda items has since been implemented.**
Item No.51.5.5	**51.5.5 To approve the Revised Financial Budget (based on actual In-take of students) for the Financial Year 2024-25.** Finance committee approved the budget with recommendations. **The Executive Council members noted and approved the agenda.**	**The agenda has been duly implemented.**
Item No.51.5.6	**51.5.6 To approve the proposed Faculty recruitment as recommended by Faculty Recruitment Rationalisation Committee.** Findings of Faculty Recruitment Rationalisation Committee as follows was put up to the finance committee for financial concurrence **(Placed as Annexure – V)**. Vide recommendation of the Faculty Recruitment Rationalization Committee a total of 14 faculty members have been proposed keeping various factors in consideration, details are as under:- 1. Dept of Sustainable Engineering – 2 2. Dept of Biotechnology – 1 3. Dept of Natural and Applied Studies – 6 4. Dept of Policy & Management Studies – 5 Finance committee has concurred recruitment of 05 faculty members in the current financial year, and the balance in subsequent financial	**The agenda has been duly implemented.**

	years as per fund availability. **The Executive Council members noted and approved the agenda.**	
Item No.51.5.7	**51.5.7 To approve nomination of Honorary Distinguished Professor at Department of Biotechnology, TERI SAS as per provisions.** Department of Biotechnology (DBT), TERI SAS advertised the position for Honorary Distinguished Professor through application/nomination. Nomination of Prof. Rakesh Bhatnagar as recommended by the Department was sent to the external reviewers by the VC TERI SAS for the purposes of seeking comments as per the AC recommendation. **The Executive Council members noted and approved the agenda.**	**Action on the agenda item has been completed. Professor Rakesh Bhatnagar has joined the Department of Biotechnology as the Honorary Distinguished Professor.**

Agenda items for Information / Ratification

Item No. 52.4   Matters of information / Ratification

52.4.1 MoU(s) concluded

(a) **Agreement with Industrial Finance Corporation of India (IFCI) and TERI SAS concluded on 19 December 2024**

IFCI is a Non-Banking Finance Company in the public sector. Over the years, IFCI has provided financial support for the diversified growth of Industries across the spectrum. An agreement was signed between IFCI and TERI SAS on 19 December 2024. Under the agreement IFCI has developed an ESG Dashboard and developed a toolkit to calculate carbon footprint and financial emissions jointly designed and developed by TERI SAS and IFCI. The broad summary of work to be undertaken for the toolkit by TERI SAS are as follows:-

- Adding further sector sheets as per NIC industry classification.
- Regularly updating the emission factors/ calculation of process emissions and scope 3 emissions as per latest industry practices.
- Incorporation of climate risk matrix in the toolkit, which would include both physical and transition risk assessment. The risk matrix must include granular level derivations, probabilities and results to be designed with high level precision.
- Enhancing the scope of the existing sectors to cover entire Scope 1, Scope 2 and Scope 3 emissions as well.
- Incorporating SBTi's guidelines in the toolkit.

Dr. Sukanya Das briefed the members on the details of the toolkit being developed by TERI SAS faculty, the financial collaboration between IFCI and TERI SAS, and other aspects of the MoU.

The Executive Council acknowledged and appreciated the MoU.

(b) **Between Institute of Bioresources and Sustainable Development (IBSD) and TERI SAS concluded on 15 January 2025.**

Institute of Bioresources and Sustainable Development (IBSD) is an Autonomous Institute under Department of Biotechnology, Government of India, having its campus at Takyelpat, Imphal, Manipur. TERI SAS signed a MoU with IBSD on 15 January 2025. Areas of cooperation agreed were to undertake joint research and academic programs; organize joint seminars, colloquium and other academic and outreach programs; exchange of information, publications and materials for academic purposes; promotion of research activities in the common area(s) of interest; joint PhD supervision, apply for collaboration projects jointly to national and international funding agencies.

Professor Suman Kumar Dhar informed the Executive Council members about the background, proposed activities and the possible benefits of this collaboration between two institutions.

The Executive Council noted and appreciated conclusion of the MoU.

(c) **Between University of Windsor, Canada and TERI SAS concluded on 11 February 2025.**

The University of Windsor is a public research university in Windsor, Ontario, Canada. TERI SAS signed a MoU with University of Windsor on 11 February 2025. Areas of cooperation agreed were on exchange of scholars (professors, advanced graduate fellows, and/or researchers); promotion of joint research projects in the fields of interest; exchange of research materials and information; and promotion of Articulation programs.

Dr. Sukanya Das briefed the Executive Council members on the importance of student exchanges with foreign universities for UG program students, as well as collaboration opportunities for professional development activities for faculty and staff.

The Executive Council noted and appreciated conclusion of the MoU.

(d) **Between Concordia College, Minnesota and TERI SAS concluded on 12 February 2025.**

TERI SAS signed a MoU with Concordia College, Minnesota on 11 February 2025. Areas of cooperation agreed were on reciprocal exchange of students, faculty and staff; Joint academic programs; Collaborative research projects; exchange of publications, reports and other academic information; collaborative professional faculty and staff development activities.

The Executive Council noted and appreciated conclusion of the MoU.

52.4.2 Completion of probation: The following faculty members have successfully completion their period of probation:-

Ser No	Name	Designation, level & Dept.	Specialisation	With effect from
1	Dr Kavita	Assistant Professor, Level 10, Department of Policy and Management Studies	Law and politics of climate change, Environmental law, constitutional law, taxation law, law of contract, international commercial law	01 November 2024
2	Dr. Moumita Mandal	Assistant Professor, Level 10, Department of Policy and Management Studies	International environmental law and climate change, international human rights law, international humanitarian law, international criminal law, law of contract	22 November 2024
3	Dr Manini Syali	Assistant Professor, Level 10, Department of Policy and Management Studies	Environmental law, climate change law and water resource law	23 November 2024
4	Dr Adil Masood	Assistant Professor, Level 10, Department of Natural and Applied Sciences	Artificial Neural Networks, Deep Neural Networks, Applied Machine learning, Metaheuristic algorithms, Air pollution forecasting systems, Water quality assessment, Environmental Engineering	24 January 2025

The Executive Council noted the agenda point.

52.4.3 New Joinings: The following faculty members have joined with the approval of the Vice Chancellor:-

Ser No	Name	Designation, level & Dept.	Specialisation	With effect from
1	Dr Priyanka Singh	Assistant Professor, Level 10, Department of Natural and Applied Sciences	Data Science, Machine Learning, Programming Languages, Citizen Science	12 November 2024

			and Applied Ecology	
2	Dr. Gaurika Chugh	Assistant Professor, Level 10, Department of Policy and Management Studies	Law and governance	26 December 2024
3	Dr Malvika Tyagi	Assistant Professor, Level 10, Department of Policy and Management Studies	Principles of Macrocconomics, Political and Institutional Economics of Development, Indian Economic Development and Policy and A Data-driven Approach to Economic Challenges	26 December 2024
4	Dr Ayushi Vijhani	Assistant Professor, Level 10, Department of Natural and Applied Sciences	Geoinformatics	04 February 2025

The Executive Council noted the agenda point.

52.4.4 AQAR submission for the years 2022-23 and 2023-24.

TERI SAS has a NAAC Accreditation of 'A' grading in the current cycle. As part of the requirement towards submission of AQAR for the year 2023-24, the same was submitted on 27 January 2025. Approval of the EC members was sought through circulation on 23 January 2025. Post approval it was uploaded on the NAAC portal. The AQAR for the year 2023-24 is placed as **Enclosure 1.**

AQAR for the year 2022-23 is also enclosed for information.

The Executive Council members were informed by the Registrar that approval was accorded through circulatory means by the members for the AQAR pertaining to the year 2023-24. The same was subsequently submitted on 27 January 2025.

It was further informed that the AQAR for the year 2022-23, which was submitted earlier, was missed out in reporting to the Executive Council, and hence the same was presented before the members.

The Executive Council noted the same.

52.4.5 Chief Guest for the Seventeenth Convocation of TERI SAS.

Seventeenth Convocation ceremony of TERI SAS has been scheduled for the 05th March 2025. Prof. Sir Jim Skea, Chair, Intergovernmental Panel on Climate Change (IPCC) for the Seventh Assessment cycle has kindly consented to be the Chief Guest.

The Executive Council noted the information.

52.4.6 Guidelines for Internal Grants Committee.

Revised guidelines for providing grants to TERI SAS faculty and students to participate in conferences/workshops is placed in **Enclosure 2**.

The members were informed about the availability of seed grant to encourage participation of faculty members and students to support early-stage research projects and baseline data collection, to help research collaborations for developing cutting-edge research and to support travel for presenting research at conferences and symposia.

The Executive Council appreciated the policy and noted the same.

52.4.7 Guidelines for administration of research and consultancy projects

Guidelines for administration of research and consultancy projects at the TERI School of Advanced Studies is Placed at **Enclosure 3**.

To encourage the participation of faculty members in research and consultancy projects, the proposed guidelines for administration of Research and consultancy Projects at TERI School of Advanced Studies was proposed to be followed. The policy in brief with relevant guidelines was informed to the members.

The Executive Council approved the policy.

Agenda Items for Consideration

Item No. 52.5   Agenda items

52.5.1 To consider and approve award of Degrees and other academic titles in the 17th Convocation ceremony scheduled for the 05 March 2025.

17th Convocation ceremony of TERI SAS has been scheduled for the 05 March 2025.

A total of 271 students across various disciplines and the programs are eligible for the grant of degrees/titles. The list of students declared qualified vide the processes laid down by Academic Council are as per following details. (**Enclosure 4).**

(i)   Doctoral - 17
(ii)   Masters - 254

Ms Jhalak Johri, M.Sc. Biotechnology, 2022 – 24 batch is the university topper with CGPA of 9.72

The Executive Council approved grant of degrees/titles to the students as presented above.

52.5.2 To consider and approve Policy on work from home.

TERI SAS has a policy of following types of leaves entitled to a regular employee -
(a)   Casual Leave
(b)   Earned Leave
(c)   Maternity / Paternity Leave
(d)   Sabbatical Leave

(e)   Leave without Pay (LWP)
(f)   LTC

No provision exists for medical leave and also for any kind of Work from Home at TERI SAS at present.

It is proposed to have the following policy formulated on the same (applicable to all regular employees of TERI SAS):-

(a) In case of medical emergency / emergencies beyond the control of a regular employee warranting absence from office, work from home may be granted subject to recommendation by the reporting officer.

(b) Provision of work from home shall be justified by the necessity of the employee on the defined work for the period proposed and its subsequent certification by the reporting officer.

(c) Work from home shall entail a deduction of 50% of earned leave (if accrued or else this shall be considered as LWP) for absence for initial 2 months and subsequent deduction of 80% earned leave for further absence.

(d) All approvals for work from home shall be accorded by the competent authority.

Col B Venkat informed the Executive Council members about the types of leaves presently entitled to the regular staff members. He provided a detailed background of the need for Work from Home policy and the pre-conditions of the policy for approval.

The Executive Council approved the policy placed.

52.5.3 Consideration of CAS in respect of faculty members.

Following faculty was considered eligible post scrutiny for CAS promotion. He shall be now considered in the selection cum screening committee:-

Ser No	Name	Present level	Applied and found eligible for
1	Dr. Shantanu De Roy	Assistant Prof. Level 12	Associate Prof. Level 13A

Dr. Shantanu De Roy was recruited directly at level 12 and has been found eligible for level 13A as per the provisions existing in UGC.
However, for the purposes of seniority fixation, date of completion of eight years of service at TERI SAS shall be considered.

Col Venkat briefed the members about the background of Dr Shantanu De Roy case.

The Executive Council approved the point.

Item No. 52.6   Any other item with the permission of the Chair.

52.6.1 Fee structure for the newly introduced and existing UG, PG and Doctoral programmes for the Academic Batch 2025

Fee structure for the newly introduced and existing UG, PG and Doctoral programmes for the Academic Batch 2025 was discussed and deliberated in the finance committee meeting.

With no changes proposed in the Masters' program, revised fee structure in the UG / Integrated programs and newly introduced programs was finalised (**Enclosure 5**).

Mr Dhanraj Singh presented the current fee structure, proposed fee structure for various programmes being offered.

After detailed discussions, the Executive Council members approved the proposal as placed. However, for B.Sc. Data Science (Honours)/(Honours with research) it was proposed to have a reduction of Rs.10,000 per Semester.

52.6.2 To introduce Non-NET Fellowships for Doctoral (PhD) students

To encourage research and attract talented scholars at TERI SAS for pursuing PhD, TERI School of Advanced Studies proposes to introduce Non-NET fellowships for Doctoral (PhD) students titled as "Chancellor's Fellowship".

The proposed structure for providing Non-NET fellowships to the Doctoral (PhD) students was approved in the finance committee meeting (**Enclosure 6**).

Mr Dhanraj Singh presented the proposed structure and modalities for providing Non-NET fellowships to the Doctoral (PhD) students titled as "Chancellor's Fellowship.

The Council noted and approved the Chancellor's Fellowship to be provided to the Doctoral (PhD) Scholars.

52.6.3 To introduce Scholarship for students undergoing UG / PG programmes

As a means to attract talented students and also ensure academic excellence, scholarships for students undergoing UG / PG programmes was discussed along with the modalities in the finance committee meeting (**Enclosure 7**).

It was proposed to have the same introduced from the academic session commencing August 2025.

Mr Dhanraj Singh presented the proposed structure for providing Scholarship to the Masters' students to be introduced from the academic session commencing August 2025.

The Council considered the matter and approved the Scholarship to be provided to the Masters' students. It was suggested to adopt a process for moderation of marks from different states for the purposes of uniformity and transparency.

52.6.4 To approve the Audited Annual Accounts for the Financial Year 2023-24

The Audited Annual Accounts along with the Auditor's report for the Financial Year 2023-24 was presented to the Finance committee (**Enclosure 8**).

Mr Dhanraj Singh presented the audited Annual Accounts for the Financial Year 2023-24.

The Executive Council approved the agenda.

52.6.5 Offering of SMP (CSR & SD)

SMP (CSR & SD) as an executive training program was successfully conducted at TERI SAS from July 2024 to Dec 2024 following due diligence and administrative approvals. A total of 71 middle and senior level executives from more than 25 industries participated.
Considering the success and participation in the pilot executive training program, it is proposed to offer second and subsequent SMP (CSR & SD) training programs.
VC Now played an important part in the success of the program and it is proposed to continue collaborating with VC Now for the said executive training programs with revised revenue sharing model. Recommendations of the committee constituted for this purpose is attached (**Enclosure 9**).

The Registrar informed the Executive Council members about the successful completion of the pilot Senior Management Programme (CSR&SD) offered by TERI SAS in collaboration with VC Now from July 2024 to December 2025.

After detailed analysis of feedback of the students, and financial review of the model, it was proposed to offer the next and subsequent batches of this programme in collaboration with VC NOW.

The Executive Council approved the agenda.

52.6.6 Placement at Level 13 with Rationalised entry pay as per 7th CPC in respect of Group A officers at TERI SAS

UGC guidelines towards rationalisation of Group A officers was adopted at TERI SAS vide the EC resolution in the 51st EC.
Following the procedure, the duly constituted committee post interaction with the Group A officers mentioned below found them FIT to be put at Level 13 with rationalised entry pay of Rs 1,18,500/- as per 7th CPC pay matrix and accordingly pay in their respect shall be fixed at the appropriate cell in the Pay Matrix with the guidelines issued by the Ministry of Finance (**Enclosure 10**).

    (a)   Sh. Kamal Sharma (Academic Administration)
    (b)   Sh. Dhanraj Singh (Finance)

The Executive Council approved the agenda point.

YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	TERI School of Advanced Studies
• Name of the Head of the institution	Prof. Suman Kumar Dhar
• Designation	Vice Chancellor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	9171800222
• Mobile no	8920159427
• Registered e-mail	vc@terisas.ac.in
• Alternate e-mail address	registrar@terisas.ac.in
• City/Town	New Delhi
• State/UT	Delhi
• Pin Code	110070
2.Institutional status	
• University	Deemed
• Type of Institution	Co-education
• Location	Urban
• Name of the IQAC Co-ordinator/Director	Prof. Naqui Anwer

• Phone no./Alternate phone no	**9171800222**
• Mobile	**9911440305**
• IQAC e-mail address	**iqac@terisas.ac.in**
• Alternate Email address	**naqui.anwer@terisas.ac.in**
3.Website address (Web link of the AQAR (Previous Academic Year)	https://terisas.ac.in/assets/pdf/AQAR_2021-22.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://terisas.ac.in/pdf/AcademicCalendar2022_23.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**3.26**	**2013**	**23/03/2013**	**01/11/2018**
Cycle 2	**B++**	**2.84**	**2018**	**02/11/2018**	**20/09/2022**
Cycle 2	**A**	**3.01**	**2022**	**21/09/2022**	**20/09/2027**

6.Date of Establishment of IQAC	**05/10/1999**

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

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

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**	
• Upload latest notification of formation of IQAC	[View File](#)	

9.No. of IQAC meetings held during the year	**2**
• The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website.	**Yes**

(Please upload, minutes of meetings and action taken report)		
• (Please upload, minutes of meetings and action taken report)		

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**	
• If yes, mention the amount	**NIL**	

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

Steered the peer team visit (PTV) for NAAC accreditation

Streamlined the process of executing different activities during the PTV

Provided help in maintaining quality initiatives within the university

Communicated the recommendation of peer team to the faculty members/ staff and higher management

Strengthened the process of data collection for AQAR and SSR and make it robust

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
• Implementation of National Education Policy 2020 (NEP 2020) and thereby introducing Four Year Undergraduate Programmes (FYUP).	Achieved
• Implementation of suggestions and recommendations made under the National Education Policy (NEP) 2020 and adherence to the guidelines of the National Higher Education Quality Framework and National Credit Framework.	Partially achieved and continuing
• Get the appointment/recruitment of regular statutory positions viz. Vice-Chancellor and Registrar completed as per the recommendations of peer team during visit for NAAC accreditation.	Achieved
• Process of data collection for AQAR and SSR to be made easy and accessible to all the functionaries.	Completed and ongoing

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

- Name of the statutory body

Name	Date of meeting(s)
Executive Council	Nil

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

15.Whether institutional data submitted to AISHE	

Year	Date of Submission
2022	02/03/2023

16.Multidisciplinary / interdisciplinary

TERI SAS commits to academic excellence and provides an environment that will encourage both personal and intellectual growth through teaching, creating and sharing knowledge using multidisciplinary/interdisciplinary approach. TERI School of Advanced Studies was set up as a Trust by TERI (The Energy and Resources Institute) - a not-for-profit, independent research institute recognized globally for its contribution to scientific and policy research in the realms of energy, environment, and sustainable development in 1998. In 1999, the TERI School of Advanced Studies was granted the 'Deemed to be University' status by the University Grants Commission (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 October 5, 1999. The objective of the TERI SAS is to build capacity around various themes of sustainable development adopting an inter-disciplinary approach and incorporating the most contemporary, research-based evidence into the curriculum. Since its inception, the TERI SAS has offered not just world-class education, but also an environment that enables its students to develop fresh perspective in their subject areas. Beyond the academic programmes, the deemed University is actively reaching out to school and college students as also to mid-career professionals to sensitize them towards the environment and sustainable development in a systemic, solutions-oriented manner. The deemed University started functioning from its 'green campus', located in Vasant Kunj, in 2008 and today offers a dozen Masters programmes and has nearly 200 PhD students enrolled. It has started work on developing a new campus at Hyderabad, Telangana in the south of India and hopes to start offering academic programmes from this campus . The research excellence of TERI School is demonstrated through an extensive record of high-impact, multidisciplinary research in overarching and interrelated themes such as natural resources, energy and environment, water studies, biotechnology, business and sustainability, and policy studies. There is greater emphasis for the faculty-led research in these thematic areas to complement the learning outcomes of post-graduate programmes. Advance research in such thematic areas is led by our distinct departments that have dedicated and specialized team of highly qualified faculty members and researchers working towards knowledge advancement for examining and addressing sustainability challenges. The publications in leading international high impact

journals, policy briefs, result oriented research reports and popular publications by faculty members and scholars aim to create a difference. In pursuit of advancing frontiers of research and higher education, TERI School had always been on competitive advantage through meaningful partnerships with industry, policy and decision makers, funding organisations, community and leading research and higher education institutions globally. We immensely value such partnerships and strive to strengthen them on a continual basis. Our specialised departments also assist in strengthening the capacity of local, state and national governments, other higher education and research institutions, and industry and business organisations in India and other developing countries through specialised trainings, management development programmes, summer schools and certificate programmes. A targeted expected outcome is to share knowledge for enhanced well-being and prosperity and assist our collaborating institutions to design and implement long-term solutions for society and ecology.

17.Academic bank of credits (ABC):

TERI School of Advanced Studies has institutionalized the Academic Bank of Credits on the lines of the National Academic Depository (NAD), where the students' academic data are held and academic awards are stored (i.e. storehouse of academic awards). Despite the fact that ABC enables students to register or commence credit transfer, the final outcomes of credit redemption and issuance of certificates, as well as the compilation of award records, are administered by TERI School of Advanced Studies using the NAD Platform. Hence being the owner of academic awards, TERI School of Advanced Studies registered under ABC via NAD and mandated that each student should register for ABC.

18.Skill development:

TERI School of Advanced Studies (TERI SAS) have incoprated skill development startegies as part of currculum and provided opportunity for improving specific skills to be more efficient and effective. TERI SAS understands that It is an important part of education, as it helps students to develop the skills they need to be successful in the workplace and in life. There are many different skills that has been developed through the curriculum, including: Communication skills: These skills include the ability to read, write, and speak effectively. They are essential for success in any field, as they allow students to communicate their ideas and collaborate with others. Problem-solving skills: These skills include the ability to identify and solve problems. They are important for success in the workplace, as they allow students to think critically and come up

with solutions to challenges. Critical thinking skills: These skills include the ability to analyze information and form judgments. They are important for success in the workplace, as they allow students to make informed decisions. Creativity skills: These skills include the ability to think outside the box and come up with new ideas. They are important for success in the workplace, as they allow students to be innovative and come up with new solutions to problems. Leadership skills: These skills include the ability to motivate and inspire others. They are important for success in the workplace, as they allow students to lead teams and achieve goals. TERI SAS enhances skill development in the students through hands-on activities that allow students to practice their skills and provide students with opportunities to work on projects that require them to use their skills. Also specific feedback of individual students from faculty members and industry professionals on their skills help them to develop their skills further.

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

The integration of Indigenous Knowledge Systems (IKS) into the curriculum is an integral part of courses of various programmes at TERI School of Advanced Studies to preserve culture, redefine the learning paradigm, and instill a sense of cultural pride and identity in students. Apart from this, TERI SAS is also in the process of establishing a committee to create guidelines for orientation towards IKS. Preparing guidelines for incorporating IKS through separate courses in some of the programmes and introduced them at PAN university level to the extent possible. TERI SAS also intends to promoting research in IKS through PhD.

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

TERI School of Advanced Studies promotes and provide Outcome-based education (OBE) inherently through its academic system where the programmes and courses emphasize on what students should know and be able to do, rather than just covering a set curriculum. TERI SAS has incorporated all the four major components of OBE: Curriculum design, Teaching and learning methods, Assessment, and Continual quality improvement (CQI) and monitoring through its rigorous academic process, effective curriculum design & delivery, continuous evaluation and transparent methods of flow of information with the students. TERI SAS focuses equally on outcomes of the courses and the learning processes. Students are given clear objectives and regular evaluations of progress, and they receive personalized feedback on how well they have achieved those goals. TERI SAS provides quality benchmarks for both faculty members and students,

facilitating focused teaching and learning experiences while enabling effective assessment and evaluation. measurable, attainable, relevant, and time-bound learning outcomes specific to courses as well programmes.

21.Distance education/online education:
All the programmes offered through distance education/online education by TERI SAS are currently suspended. During the period under review, TERI SAS was ineligible to offer open and distance learning programmes as its NAAC score was less than 3.01 (vide UGC's notification in the Gazette of India no. No. F. 1-1/2020(DEB-I) dated 4 September, 2020).

Extended Profile

1.Programme

1.1 Number of programmes offered during the year:	**21**

File Description	Documents
Data Template	View File

1.2 Number of departments offering academic programmes	**5**

2.Student

2.1 Number of students during the year	**295**

File Description	Documents
Data Template	View File

2.2 Number of outgoing / final year students during the year:	**221**

File Description	Documents
Data Template	View File

2.3	**221**

Number of students appeared in the University examination during the year	

File Description	Documents
Data Template	View File

2.4 Number of revaluation applications during the year	**0**

3.Academic

3.1 Number of courses in all Programmes during the year	**222**

File Description	Documents
Data Template	View File

3.2 Number of full time teachers during the year	**34**

File Description	Documents
Data Template	View File

3.3 Number of sanctioned posts during the year	**34**

File Description	Documents
Data Template	View File

4.Institution

4.1 Number of eligible applications received for admissions to all the Programmes during the year	**1063**

File Description	Documents
Data Template	View File

4.2	**0**

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	View File

4.3 Total number of classrooms and seminar halls	**18**
4.4 Total number of computers in the campus for academic purpose	**223**
4.5 Total expenditure excluding salary during the year (INR in lakhs)	**129**

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

Following its motto, 'Knowledge for Sustainable Development', and areas of focus of its sponsoring society, TERI (The Energy and Resources Institute), TERI SAS pursues, promotes and propagates research led and socially relevant education in the fields of energy, environment, natural resources and sustainability through teaching, research, publication, outreach and extension.

The teaching activities are spread over 13 Masters and 7 Ph.D. programmes. The programmes are interdisciplinarity in their outlook and designed to engage with cross cutting issues around different aspects of sustainability. Many courses addresses multiple Sustainable Development Goals and Targets, different national policies & missions and national & international schemes, and some does it quite directly.

File Description	Documents
Upload relevant supporting document	View File

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

5

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

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

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

263

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

1.2 - Academic Flexibility

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

11

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

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

13

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

1.3 - Curriculum Enrichment

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

TERI SAS (Deemed to be University) offers masters and doctoral programme across multidisciplinary from its campus with emphasis on sustainability. All the programmes offered provide students plethora of opportunities for academic learning and related activities leading to professionalism and thereby being in a position to contribute towards nation building.

Further, each and every programme has courses offering core, core electives, elective and audit from a multiple set of courses being offered in the University. The courses offered provide opportunity to the students towards subjects such as professional ethics, gender sensitization, universal human values. Flexibility is inbuilt activity at TERI SAS wherein being a student centric university the students are at liberty to choose the electives cross cutting from various departments. The courses are offered both in physical as well as online/blended mode.

With an ultimate aim of making the students professional in the field of sustainability with an inclination and motive aligning to UN sustainable development goals as applicable in India and others. TERI SAS reaffirms to moto "Knowledge for Sustainable Development".

TERI SAS has integrated all such societal values, goals and objectives in its taught courses. This endeavour continues in our efforts in outreach, publication, collaborations, and course curriculum. These can be seen from an illustrative list of courses.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

158

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

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

5776

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

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

581

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

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni	• **All 4 of the above**

File Description	Documents
Upload relevant supporting document	View File

1.4.2 - Feedback processes of the institution may be classified as follows	• **Feedback collected, analysed and action has been taken**

File Description	Documents
Upload relevant supporting document	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

455

File Description	Documents
Upload the data template	View File
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

0

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

2.2 - Catering to Student Diversity

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

1. The University identify advanced and slow learners on the basis of several mechanisms and keep track of their movements. The major parameter is the performances in Minor examinations apart from class interactions. The class activities throughout the semester include several mechanisms such as Quizzes, Group Discussion, presentations, assignments etc. The internal assessment through minor/mid-term tests, seminars, assignments, presentations, and other means helps the respective teachers to monitor and assess the progress of students. The subject teachers accordingly provide them with suitable guidance and extend special attention to slow learners while the advanced learners are involved in higher order learning activities as well as mentoring of the slow learners. Counselling sessions by faculty and conduct of remedial classes, guest lectures, etc. boost the activity, leadership, and intelligence of advanced learners and slow learners. To further improve the performance of slow learners and understand their academic needs university follows a system of Mentor-Mentee. Advanced learners are encouraged for further subject exploration beyond the syllabus. They are nominated for attending and organising workshops/conferences and other competitive events to acquire other relevant skills. Toppers are rewarded with medals during University Convocation.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link For Additional Information	https://terisas.ac.in/msc-climate-science-and-policy.php

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
533	34

File Description	Documents
Upload relevant supporting document	[View File](#)

2.3 - Teaching- Learning Process

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

Each programme in the Institute 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 Minor and Major projects, students work with industry, corporate, ministry and other such, to gain experience of on-going projects at the host institutions. These projects are structured on the premise that students need to gain experiential learning and hands-on training for respective work areas. At times, they are preceded by summer internship to have first-hand exposure of working with practitioners. Master's Thesis and Dissertation are prepared by the students under guidance from the supervisors (mostly internal, and occasionally external). Dissertations are written on a contemporary issue by applying doctrinal and/or non-doctrinal methods. The Theses and Dissertations are to be submitted and defended by the students before their peers and faculty. Efforts are made to nurture creativity and scientific temper among the learners through various curricular and co-curricular activities.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

Teachers use ICT enabled tools including online resources for effective teaching and learning processes. The University encourage intensive use of ICT-enabled tools including online resources for effective teaching and learning process in majority of courses. LCD projectors with internet and LAN connectivity are available in all classroom/seminar halls of the university. The existing classrooms are further strengthened to upgrade the ICT infrastructure. All the faculty members of university are well versed to the use of ICT tools and resources. University Library offers a wide range of e-resources including online books and online journals. Library also provides remote access to various online digital resources such as Turnitin Anti plagiarism software, E-books, E-journals for students and faculty of the university. There are digital learning classrooms having complete video-conferencing facilities for conducting online digital sessions and recording of lectures.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

2.3.3.1 - Number of mentors

34

File Description	Documents
Upload relevant supporting document	[View File](#)

2.4 - Teacher Profile and Quality

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

34

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

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

34

File Description	Documents
Upload the data template	View File
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

34

File Description	Documents
Upload the data template	View File
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

12

File Description	Documents
Upload the data template	View File
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

15

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

15

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

The University has a well-structured integrated examination system. The assessment process has - continuous and term-end assessment. This involves mid-term tests with assignments, case studies, presentations, live projects, etc. The online entry/capturing of marks is undertaken for continuous as well as end-term evaluation.

1. From the selection of courses (both core and elective) to submission of marks against different components to generation of 'system generated grades' for consideration of concerned faculty, moderation committee and Dean (Academic) and final generation of results, everything is automated. Even attendance records are submitted by the faculty on the portal that calculate the percentage (for attendance rule, included in Students Handbook). Academic Calendar includes dates for the following:

• Registration of courses

• System mail regarding final selection of courses by students

• Attendance upload in portal by faculty

• Upload/Display of marks

• System mail to students for short fall of attendance

- Completion of grading and MPEC meetings

- Display of grades

File Description	Documents
Upload relevant supporting document	**No File Uploaded**

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	**No File Uploaded**
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

The outcomes of all programs run in the University are to impart and inculcate skills, competencies, and abilities among the students of the university studying in different programs. The expected attributes and the program-specific outcomes are aligned together through the mapping of Course outcomes on the Program Outcomes and Program Specific Outcomes, which are derived from the expected Graduate Attributes. This ultimately helps to include relevant course inputs required to realize the desired outcomes. The schemes and curriculum for each program also contain the Course Outcomes and Objectives followed by course contents. These are widely publicized and reinforced through the University Website as well as posters at strategic locations in all schools. The academic programs are designed using a top-down approach. This exercise is done by School level Academic Program Committee, respective Board of Studies (comprising of faculty and experts) and finally by the Academic Council of the University before adoption. The details of the Programme, its objectives and semester-wise courses to be taught with course objectives, course details, credits, hours, etc. are uploaded on the website. The courses are categorized as Core/Skill based/Interdisciplinary/ability enhancement/Generic electives and Discipline-specific electives, in the scheme of programs itself.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

The curriculum for the Institute's academic programmes is the outcome of significant deliberation, and is reviewed at the commencement of each academic session. The learning outcomes of the academic programmes, which represent a blend of theoretical and practical perspectives, are clearly stated and shared with the students. Capturing students' feedback is a regular and customary practice at TERI SAS which is undertaken both at mid- term and at the end of each semester for every course. Students' responses on effectiveness of teaching method/s adopted and extent of meeting learning outcomes are analysed subsequently. The University monitors student performance, in order to ensure that course outcomes are met, through a process of continuous evaluation involving internal assessment, mid-semester examinations, final examinations, projects, presentations, and viva voce.

File Description	Documents
Upload relevant supporting document	[View File](#)

2.6.3 - Number of students passed during the year

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

230

File Description	Documents
Upload the data template	[View File](#)
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_2023.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 asURL of Policy: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 (minutes link, pp. 66-70). Link to appropriate authority with respect to implementation of the Intellectual Property Policy is here.

The chapter in the Compendium of Rules on Awards/Rewards/Honaria adopted by the BoM in its 23rd meeting as a part of Compendium of Policies, Rules and Guidelines can be accessed at this link (pp. 42-44).

Form for computation of Academic Research Score for recruitment and promotion as adopted by BoM in its 35th meeting held on 29 July 2020 can be accessed at this link.

Regulation on Direct Recruitment and Career Advancement Scheme for Teachers as adopted by BoM in its 35th meeting held on 29 July 2020 can be accessed at this link.

Formation of Institutional Ethics Committee was adopted in the 39th BoM Meeting held on 14th August 2021, whose minutes can be accessed at this link

File Description	Documents
Upload relevant supporting document	[View File](#)

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

0

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

`12`

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

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

`20`

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

3.1.5 - Institution has the following facilities to support research Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab Research/Statistical Databases Moot court Theatre Art Gallery	`A. Any 4 or more of the above`

File Description	Documents
Upload relevant supporting document	View File

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

`12`

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

3.2 - Resource Mobilization for Research

3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources

such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

`114.72`

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

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

`51.78`

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

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

`1`

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

3.3 - Innovation Ecosystem

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

`TERI SAS has created Institution Innovation Council (IIC) as per the regulatory requirements of the Ministry of Education (MoE). The Council aims at fostering the culture of innovation and the start-up ecosystem in TERI SAS in areas related to sustainable development. The IIC at TERI SAS has members from the faculty, industry professionals (external experts) as well as student representatives. Regular activities are being undertaken by the Council on areas related to ideation, Problem solving, Proof of Concept development, Design Thinking, IPR and project management. The Institute offers courses related to 'Entrepreneurship' and 'Design Thinking' as`

electives to the students. Professionals from the industry are being invited from time to time to enlighten the student community on relevant themes leading towards innovation. Founders of several start-ups have also delivered pep-talks, inspiring the students to think big and start their own ventures. Students are further being encouraged to participate in design competitions and hackathons. The details of the IIC can be found here.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

5

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

5

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

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

276

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4 - Research Publications and Awards

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

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of	A. All of the above

which is ensured through the following

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

B. Any 3 of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.3 - Number of Patents published/awarded during the year

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

1

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

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

20

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

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

3

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

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

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

29

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

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS	**D. Any 2 of the above**

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

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
134	**NA**

File Description	Documents
Any additional information	[View File](#)
Bibliometrics of the publications during the year	[View File](#)

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

Scopus	Web of Science
12	**NA**

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

3.5 - Consultancy

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

Institution has a policy on consultancy including revenue sharing between theinstitution and the individual and encourages its faculty to undertakeconsultancy - Yes

File Description	Documents
Upload relevant supporting document	[View File](#)

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

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

55.71

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

3.6 - Extension Activities

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

TERI SAS provides professionalism in academics through multiple means to include academic rigour, field trips, case studies, industry exposure, internships, invited talks & lectures amongst others.

Opportunities provided do ensure that the student of TERI SAS are capable of being professionals in their respective fields thereby contributing to the overall development of the nation. As part of professionalism, the students are given an opportunity to explore and orient themselves with the societal issues and issues pertaining to holistic development beyond the classrooms.

Every student is expected to carry out an impact analysis of various schemes run by Govt / non Govt bodies and study its relevance with proposed changes recommended. Students are encouraged to adopt and mentor 3 – 4 families from the SEDG background and give them information related to all possible avenues available.

File Description	Documents
Upload relevant supporting document	View File

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

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

4

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

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

15

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

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

263

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

3.7 - Collaboration

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

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

293

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

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

16

File Description	Documents
Upload the data template	[View File]()
Upload relevant supporting document	[View File]()

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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.

File Description	Documents
Upload relevant supporting document	[View File]()

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

TERI SAS 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.

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 are available in the campus.

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 workstations. One of the big hall in the campus is used for Yoga classes for promoting Yoga.

File Description	Documents
Upload relevant supporting document	View File

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. It shares one of itswalls with Aravalli Biodiversity Park, in Vasant Kunj. Just outside the campus, there is an Automatic Weather Station collecting hourly data on temperature, humidity, heat index, wind direction, wind speed, incident solar radiation and UV Sensors. University also houses a 3.3 kWp Wind turbine.

After entering the campus one finds the Bells of Hope 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.

File Description	Documents
Upload relevant supporting document	View File

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

767.53

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

4.2 - Library as a Learning Resource

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

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

Automated housekeeping: TERI SAS library is completely automated with almost all the housekeeping operations such as acquisition, serials management, cataloguing and circulation are computerized. The library uses bar-code technology that enables automated circulation and management of resources.

Electronic database: The library has access to several electronic databases. The web interface of TERI SAS library provides flexible access to several electronic books, journals, databases, TERI SAS Ph.D. theses, photographs, newspaper clippings and multimedia resources. There are a number of electronic databases available through library

File Description	Documents
Upload relevant supporting document	[View File](#)

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases	A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

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

4.45

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

424

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3 - IT Infrastructure

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

18

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

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

We have an excellent IT infrastructure that supports every aspect of our operation, from portal-based admissions to course selection, feedback through the student portal, to remote access to library e-resources, online results, Online project report submission and leave of absence.

TERI School of advanced Studies covers aspects such as Procedure for information collection and Updation of website and social media, and Maintenance of the TERI SAS website on regular basis.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
476	243

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)	• 50 MBPS - 250 MBPS

File Description	Documents
Upload relevant supporting document	View File

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

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

4.4 - Maintenance of Campus Infrastructure

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

238.85

File Description	Documents
Upload the data template	View File
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 head administration.**

File Description	Documents
Upload relevant supporting document	[View File](#)

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

22

File Description	Documents
Upload the data template	[View File](#)
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

768

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

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

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

- **All of the above**

File Description	Documents
Upload relevant supporting document	View File

5.2 - Student Progression

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

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

11

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

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

193

File Description	Documents
Upload the data template	<u>View File</u>
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

4

File Description	Documents
Upload the data template	<u>View File</u>
Upload relevant supporting document	<u>View File</u>

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

2

File Description	Documents
Upload the data template	<u>View File</u>
Upload relevant supporting document	<u>View File</u>

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

The rules for TERI SAS Student Council (TSSC) were approved by Board of Management 39-/14.08.2021 and came into effect in academic year 2021. The objectives of the council were stipulated as follows:

1. **To promote spirit of oneness and to nurture academic, scientific and sustainable outlook amongst the students of TERI SAS**
2. **To foster harmonious relationship based on mutual respect amongst the students, teaching and non-teaching staff of TERI SAS**
3. **To encourage and assist social, cultural, linguistic and intellectual development of the student of TERI SAS and enable their participation in society towards fulfillment of the vision of TERI SAS**

File Description	Documents
Upload relevant supporting document	[View File](#)

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

8

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.4 - Alumni Engagement

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

1. The Alumni Association was registered on September 9, 2005 has been at the forefront to strengthen the bond between our illustrious alumni with their alma mater.

2. Alumni Association is supported by an internal Alumni Committee consisting of a Convenor (a faculty) and a secretary (an administrative staff) with representatives from all academic departments. The Secretary also runs the Alumni Coordination office and works as a bridge between the Association and us, including maintaining the webpages includes the relevant office orders and a report of its activities pertaining to the last completed academic year.

File Description	Documents
Upload relevant supporting document	[View File](#)

5.4.2 - Alumni contribution during the year (INR in Lakhs)	E. <1Lakhs

File Description	Documents
Upload relevant supporting document	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

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

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

ii. To be a globally recognised University in the sphere of sustainability studies.

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

1. To create new knowledge and contribute to the writings and discourse on sustainability issues.
2. To design and deliver academic programmes, training and research on sustainability issues relevant to all streams of life and across age groups, assimilating the latest science and evidence.

The concept paper on TERI SAS approved by the Board of Management in its third meeting dated 14.06.2001 (https://www.terisas.ac.in/pdf/minutes/bom/3rdBoMMinutes14June2001.pdf: agenda item no 4; Annexure 4.1) provides the context of vision and mission, along with the outlook of adequate governance structure.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

TERI SAS has defined the powers and composition of key governance bodies as per the UGC guidelines: the Board of Management, Academic Council, Finance Committee, Planning and Monitoring Board and Board of Studies of Departments with each involving external experts. The composition of these bodies, in particular the external members with their relevant experience and expertise, adequately reflects the

technical and administrative competence aligned with the Vision and Mission of TERI SAS. Besides finding representation in the statutory bodies prescribed by UGC, the University has an actively functioning Committee of Heads and Deans that meets periodically to discuss issues of operational importance. The University has set up a Heads and Deans committee to involve all the Deans and the Heads of Departments in the University's decision-making processes. This Committee and other standing committees on various issues meet regularly and indicate the practice of decentralized and participative management at the University.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The university tagline "knowledge for sustainable development" is practiced diligently. As such, the University aims to create capacities in research and disseminate knowledge on all aspects of sustainable development, focusing on 17 SDGs. In the spirit of NEP, the university has leapfrogged to offer UG\Intergrated programmes from the academic year 2023-24. It offers flexibility to students to choose courses from various programs and disciplines, value-added and skill enhancement courses have increased, academic bank of credits available to students, all programs are multi-track with exit option and lateral entry.

Being a research-led university, it has institutionalized the Research Centre of Excellence to work with industries on the one hand and offer students an opportunity to work on real-life problems with research scientists. Two research centres are already operational (https://icwmr.terisas.ac.in/ & https://www.terisas.ac.in/ecess/emerson/), and some more are planned for the near future. Additionally, the University offers several short-term courses in online mode and plans to offer degree courses in online/hybrid mode from AY 2024-25. It also has plans to establish labs focused on big data, analytics, and behaviour studies.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

- ○ **TERI SAS has 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 Organizational 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 statuary norms pertaining 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.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

6.2.3.1 - e-governance is implemented covering following areas of operation 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination	A. All of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

6.3 - Faculty Empowerment Strategies

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

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

0

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	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

7

File Description	Documents
Upload the data template	View File
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)

5

File Description	Documents
Upload the data template	View File
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

The University strongly encourages its faculty members to pursue sponsored research projects and offer training programmes to mobilize non-tuition-related funds. In addition, it is reaching out to Corporates and Foundations to provide general support or to support the establishment of specific programmes/facilities at the University. Example cases are the institutionalization of two centres of excellence viz. ICWMR is supported by the Indian Pollution Control Association and the Emersion Centre of Excellence on Sustainability Studies, supported by theEmerson Electric Company (India) Pvt. Ltd..

The University has also designed a set of Executive Development Programmes that would help spread the message of sustainability and be a funding source. Some of these programmes are being developed as non-credit certificate courses that can be offered online for working professionals.

From a fund utilisation perspective, the University has an aggressive savings strategy that tries to maximise the returns on any cash surpluses it may have. It has also created a culture of cost savings on expenditure items through strategic procurement, self-fabrication and better planning.

Budget estimates covering both revenue and capital expenditure of various departments and sections are prepared and placed before the Board of Management.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

51.78

File Description	Documents
Upload the data template	[View File](#)
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)

231.51

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	**No File Uploaded**

6.4.4 - Institution conducts internal and external financial audits regularly

Internal Audit and Compliance Audit: TERI SAS has appointed Sanjay Rastogi & Associates. as Internal Auditor who looks after the following activities/ areas:

1. To verify the accuracy of the financial accounting and statistical records presented to the management

2. To comment on the effectiveness of the internal control system and the internal check system in force and to suggest means to improve them

3. To facilitate the early detection and prevention of frauds 4. To ensure that the standard accounting practices as outlined by the University are adhered to 5. To confirm that the liabilities have

been incurred by the University in respect of its legitimate activities 6. To examine the protection provided to assets and the uses to which they are put

7. To examine the adequate billing and recovery of fund 8.identify the authorities responsible for purchasing assets and other item as well as disposal of assets as per compendium direction 9. Scrutiny, processing and final payment of bills pertaining to salary and procurement, medical, research projects, maintenance, provident funds, refund of course fee, scholarships/fellowships from various grants such as DST, DBT, MHRD, etc., is being made by Finance wing as per the GFR/TERI SAS guidelines

File Description	Documents
Upload relevant supporting document	[View File](#)

6.5 - Internal Quality Assurance System

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

Internal Quality Assurance Cell (IQAC) at TERI SAS was established in 2013, as Internal Quality Assurance Team (i-QAT). Since February 2017 it is known by its present name. As a mandate the IQAC has the following Terms of Reference:

- Carry out peer review of development and implementation of TERI SAS's quality assurance procedures.
- Scrutinise quality standards with respect to academic and non-academic administration; quality of teaching and research; responsiveness of learning outcomes to the changing needs and international standards; support for students; relations with stakeholders and community; management of resources; and maintenance of records for institutional memory.
- Recommend correct processes as per national accreditation standards and promulgate detailed matrix of procedures.
- Ensure periodic reports as required by NAAC/UGC are sent out in time.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.5.2 - Institution has adopted the following for	A. Any 5 or all of the above

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

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

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

The Internal Quality Assurance Cell (IQAC) at TERI SAS adheres to the vision of NAAC and make quality the defining element of TERI SAS through a combination of self and external quality evaluation, promotion and sustenance initiatives. 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. **Strategize and planned the peer team visit for the NAAC accreditation.**
2. **Assigned duties and responsibilities for effective peer team visit.**
3. **Steered the NAAC peer team visit which led to accreditation of TERI SAS with grade "A "improving from the previous grade "B+"**
4. **For effective preparation of AQAR, Criteria wise responsibility allocation for Section-B of AQAR has been carried out.**

File Description	Documents
Upload relevant supporting document	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

As a leading institution in sustainability studies, TERI SAS has had a very exclusive background of advocating, educating, and promoting pro-planet, nature-centric, and biodiversity-loving behaviour, attitudes, and practices among people who understand and respect the existence and contribution of each species on the planet. By the ethos the institution believes in and practices audaciously, the group of people affiliated with this institution, be it students, faculty members, or administrative staff enjoy the advantages of realizing gender equity on and off the campus. Being a higher education institution in India, and still having the sex ratio of students and staff way far in favour of females, manifests the TERI SAS's obligations towards promoting gender equity in the last 25 years of its existence.

Among several formal institutional measures, one of the prominent and effective elements is the active role played by the institutional committee on "Diversity, Equality and Ethics", by carrying out various related activities.

TERI SAS provides common space facilities for both students and staff, as there are no gender-specific rules followed, except for a few exceptions, such as washroom/restroom, or the girls' hostel on campus.

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	yes
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	yes

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

For smooth and efficient waste management, marked and colour-coded dustbins are placed across the campus.

TERI SAS has a very active Eco Club, and eco-friendly management of waste ranging from alternatives of reuse and composting to energy generation is promoted. The wastewater generated from the hostel building equivalent to 8 Kl/day is treated through an efficient biological process using a combination of microorganisms and bio-media filter. The treatment system requires low area and energy. Raw sewage water is usually collected and pumped by the submersible pump provided by the Sewage Treatment Plant. The treated water meets the prescribed standards for landscape irrigation and is used for lawns and potted plants at the campus.

For Biohazard waste generated at Biotechnology laboratories, a contract has been signed with an agency M/S Biotic Waste Solutions Pvt. Ltd. approved by the Government of National Capital Territory of Delhi. The agency is engaged in collection of the bio-wastefrom TERI SAS campus as per the Bio-Medical Waste Management (Amendment) Rules, 2018. However, the biotechnology laboratories at TERI SAS do not generate any hazardous chemicals or radioactive waste.

File Description	Documents
Upload relevant supporting document	[View File](#)

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

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.5 - Green campus initiatives include

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	B. Any 3 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.

Board of Management in its 19th meeting held on 12 February 2016 (link to Minutes) adopted a "Policy on Equality, Diversity and Inclusion, 2015". This has resulted in an "Equality Advisory Committee (EAC)". Since 2017 this Committee has been renamed as "Diversity, Equality and Ethics Committee (DEEC)". Annexure 7.1.8.A contains relevant office orders. The present composition of the DEEC can be found here.

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:

1. **Several programmes have been organised by TERI SAS on constitutional obligations: values, rights, duties and responsibilities of citizens. All programmes are archived at https://www.terisas.ac.in/whats-happening.php. Some of them are included below:**

Title

Month and Year

Link

Climate Dialogue Series - 5: Empowering Youth Changemakers Towards Nature-Based Solutions

June 2023

View Webpage

Climate Dialogue Series -2: Empowering Youth Towards Climate Change

September 2022

View Webpage

1. 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 grandly in the presence of and with the participation of students, faculty members and administrative staff.

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

TERI SAS has a formal group of students for different activities such as the Eco Club, Spic Macay Club, and Sports & Cultural committees of students whose prime responsibilities are to organize and engage students in such extra-curricular activities, events and

festivals. These student committees are also supported and supervised by the corresponding committees of faculty members.

File Description	Documents
Upload relevant supporting document	<u>View File</u>

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

Publication of a Newsletter: ENVELOPE, by students of the Department of Biotechnology.

2.Objectives of the Practice

The newsletter communicates complex scientific topics to non-science audiences, emphasizing the vital role of modern biotechnology in sustainable development.

3.The Context

Envelope, an initiative by M.Sc. Biotechnology students. The newsletter includes various sections covering simplified scientific discoveries, book reviews, fun content in the form of art, puzzles, comic strips, and discussions on scientific breakthroughs. Specialinterviews with researchers from TERI and faculty members from TERI SAS, providing valuable insights from the scientific community.

4.The Practice

The newsletter serves as a creative platform for scientific communication. Through practices like interviewing researchers and faculty, crafting commentaries, and creating visual content, students develop valuable skills in research communication, critical analysis, and creative expression.

5.Evidence of Success

The newsletter's impact extends beyond its releases, garnering appreciation from both students and researchers for its insightful content and valuable contributions to promoting science among the

public and student community.

6.Problems Encountered and Resources Required

Maintaining consistency and motivation of the editorial team might be a major challenge going ahead.

7.Notes

Such practices would be a great motivation for students of other Departments in the University.

7.3 - Institutional Distinctiveness

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

1. In 2023, the TERI SAS observed its Silver Jubilee year, completing a milestone of 25 years of sustainability education with seamless transition and expansion of academic and training programmes, courses and research activities throughout these years. TERI SAS decided to commemorate this milestone year with a year-long engagement in outreach activities embracing, reflecting, and sharing its accumulated experiences in sustainability education. In May 2023, it started with orienting more than 25 school Principals on promoting academic engagement in the field of environmental studies and the ethos of sustainable development among their students and teachers (https://www.terisas.ac.in/whats-happening.php?id=708).
2. Several academic, research, and consultancy activities were carried out during the assessment period, such as organizing the Distinguished Fellow Lecture Series on "Climate Change, Environment, and Sustainability; Training programme and Certificate course on "Sustainable Waste Management"; Assessment of Ecosystem Services of Western Ghat; Preparing first Sustainability Report for Bisleri International, etc.
3. TERI SAS also manages to engage with several grass-root level or research-based non-governmental organizations and provide technical support in several specialized areas. This also provides a platform for TERI SAS students to participate in sustainable development practices. On 10th Jun 2022, TERI SAS signed a MoU with Think Through Consulting (TTC).

7.3.2 - Plan of action for the next academic year

- Implementation of National Education Policy 2020 (NEP 2020) and thereby introducing Four Year Undergraduate Programmes

(FYUP).

- Implementation of suggestions and recommendations made under the National Education Policy (NEP) 2020 and adherence to the guidelines of the National Higher Education Quality Framework and National Credit Framework.
- Get the appointment/recruitment of regular statutory positions viz. Vice-Chancellor and Registrar completed as per the recommendations of peer team during visit for NAAC accreditation.
- Process of data collection for AQAR and SSR to be made easy and accessible to all the functionaries.

YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution   TERI School of Advanced Studies

- Name of the Head of the institution   Prof. Suman Kumar Dhar

- Designation   Vice Chancellor

- Does the institution function from its own   Yes
  campus?

- Phone no./Alternate phone no.   01171800222

- Mobile no   01171800222

- Registered e-mail   vc@terisas.ac.in

- Alternate e-mail address

- City/Town   Delhi

- State/UT   New Delhi

- Pin Code   110070

2.Institutional status

- University   Deemed

- Type of Institution   Co-education

- Location   Urban

- Name of the IQAC Co-ordinator/Director   Prof. Naqui Anwer

- Phone no./Alternate phone no   **01171800222**

- Mobile   **9911440305**

- IQAC e-mail address   **iqac@terisas.ac.in**

- Alternate Email address   **naqui.anwer@terisas.ac.in**

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

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

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

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**3.26**	**2013**	**23/03/2013**	**01/11/2018**
Cycle 2	**B++**	**2.84**	**2018**	**02/11/2019**	**20/09/2022**
Cycle 2	**A**	**3.01**	**2022**	**21/09/2022**	**20/09/2027**

6.Date of Establishment of IQAC   **05/10/1999**

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

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

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

- Upload latest notification of formation of IQAC   View File

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

- The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website.   **Yes**

(Please upload, minutes of meetings and
action taken report)

- (Please upload, minutes of meetings and
  action taken report)

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

- If yes, mention the amount

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

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

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

Plan of Action	Achievements/Outcomes
Implemented National Education Policy 2020 (NEP 2020) and thereby introducing Four Year Undergraduate Programmes (FYUP) and 5 year Integrated PG programmes.	Fully Achieved
Implemented the suggestions and recommendations made under the National Education Policy (NEP) 2020 and adherence to the guidelines of the National Higher Education Quality Framework and National Credit Framework.	Fully Achieved
Get the appointment/recruitment of regular statutory positions viz. Vice-Chancellor and Registrar completed.	Fully Achieved
Process of data collection for AQAR to be made easy and accessible to all the functionaries.	Fully Achieved

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

- Name of the statutory body

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

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

15.Whether institutional data submitted to AISHE

Part A	
Data of the Institution	
1.Name of the Institution	TERI School of Advanced Studies
• Name of the Head of the institution	Prof. Suman Kumar Dhar
• Designation	Vice Chancellor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	01171800222
• Mobile no	01171800222
• Registered e-mail	vc@terisas.ac.in
• Alternate e-mail address	
• City/Town	Delhi
• State/UT	New Delhi
• Pin Code	110070
2.Institutional status	
• University	Deemed
• Type of Institution	Co-education
• Location	Urban
• Name of the IQAC Co-ordinator/Director	Prof. Naqui Anwer
• Phone no./Alternate phone no	01171800222
• Mobile	9911440305
• IQAC e-mail address	iqac@terisas.ac.in

• Alternate Email address	**naqui.anwer@terisas.ac.in**
3.Website address (Web link of the AQAR (Previous Academic Year)	https://terisas.ac.in/iqac.php
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://terisas.ac.in/academic-calendar.php

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**3.26**	**2013**	**23/03/2013**	**01/11/2018**
Cycle 2	**B++**	**2.84**	**2018**	**02/11/2019**	**20/09/2022**
Cycle 2	**A**	**3.01**	**2022**	**21/09/2022**	**20/09/2027**

6.Date of Establishment of IQAC	**05/10/1999**

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

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

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**	
• Upload latest notification of formation of IQAC	View File	

9.No. of IQAC meetings held during the year	**1**
• The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)	**Yes**

• (Please upload, minutes of meetings and action taken report)		
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**	
• If yes, mention the amount		

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

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

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

Plan of Action	Achievements/Outcomes
Implemented National Education Policy 2020 (NEP 2020) and thereby introducing Four Year Undergraduate Programmes (FYUP) and 5 year Integrated PG programmes.	Fully Achieved
Implemented the suggestions and recommendations made under the National Education Policy (NEP) 2020 and adherence to the guidelines of the National Higher Education Quality Framework and National Credit Framework.	Fully Achieved
Get the appointment/recruitment of regular statutory positions viz. Vice-Chancellor and Registrar completed.	Fully Achieved
Process of data collection for AQAR to be made easy and accessible to all the functionaries.	Fully Achieved

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

- Name of the statutory body

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

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

15.Whether institutional data submitted to AISHE

Year	Date of Submission
2023	15/04/2024

16.Multidisciplinary / interdisciplinary

TERI School of Advanced Studies (TERI SAS) envisions transforming itself into a holistic multidisciplinary institution in alignment with the National Education Policy (NEP) 2020, fostering a learning environment that bridges disciplines, encourages innovation, and addresses global sustainability challenges. The institution's vision is rooted in integrating diverse knowledge systems and methodologies, emphasizing interdisciplinary research and education to produce well-rounded graduates equipped to address real-world problems. Established under the notification no. F.9/19/95-U-3, dated October 5, 1999, the objective of TERI SAS is to build capacity around various themes of sustainable development by adopting an interdisciplinary approach and incorporating the most contemporary, research-based evidence into the curriculum. Since its inception, the TERI SAS has offered not just world-class education, but also an environment that enables its students to develop fresh perspectives in their subject areas. Beyond the academic programs, the deemed University is actively reaching out to school and college students as well as mid-career professionals to sensitize them towards the environment and sustainable development in a systemic, solutions-oriented manner. The deemed University started functioning from its 'green campus' located in Vasant Kunj in 2008 and today offers a dozen Master's programs and has nearly 200 PhD students enrolled. It has started work on developing a new campus at Hyderabad, Telangana in the south of India and hopes to start offering academic programs from this campus. The research excellence of TERI SAS is demonstrated through an extensive record of high-impact, multidisciplinary research in overarching and interrelated themes such as natural resources, energy and environment, water studies, biotechnology, business and sustainability, and policy studies. There is greater emphasis on faculty-led research in these thematic areas to complement the learning outcomes of postgraduate programs. Advanced research in such thematic areas is led by distinct departments with dedicated and specialized teams of highly qualified faculty members and researchers working towards knowledge advancement for examining and addressing sustainability challenges. The publications in leading international high-impact journals, policy briefs, result-oriented research reports, and popular publications by faculty members and scholars aim to create a difference. In its approach towards the integration of humanities and sciences with STEM, TERI SAS offers programs such as M.A. (Public Policy and Sustainable Development) and M.Sc. (Environmental Studies and Resource Management), which combine social sciences, policy

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

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

17.Academic bank of credits (ABC):

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

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

18.Skill development:

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

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

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

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

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

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

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

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

21.Distance education/online education:

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

Extended Profile

1.Programme

1.1 Number of programmes offered during the year:	28

File Description	Documents
Data Template	View File

1.2	5
Number of departments offering academic programmes	

2.Student

2.1	641
Number of students during the year	

File Description	Documents
Data Template	View File

2.2	254
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.3	256
Number of students appeared in the University examination during the year	

File Description	Documents
Data Template	View File

2.4	1
Number of revaluation applications during the year	

3.Academic

3.1	305
Number of courses in all Programmes during the year	

File Description	Documents
Data Template	View File

3.2	38

Number of full time teachers during the year	

File Description	Documents
Data Template	View File

3.3	**51**
Number of sanctioned posts during the year	

File Description	Documents
Data Template	View File

4.Institution

4.1	**1997**
Number of eligible applications received for admissions to all the Programmes during the year	

File Description	Documents
Data Template	View File

4.2	**40**
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	View File

4.3	**24**
Total number of classrooms and seminar halls	

4.4	**247**
Total number of computers in the campus for academic purpose	

4.5	**238.44**
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

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

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

File Description	Documents
Upload relevant supporting document	View File

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

2

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

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

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

305

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

1.2 - Academic Flexibility

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

31

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

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

21

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

1.3 - Curriculum Enrichment

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

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

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

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

File Description	Documents
Upload relevant supporting document	View File

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

156

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

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

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

6156

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

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

406

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

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni	• **All 4 of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

1.4.2 - Feedback processes of the institution may be classified as follows	• **Feedback collected, analysed and action taken and feedback available on website**

File Description	Documents
Upload relevant supporting document	[View File](#)

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

423

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

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

26

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.2 - Catering to Student Diversity

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

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

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

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
641	38

File Description	Documents
Upload relevant supporting document	View File

2.3 - Teaching- Learning Process

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

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

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

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

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

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

File Description	Documents
Upload relevant supporting document	View File

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

2.3.3.1 - Number of mentors

38

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality

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

38

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

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

38

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

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

2.4.3.1 - Total experience of full-time teachers

235

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

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

8

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

2.5 - Evaluation Process and Reforms

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

15

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

15

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

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

1

File Description	Documents
Upload relevant supporting document	View File

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

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

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

File Description	Documents
Upload relevant supporting document	View File

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

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

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

2.6 - Student Performance and Learning Outcomes

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

The outcomes of all programs run in the University are to impart and inculcate skills, competencies, and abilities among the students of the university studying in different programs. The expected attributes and the program-specific outcomes are aligned together through the mapping of Course outcomes on the Program Outcomes and Program Specific Outcomes, which are derived from the expected Graduate Attributes. This ultimately helps to include relevant course inputs required to realize the desired outcomes. The schemes and curriculum for each program also contain the

Course Outcomes and Objectives followed by course contents. These are widely publicized and reinforced through the University Website as well as posters at strategic locations in all schools. The academic programs are designed using a top-down approach. This exercise is done by School level Academic Program Committee, respective Board of Studies (comprising of faculty and experts) and finally by the Academic Council of the University before adoption. The details of the Programme, its objectives and semester-wise courses to be taught with course objectives, course details, credits, hours, etc. are uploaded on the website. The courses are categorized as Core/Skill based/Interdisciplinary/ability enhancement/Generic electives and Discipline-specific electives, in the scheme of programs itself.

File Description	Documents
Upload relevant supporting document	View File

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

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

File Description	Documents
Upload relevant supporting document	View File

2.6.3 - Number of students passed during the year

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

253

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

2.7 - Student Satisfaction Survey

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

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

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

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

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

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

File Description	Documents
Upload relevant supporting document	View File

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

Nil

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

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

15

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

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

8

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

3.1.5 - Institution has the following facilities to support research Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab Research/Statistical Databases Moot court Theatre Art Gallery	A. Any 4 or more of the above

File Description	Documents
Upload relevant supporting document	View File

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

3	
File Description	**Documents**
Upload the data template	[View File]()
Upload relevant supporting document	[View File]()

3.2 - Resource Mobilization for Research

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

261	
File Description	**Documents**
Upload the data template	[View File]()
Upload relevant supporting document	[View File]()

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

53	
File Description	**Documents**
Upload the data template	[View File]()
Upload relevant supporting document	[View File]()

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

1	
File Description	**Documents**
Upload the data template	[View File]()
Upload relevant supporting document	[View File]()

3.3 - Innovation Ecosystem

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

TERI SAS has formulated Institution Innovation Council (IIC) as per the regulatory requirements of the Ministry of Education (MoE). The primary objective of the Council is to promote a culture of innovation and the start-up ecosystem at, TERI SAS focusing on areas related to sustainable development. The IIC at TERI SAS has members from the faculty, industry professionals (external experts) as well as student representatives. Regular activities are being undertaken by the Council on areas related to ideation, Problem solving, Proof of Concept development, Design Thinking, IPR and project management. The Institute offers elective courses on the topics 'Entrepreneurship' and 'Design Thinking' to the students. Professionals from the industry are being invited from time to time to share their expertise with the student community on relevant themes that promote innovation. Founders of several start-ups have also delivered pep-talks, inspiring the students to think big and start their own ventures. Students are further being encouraged to participate in design competitions and hackathons

File Description	Documents
Upload relevant supporting document	[View File](#)

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

15

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

15

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

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

7

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4 - Research Publications and Awards

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

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following 1. Inclusion of research ethics in the research methodology course work 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc) 3. Plagiarism check 4. Research Advisory Committee	A. All of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

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

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.3 - Number of Patents published/awarded during the year

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

2

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

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

19

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

2

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

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

14

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS	A. Any 5 or all of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
70	**NA**

File Description	Documents
Any additional information	[View File](#)
Bibliometrics of the publications during the year	[View File](#)

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

Scopus	Web of Science
43	**NA**

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

3.5 - Consultancy

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

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

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

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

178

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.6 - Extension Activities

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

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

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

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

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

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

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

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

1

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

115

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

581

File Description	Documents
Upload the data template	[View File]()
Upload relevant supporting document	[View File]()

3.7 - Collaboration

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

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

204

File Description	Documents
Upload the data template	[View File]()
Upload relevant supporting document	[View File]()

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

31

File Description	Documents
Upload the data template	[View File]()
Upload relevant supporting document	[View File]()

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

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

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

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

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.3 - Availability of general campus facilities and overall ambience

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

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

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

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

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

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

1230

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.2 - Library as a Learning Resource

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

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

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

File Description	Documents
Upload relevant supporting document	[View File](#)

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases	A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

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

18.31

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

204

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3 - IT Infrastructure

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

20

File Description	Documents
Upload the data template	[View File]()
Upload relevant supporting document	[View File]()

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

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

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

File Description	Documents
Upload relevant supporting document	[View File]()

4.3.3 - Student - Computer ratio during the year

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

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)	• **500 MBPS - 1 GBPS**

File Description	Documents
Upload relevant supporting document	[View File](#)

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

File Description	Documents
Upload relevant supporting document	[View File](#)
Upload the data template	[View File](#)

4.4 - Maintenance of Campus Infrastructure

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

238.44

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

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

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

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

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

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

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

File Description	Documents
Upload relevant supporting document	[View File](#)

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

5

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

1284

File Description	Documents
Upload the data template	[View File]()
Upload relevant supporting document	[View File]()

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

File Description	Documents
Upload the data template	[View File]()
Upload relevant supporting document	[View File]()

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	**• All of the above**

File Description	Documents
Upload relevant supporting document	[View File]()

5.2 - Student Progression

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

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

13

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

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

156

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

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

7

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

5.3 - Student Participation and Activities

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

53

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

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

The rules for TERI SAS Student Council (TSSC) were approved by Board of Management 39-/14.08.2021 and came into effect in academic year 2021. The objectives of the council were stipulated as follows:

1. To promote spirit of oneness and to nurture academic, scientific and sustainable outlook amongst the students of TERI SAS
2. To foster harmonious relationship based on mutual respect amongst the students, teaching and non-teaching staff of TERI SAS
3. To encourage and assist social, cultural, linguistic and intellectual development of the student of TERI SAS and enable their participation in society towards fulfillment of the vision of TERI SAS

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

21

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.4 - Alumni Engagement

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

1. The Alumni Association was registered on September 9, 2005 has been at the forefront to strengthen the bond between our

illustrious alumni with their alma mater.

2. Alumni Association is supported by an internal Alumni Committee consisting of a Convenor (a faculty) and a secretary (an administrative staff) with representatives from all academic departments. The Secretary also runs the Alumni Coordination office and works as a bridge between the Association and us, including maintaining the webpages includes the relevant office orders and a report of its activities pertaining to the last completed academic year.

3. Alumni Association organises an Alumni Meet every year, where the current students get an opportunity to interact with their seniors and exchange ideas. The meet facilitates positive interactions between the two groups, which goes a long way in strengthening the bond.

File Description	Documents
Upload relevant supporting document	[View File](#)

5.4.2 - Alumni contribution during the year (INR in Lakhs)	**E. <1Lakhs**

File Description	Documents
Upload relevant supporting document	[View File](#)

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

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

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

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

1. To create new knowledge and contribute to the writings and discourse on sustainability issues.
2. To design and deliver academic programmes, training and research on sustainability issues relevant to all streams of life and across age groups, assimilating the latest science and evidence.

File Description	Documents
Upload relevant supporting document	[View File]()

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

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

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

File Description	Documents
Upload relevant supporting document	[View File]()

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

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

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

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

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

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

6.2.3.1 - e-governance is implemented covering following areas of operation 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination	A. All of the above

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

6.3 - Faculty Empowerment Strategies

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

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

File Description	Documents
Upload relevant supporting document	View File

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

workshops and towards membership fee of professional bodies during the year

0

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

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

22

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

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

7

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

6.4 - Financial Management and Resource Mobilization

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

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

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

supported by theEmerson Electric Company (India) Pvt. Ltd.

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

Nil

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

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

208

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

6.4.4 - Institution conducts internal and external financial audits regularly

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

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

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

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

File Description	Documents
Upload relevant supporting document	[View File](#)

6.5 - Internal Quality Assurance System

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

Internal Quality Assurance Cell (IQAC) at TERI SAS was established in 2013, as Internal Quality Assurance Team (i-QAT). Since February 2017 it is known by its present name. As a mandate the IQAC has the following Terms of Reference:

- **Carry out peer review of development and implementation of TERI SAS's quality assurance procedures.**
- **Scrutinise quality standards with respect to academic and non-academic administration; quality of teaching and research; responsiveness of learning outcomes to the changing needs and international standards; support for students; relations with stakeholders and community; management of resources; and maintenance of records for institutional memory.**
- **Recommend correct processes as per national accreditation standards and promulgate detailed matrix of procedures.**
- **Ensure periodic reports as required by NAAC/UGC are sent out in time.**

File Description	Documents
Upload relevant supporting document	View File

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	A. Any 5 or all of the above

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

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

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

File Description	Documents
Upload relevant supporting document	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

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

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

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

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

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

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

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

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

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. **Restricted entry of automobiles** 2. **Use of bicycles/ Battery-powered vehicles**	**A. Any 4 or All of the above**

3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

File Description	Documents
Upload relevant supporting document	[View File](#)

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

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software,mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.	A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e.

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

TERI SAS remains committed to being inclusive as a diverse population of students, faculty and staff from different religions, castes, cultures, physical abilities, and countries are its greatest strengths. The policy instruments are designed keeping this diversity in consideration and aim towards equality and harmony. There in a dedicated "Diversity, Equality and Ethics Committee (DEEC)".

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

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

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

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

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

Renewable Energy Policies and Regulations; Comparative Constitutional Law

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

File Description	Documents
Upload relevant supporting document	[View File](#)

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

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

All-important national days, especially Independence Day and Republic Day, are celebrated in its Campus with active participation of students, faculty members and administrative staff.

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

TERI SAS has a formal group of students for different activities such as the Eco Club, Spic Macay Club, and Sports & Cultural committees of students whose prime responsibilities are to organize and engage students in such extra-curricular activities, events and festivals. These student committees are supported and supervised by the corresponding committees of faculty members.

File Description	Documents
Upload relevant supporting document	[View File](#)

7.2 - Best Practices

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

1. Title of the Practice

Organizing Annual Festival: AAHWAN

2. Objectives of the Practice

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

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

3. The Context

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

4. The Practice

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

5. Evidence of Success

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

6. Problems Ecncountered and Resources Required

Replicating success and large participation may be a challenge.

7. Notes

Such practices offer motivation and learning for students of other Clubs at the University.

7.3 - Institutional Distinctiveness

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

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

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

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

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

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

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

7.3.2 - Plan of action for the next academic year

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

Internal Grant Guidelines

Internal Grants Committee

TERI School of Advanced Studies
10, Institutional Area Vasant Kunj, New Delhi - 110070

IGC Committee:

Prof. Sukanya Das (Chairperson)

Prof. Shaleen Singhal

Prof. Shashi Bhushan Tripathi

Dr. Ranjana Ray Chaudhuri

Mr. Dhanraj Singh

Mr. Devvrata Guglani - Secretary

Contents

Introduction

The Internal Grants Committee (IGC) should notify the total funds available for allocation at the beginning of the year. For this purpose, the term 'year' shall be construed as the financial year as followed by the TERI School of Advanced Studies. It's important to note that IGC funds are competitive in nature, and merely meeting the criteria will not ensure funding. This competitive aspect should motivate and drive our faculty and students to strive for excellence in their research proposals.

1. Mission

Our primary objective is to support our faculty and students in developing cutting-edge research or gaining a competitive edge for securing external research grants.

Objective

- To support early-stage research projects and baseline data collection
- To help research collaborations for developing cutting-edge research
- To support travel for presenting research at conferences and symposia.

2. Seed Grant for Faculty Members

The Internal Grant remains open to all regular faculty members. Preference will be given to proposals submitted by the faculty at the Assistant Professor level.

2.1. Grant for supporting research.

2.1.1. Budget:

2.1.1.1. A fund of Rs 7,00,000 has been set for each year, of which 5,00,000 have been allocated for faculty and Rs 2,00,000 for students, in their research and collaborative efforts.

2.1.2. Internal Funding -Seed Grants

2.1.2.1.   The Research Funding Schemes Through Seed Grants (Two grants each of Rs 2,00,000) will be given once to encourage newly appointed faculties to carry out research and achieve outcomes that can be further used for Applying for Extra Mural grants, research paper publications, patents, etc.

2.1.2.2.   This seed grant scheme shall offer financial assistance to individuals or teams of faculty (Interdisciplinary/Multidisciplinary). A team applying will have the option to fund one Project of a maximum limit Rs 4,00,000.

2.1.2.3.   Any unutilized funds shall be carried forward to the next year and thus added to the corpus. The Committee shall upwardly revise the fund allocation limit every year, ensuring that the individual allocation limit does not fall below 10% of the total funds available that year.

2.1.2.4.   The project expenditures will be verified and certify every year under the supervision of the Finance Officer (FO). The FO should inform about available Un-utilized funds before the commencement of the quarterly IGC meeting.

2.2.   Selection criteria:
2.2.1. Processes for Seed Grant

2.2.1.1.   The call for research proposals for grants of seed money will open during the financial year.

2.2.1.2.   Individual/ Joint Proposals are to be submitted to the Dean Research and Partnerships office.

2.2.1.3.   All the Research Proposals submitted for Seed Grants will be put forward to an Expert Committee constituted by the Dean (Research) in consultation with IGC, comprising external experts in the various disciplines from which these proposals have come. This Committee will first review the proposal in written form, and based on their recommendations, the proposers will be given an opportunity to clarify the experts' comments.

2.2.1.4.   The proposals will be shortlisted based on the above process. These shortlisted proposals will be put forward to the IGC and the Vice Chancellor.

2.2.1.5.   Following the Approval, the office of the Project Management Officer will provide the project registration details to all the successful applicants indicating the title of the Project, the names of the Principal Investigators (PI and co-PIs), the Duration of the Project, the Sanctioned Amount, and the date of commencement.

2.2.1.6.   PI should acknowledge the receipt of the Project registration details mentioning the actual date of Commencement of the Project and the grant amount.

2.2.1.7.   The procedure in procuring capital equipment and materials if any will be as per the existing guideline of purchase existing in the university.

2.2.1.8.   The project PI and his/her team are collectively responsible for achieving the proposed objectives of the sanctioned Project within the stipulated project period.

2.2.1.9.   The project PI and his/her team should be present for bi-annual Project Review meetings chaired by the Dean (R&P) without fail and ensure that the recommendations of the Expert members are incorporated. Review meetings are held twice a year, and the schedule of the Review meetings shall be conveyed by the office of Dean R&P to all Concerned parties two weeks ahead of the meeting dates.

2.2.1.10.   In the Event of the PI going on long leave, the Co-PI shall be responsible for completing the Project. In case a Co-PI does not exist for the concerned Project, the PI, the Dean (R&P), in consultation with the Head of the Department, will be responsible for identifying the authorized and competent Co-PI.

2.2.1.11.   The PI should submit a soft copy of the yearly Progress report to Dean Research in the standard format [1]along with an Expenditure statement duly signed by the Finance Section.

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[1] Refer Annexure 2

2.2.1.12. The seed grant money provision would be available to faculty members only once during their tenure at the University.

2.2.1.13. The grant is subject to the availability of internal funds availability of the university.

2.2.1.14. Following factors, among other things, shall be kept in mind while evaluating the proposals:

> Novelty
> Aligning with the broad thematic areas of TERI SAS.
> Option includes up scaling the Project and applying it to CRG projects at ANRF, DST, ICAR, SERB, DBT, ICMR, ICSSR, and other funding organizations.
> Existing/on-going Research Activities would not be partly funded from Seed/IGC Grant.

2.2.2. Proposal Format[2]

The proposal should contain the following information in clear terms:

- Purpose
- Details of the proposed work
    - Scope and objective(s)
    - A brief outline of the proposed work with the timeline
    - Budget
    - Expected outcome (s)

2.2.3. The time limit for the Project:

The maximum time limit of a project would be one year and no-cost extension of six months based on submission of statement of objectives that have not been achieved so far but will be achieved during the extended period.

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[2] Refer Annexure 1

2.2.4. Project completion report:

A proper report containing the findings, outputs, and impact must be submitted by the incumbent(s) to the IGC within one month of its completion. The faculty should also share the findings at any of the University forums (Lunch & Learn) in the form of a presentation/ seminar. The research grant recipient also expects an outcome such as a publication in a peer-reviewed journal, conference proceeding, and oral/poster presentation on a national/international platform. If all above documents are not duly submitted by incumbent (s) within the stipulated time, finance officer should consider final settlement to be adjusted at the end of the financial year of the concerned faculty. Faculty testimonials on acknowledging TERISAS-IGC should also be recorded for inclusion in the TERISAS- annual Report.`

2.2.5. Grant for Conference and Seminar Participation
2.2.6. Budget:

A maximum sum of Rs 1,00,000 per year would be available to support the participation costs of faculty members in conferences To ensure dissemination of research activities in the correct forum, to create networking opportunities for collaborations, to be abreast with the latest developments in cutting edge technologies and domains, faculty are encouraged to attend Conferences, Seminars, organized by reputed National and International Scientific/Academic/Research/Professional Bodies.

The nominations of the faculty members to the conference/seminar shall be the prerogative of an IGC and will be forwarded VC for approval oval after ascertaining the reputation of the organizers and the quality of the events.

The maximum number of grants to be allowed in a year is around five INR 20,000 each, irrespective of the designation based on seniority.

The faculty member should submit the following documents to seek Approval before attending the Event.
2.2.7. Application process:

- Acceptance Letter and Event Brochure
- Copy of Abstract with Full Paper (Accepted Version)

- Invitation Letter
- Estimated Expenditure

2.2.8. Criteria for selection:

The following factors may be taken into consideration while evaluating the proposal by the Internal Grants Committee (IGC):

- The conference/workshop is relevant to the field of the faculty concerned.
- It should be an international/national repute event with recognized speaker lists.
- The faculty member should have a significant role in the Event – either as a speaker/paper presenter or as a Chair.
- Preference will be given to those who are applying first time
- Faculty should have demonstrated that they have made efforts to raise funds from other sources. Faculty are encouraged to seek financial assistance for Travel and Registration from Funding Agencies like ANRF, AICTE, CSIR, and ICSSR for International conferences.

A sanction letter from the office of the Dean Research shall be issued to the successful applicant. After the Event, the following documents need to be furnished by the faculty participant to the office of the Dean (R &P).

A copy of the following documents needs to be submitted to the Finance Dept. for final settlement of accounts:

- Travel Documents
- Proof of participation
- Proof of Expenditure
- Brief Report on the Event Attended and Benefits to Department/School/University
- Presentation in Lunch and learn.

2.2.9. Report format:

A proper report containing the findings, outputs, and impact, a copy of the conference presentation, and post-event photographs that have the TERI SAS logo on the poster/presentation along with participants (visual evidence) must be submitted by the incumbent(s) to the IGC within a month from its completion/presentation. The faculty should also share the findings at any of the Lunch and Learn sessions in the form of a presentation/ seminar. If all the above documents are not duly submitted by incumbent (s) within the stipulated time, the finance officer should consider the final settlement as outstanding, of the concerned faculty.

3. Grants for Students for participation in Conferences/Seminar

3.1.   Budget:

3.1.1.   A maximum sum of Rs. 2,00,000/- per year would be available to support students' participation costs in conferences and workshops. Any unutilized resources would be carried forward to the next cycle of funding (financial year)

3.1.2.   The total budgetary ceiling for the TERI SAS Master's program is Rs. 75,000/per financial year.

3.1.3.   A maximum sum of 1,25,000/- per year would be available for Doctoral programs.

3.2.   Application process:

3.2.1.   A copy of the approved abstract/paper and budget details should be mandatorily attached to the IGC application. It will include-

   i.   Acceptance Letter and Event Brochure
  ii.   Copy of Abstract with Full Paper (Accepted Version)
 iii.   Invitation Letter
 iv.   Estimated Expenditure

3.2.2. Incomplete applications will be rejected and should be resubmitted.

3.2.3. The Supervisor of doctoral candidates who have completed their comprehensive examination may nominate the student to IGC for the final

Approval of the grant. The following may be considered factors for identifying the most eligible candidate.

Selection process:

IGC will be screening the application, and the shortlisted candidates will be requested to

> ➢ Merit
> ➢ Value addition to the overall research objectives for the doctoral student
> ➢ Training program to learn a new skill set required for doctoral research

3.3.   Report submission:

3.3.1. Full accounts would need to be submitted to the Finance Section and Dean Research on the utilization of these resources within 15 days of completion of work/activity and the due care taken to minimize expenditures.

3.3.2. A proper report containing the findings, outputs, and impact, a copy of the conference presentation, and post-event photographs that have the TERI SAS logo on the poster/presentation along with participants (visual evidence) must be submitted by the incumbent(s) to the IGC within one month from its completion/presentation.

3.3.3. If all the above documents are not duly submitted by incumbent (s) within the stipulated time, the Finance Officer should consider the final settlement outstanding and halt the student's semester registration process and also adjust from Student refundable security deposit amount available with the University.

Format For Seed grant Proposal

1. **Background and Scope**

   1.1 Description of problem

   1.2 Review of work already done

   1.3 Rational for taking up the project

2. **Description of Proposal**

   2.1 Objectives of the project (Brief and to the point)

   2.2 Preliminary Investigations done (if any)

   2.3 Innovative component of the project

   2.4 Methodology detailing stepwise activities and sub-activities

3. **Work Plan**

   Phase-wise plan of action up to post project activities detailing time schedule. Milestone may clearly be indicated. GANTT chart may be attached.

4. **Output and Deliverables of the Project:**
   Attempt may be made to quantify output in measurable parameters.

5. **Likely Impact** (Please attempt to quantify)

6. **Parameters for monitoring effectiveness of project**

7. **Suggested Post Project Activities:**

8. **Budget estimate (in Rupees): Summary***

	Heads of Expenditure	Total		
A	**Recurring**			
1	Consumables			
2	Mobility			

3	Contingencies			
B	Non-Recurring (Permanent Equipment)			
	Detailed break up			
C	**Grand Total (A+B)**			

* Please provide brief justification for each head of expenditure.

_____
Signature of PI

To

Dean Research & Partnerships

PROGRESS REPORT FORMAT

Suggestive Instructions for the Report:

i.   The report be limited to 5 pages

ii.   Please do not leave any item unanswered.

<table>
<tr><td colspan="3" align="center">PROGRESS REPORT</td></tr>
<tr><td>1.</td><td>Project Title:</td><td>Project Code:</td></tr>
<tr><td>2.</td><td>PI:</td><td>Date of Birth</td></tr>
<tr><td>3.</td><td>Co-PI:</td><td>Date of Birth</td></tr>
<tr><td>4.</td><td>Approved Objectives of the Proposal:</td><td></td></tr>
<tr><td>5.</td><td>Date of Start:</td><td>Total cost of Project:</td></tr>
<tr><td>6.</td><td>Date of completion:</td><td>Expenditure as on _____ :</td></tr>
<tr><td>7.</td><td>Salient Research Achievements:</td><td></td></tr>
<tr><td></td><td>7.1 Summary of Progress</td><td></td></tr>
<tr><td>8.</td><td>Manpower involved:</td><td></td></tr>
<tr><td>9.</td><td colspan="2">Research work which remains to be done under the project (for on-going projects)</td></tr>
<tr><td>10.</td><td colspan="2">List of Publications emanated out of this Project (including title, author(s), journals & year(s)

(A) Papers communicated / published in Journals:

(B) Papers published in Conference Proceedings, Popular Journals etc.</td></tr>
</table>

Equipment

S No	Sanctioned List	Procured (Yes/ No) Model & make	Cost (Rs in lakhs)	Working (Yes/ No)	Utilisation Rate (%)

Guidelines for administration of Research and consultancy Projects at TERI School of Advanced Studies

Faculty members are encouraged to apply for research funding for any call for proposals and should explore funding opportunities for research in their area of interest. Since TERI SAS has the final responsibility and answerability of project delivery, quality and prudence use of funds, synergies and understanding between the project PI, the concerned department, and the project monitoring cell headed by the Dean (Research and Partnership, hereafter referred as Dean R) is very important. To establish synergies, the following guidelines should be followed henceforth.

1. Guidelines for proposal submission

A. Submission of research/consultancy project proposal

1. Ideally, the project proposal should be ready at least 6 working days in advance for internal processes and due diligence.
2. The project proposal should reach Dean research look few of the key parameters-
   (a) The project delivery, timelines and the budget are feasible.
   (b) The project deadline should not extend beyond the staff's contract expiry date, or it should have a Co-PI whose contract is within the project deadline.
   (c) Project team members agree with their time commitment to the project.
   (d) There will be no disruption of the academic schedule.
   (e) Consultancy proposals adhere to the guidelines given in Annexure I.
3. Dean R shall coordinate with the PMC officer to vet the financial details committed in the proposal. For any clarifications/doubts, Dean R may call for an in-person discussion with the PI.
4. Dean R will decide within 36 hours (excluding holidays) of receiving the proposal.
5. Under exceptional circumstances, where the deadline for project submission is very near for completion of the above processes, the matter can be discussed in an in-person meeting involving Dean R and the PMC officer.
6. Faculty can submit the proposal directly after the PMC officer vets the budget.
7. All proposal submissions must be copy-marked to Dean R, the PMC officer, and the Department Head.

B. Proposal for event-based activities – training programme, workshop, conferences etc.

They are of two types:
B1- Based on fee collection from participants.
B2- based on a lump grant from 3rd party.

Guidelines
B1. Based on fee collection from participants

B.

2. Guidelines for project initiation on receipt of the project sanction order again define according to category of projects
3. Guidelines for project closure

4. Guidelines for seeking time extension from client

The research/consultancy projects based on the source of funding can be broadly placed under two categories:
1. Projects supported by Government agencies like Ministries or agencies like DBT/DST
2. Projects supported by bilateral/multilateral or corporate organizations.
3. Consultancy Projects
4. MDPs, workshops, and training programs

While projects supported by Government agencies have robust mechanisms for monitoring projects and utilization of funds, many times, projects supported under category two may need more robust mechanisms for assessing the project implementation process. Also, more monitoring mechanisms need to be built in for proposal development in both categories.

Overall, a robust mechanism is required to monitor all the stages, from the proposal development to sanction to implementation, to ensure quality deliverables and efficient utilization of funds, especially avoiding the possibility of overshooting the sanctioned budget. Specifically, the following measures are suggested as standard operating procedures (SOP) for developing a robust proposal development and project monitoring mechanism.

Proposal Development

• The faculty is encouraged to apply for research funding for any call for proposals circulated or submitted by funding organizations on their website.

• It should be mentioned whether the proposal falls under the funded research or consultancy category at the proposal development stage itself.

• While developing the final proposal, the faculties can brainstorm with others matching the areas of expertise aligning with the proposal within the university before submission.

• It is suggested that the budget and timelines be discussed with the Project Management officer to ensure a justifiable budget and timelines.

• After approval from the Project management officer, the proposal's budget will be forwarded to the Dean (R&P) so that the PI can be facilitated in providing all the relevant documents for proposal submission.

• Endorsement cum letter of forwarding after approval will be provided by Registrar's office.

PI must get clearance from the Ethical Committee, Bio-safety Committee, and Animal Ethical Committee (as per requirement Project Project). Project Proposals that require Ethical Clearance/Bio-Safety Clearance will be concurrently submitted to the concerned Committee/s by the PI under intimation to the Dean (R&P). The concerned Committee should convey its decision within a fortnight of submission. In case the same is not available within the stipulated time, the Dean (R&P) shall remind the concerned Chairperson to ensure that the clearance is issued without delay.

• After the proposal submission for records, the Dean (R&P) and the Project management officer should be informed.

Operational Guidelines for a Sponsored Research Project

• Sponsored research projects are headed by a Principal Investigator (PI) and may have Co-Principal Investigators (co-PIs), and the deliverables are the responsibility of the PIs. The university provides the PIs with the necessary support for a smooth functioning project.

• For each sponsored Project, the entire expenditure for the operation Project is required to be met out of funds provided by the sponsoring agency. The responsibility for the operation of the project lies with the PI.

• Preparation and Submission of the Proposal: The project proposal should be formulated according to the format prescribed by the concerned funding Agency. The format is available on the respective websites of each funding agency.

- While estimating the funds required for a project, the following budget heads should be taken into account:
  1. Salary of Project Staff, including PhD
  2. Equipment
  3. Consumables
  4. Travel (domestic, international)
  5. Contingency
  6. Others (any other item)
  7. Overheads (@10 of project cost) or per the sponsoring authority's stated guidelines.
- The Institute suggests allocating **20%** of overhead/institutional charges to projects other than those funded by the government. However, it can be negotiated with the funding agency but will be at most 20%.
- The PI should consult the PMO for GST/professional tax-related projects other than those funded by the Government.

International Projects
- Funds are received in foreign currency.
- The research collaboration of the university with the other party/funding agency should conform to both the laws of the countries and international laws.

Consultancy projects
For the Consultancy policy of TERI SAS, kindly refer to Minutes of 45 Board of Management meeting held on 26 December 2022.

Special grants
Sometimes, there are special grants given to the Institute for purposes like grants for infrastructure improvement, lab improvement, conference (from DST/CSIR etc.),workshops etc., where no direct deliverables are envisaged. Those grants falls under the category of projects for operational reasons.

Allotment of Project Code number.

1. On sanction of the project, PI will forward the order to the Dean (R&P) upon receipt of the first installment of funds for a new project with a copy to the Project Management Officer. The PMO will allot a project code no. and communicate it to the PI and other concerned offices within two days. This number must be referred to in all correspondence relating to the Project.

After receipt of funds
2. For Projects supported by bilateral/multilateral or corporate organizations, Consultancy Projects, MDPs, workshops, and training programs), once the internal budget proposed by the PI has been approved by the Dean (R&P), the PI is the approving authority for all expenses within the approved budget. For government projects, the heads are appointed as per the sanction order.
3. For projects other than funded by government organizations, the PI will share the Project Title, Project deliverables/milestones, Cash flow, Internal budget, and Final Closure (in terms of submission of report/any other deliverable, etc.) over email to Dean (R&P) so that PMO can allot a project code number.
4. Once the PI or the funding agency informs the Registrar/PI that the funds have been sanctioned and are likely to arrive soon, a proactive effort from the Finance Section is required to track the arrival of funds in the bank and inform the PI so that work can be initiated immediately.
5. The **effective date of implementation of the project** shall be as defined by the granting agency. If the funding agency does not define such a date, the date of the first expenditure shall be the effective date of the implementation project**.**
6. All project related expenses already budgeted to client and approved by Dean

Research at the time of project inception, PI can approve expenses within the approved budget.

7. Any expenditure incurred before the allotment of the Project code number and after the expiry of the tenure, Project, shall not be admissible unless permitted by the funding agency.
8. For ongoing projects any travel related expenses or advance the financial approval needs to be verified by the PMO. Once the financial approval is received it will be forwarded to Registrar/administration for necessary action.
9. Any kind of financial expenses, other than project-related within the project cash flow, require approval of the VC on the recommendation of the Dean(R&P).
10. Accounts opened specifically for a project should be operated according to the funding agency's terms and conditions but with full knowledge of all transactions with the PMO, PI, and Registrar.
11. Any deviation of heads from approved budget (internal budget shared for projects funded by other agencies and consultancy projects) within the project cash flow, require approval of the VC on the recommendation of the Dean(R&P)
12. IPR- For Intellectual Property created/generated during the course of sponsored and/or collaborative activity, definite provisions related to Intellectual Property specified in contracts dealing with the collaborative activity shall regulate the ownership of Intellectual Property
   For details - https://terisas.ac.in/assets/pdf/ipr-policy-guidelines.pdf

Advertisement for project staff.
1. All positions approved by the funding agency under Project will be filled inafter the due advertisement.
2. All advertisements to be displayed on the TERI SAS website.
3. The PI should draft the advertisement for staff positions per project guidelines. The PI may seek advice/clarification from the Dean's office (R&P) in case of doubt.

Selection and appointment of sanctioned positions for the project.
1. All appointments for the approved positions under a project will be made through interviews by selection committees constituted for the purpose given in **Annexure II.** The PI will shortlist applicants to be called for an interview.
2. The PI must ensure that the hiring is as per specific requirements, within the financial limits Project, and as per the relevant rules/guidelines of the Institute at the given time.

Purchase Procedures
1.   The procured equipment(s), as approved bythe Funding Agency project, must have a separate **Project Purchase Committee**.
2.   All purchases of non-consumable and consumable items and other expenses will be made under the terms and conditions of the funding agency.

Submission of Annual Statement of Expenditure/Utilization certificate, closure of Project Account, and issue of "No Dues: certificate to the PI:
3.   The PI and Co-Investigator/s (if any) will be responsible for the timely submission of Progress reports as required by the funding agency and submission of the Annual Statement of Expenditure (SE) and the Utilization certificate (UC).
4.   The Finance Section can facilitate in issuing that latest within two weeks after the PI submits the request. The PMO office will initiate in settling the accounts within three months of completion of Project.

5.   Soon after the final account is settled, the PI should submit a request for the closure of the project after its completion and no dues from the office of the Dean (R&P).

The Finance Office can issue a checklist to ensure that all objections, if any, on a given bill submitted for payment are listed at one time so that the PI can comply with all of them in one step to avoid unnecessary delays in passing and paying bills.

List of toppers (2022-24 batch)

Name	Reg. No.	Stream	CGPA
Pallavi Srivastava	2200216MAP	MA (Public Policy and Sustainable Development)	9.56
Riddhi Kailash Dhand	2200235MAS	MA (Sustainable Development Practice)	9.53
Sneha	2200154MSE	M.Sc. (Environmental Studies and Resource Management)	9.22
Prachi Mishra	2200016MSG	M.Sc. (Geoinformatics)	9.46
Jhalak Jauhari	2200165MSB	M.Sc. (Biotechnology)	9.72
Krishna S Kumar	2200030MSC	M.Sc. (Climate Science and Policy)	9.30
Nishtha Bhakta	2200085MSO	M.Sc. (Economics)	9.50
Meghma Mitra	2200158MSW	M.Sc. (Water Science and Governance)	8.98
Vasudha Sharma	2200213MBS	MBA (Sustainability Management)	9.32
Shashwat Datta	2200250MTR	M.Tech (Renewable Energy Engineering and Management)	9.09
Arun Babu	2200256MTU	M.Tech (Urban Development Management)	8.53
Bharat Ramachandran	2200252MTW	M.Tech (Water Resources Engineering and Management)	9.47
Keshav Garg	2300418LLM	Master of Laws (Infrastructure and Business Law)	9.03

LIST OF STUDENTS WHO WILL BE AWARDED DEGREES AND OTHER ACADEMIC TITLES BASED ON FINAL EXAMINATION 2024

Doctoral Degrees

Ser. No.	Name	Reg. No.	In recognition of the research work
1	Sanchi Jain	1900515RSP	Complexities of agency formation and domestic work in Delhi
2	Tanvi Khurana	1700603RSP	Role of electricity in rural non-farm household enterprises
3	Karthick Radhakrishnan	1700528RSP	Influence of land use change on livelihood: A case study of coastal wetland ecosystems in India
4	Sulaksha S Shetty	1438RSB	A study on business organization and its leadership for achieving sustainable development with a particular reference to the Indian situation
5	Jayalakshmi Paonam	1700521RSP	Ecosystem services and institutional mechanism for conservation of Loktak lake: A Ramsar site in Manipur
6	Tanya Sharma	1515RNA	Assessment of nexus between Built Environment, Travel Behaviour, and Environmental Health: A case study of Delhi
7	Badsha Sarkar	1700525RSP	Migration in the drought-affected rural areas in India: An exploratory study
8	Mudita Deepak Upadhyay	1900503RSP	Assessment of socioeconomic drought and linkages among various types of droughts
9	Anuradha Mitra	1900521RSP	5G technology and regulation of spectrum, access and net neutrality in India - An investigative analysis
10	Chhabishwar Prasad Patel	1700511RSP	Design and development of phase change material based thermal energy storage system for medium temperature thermal application
11	Himani Singh	1601RNA	Water accounting framework for Eastern Himalaya in the context of climate change
12	Nipun Bhargava	1700532RSP	Photocatalytic oxidation for sustainable management of textile and dyeing industry wastewater
13	Prasoon Singh	1627RNB	Climate change impact on urban hydrology and assessment of flood in the built environment
14	Bhawna Chaudhary	1700502RSP	Structural and functional characterization of a mycolic acid methyl transferase enzyme of mycobacterium tuberculosis
15	Rinki Sisodia	1700505RSP	Structural studies on phosphatases of Helicobacter pylori
16	Charvi Kapoor	1800271RSP	Neglected and Underutilized Food Crop Species (NUFCS): Identifiation, consumption pattern, challenges, and prospects for utilization in urban Indian context
17	Chandni Bedi	1700531RSP	Enhancing liveability through participatory governance and sustainable urban water management - A novel SaRVO approach in the city of Gurugram

No. of Students : 17

MA (Public Policy and Sustainable Development) - class of 2022

Ser No.	Name	Registration No.
1	Pallavi Srivastava	2200216MAP
2	Rishabh Chopra	2200217MAP
3	Saranya Sircar	2200218MAP
4	Sourabh Kumar Sharma	2200219MAP

No. of students : 04

MA (Sustainable Development Practice) - class of 2022

Ser No.	Name	Registration No.
1	Rhea Varma	2100039MAS
2	Aamir Jung Malik	2200220MAS
3	Anushkha Ghosh	2200221MAS
4	Aryan Banerjee	2200222MAS
5	Drishti Sahay	2200223MAS
6	Garima	2200224MAS
7	Gunjan Kohli	2200225MAS
8	Kartikeya Yadav	2200226MAS
9	K Deiniel Joel Lyngdoh	2200227MAS
10	Lavania Kalyani	2200229MAS
11	Maaz Ahmad Nizami	2200230MAS
12	Mirika Khatri	2200231MAS
13	Palakdeep Kaur	2200232MAS
14	Rajshwii Bhattacharjee	2200234MAS
15	Riddhi Kailash Dhand	2200235MAS
16	Rima Singh	2200236MAS
17	Saishaa Bhatnagar	2200237MAS
18	Shiv Bhatia	2200239MAS
19	Shravi Gupta	2200240MAS
20	Sulagna Roy	2200242MAS
21	Udayvir Guha Sircar	2200243MAS
22	Yash Ratnoo	2200244MAS

No. of students: 22

M.Sc. (Environmental Studies and Resource Management) - class of 2022

Ser No.	Name	Registration No.
1	Aditi Kumari	2200110MSE
2	Amal Anil	2200112MSE
3	Anshika Sah	2200115MSE
4	Asmita	2200116MSE
5	Aviral Srivastava	2200118MSE
6	Dakshta Lamba	2200119MSE
7	Daya Ss	2200120MSE
8	Devyani Sanjay Pudale	2200121MSE
9	Dishti Handa	2200122MSE
10	Divya Goel	2200123MSE
11	Divya Singh	2200124MSE
12	Ginni Singh	2200125MSE
13	Greta Nola Lyngdoh	2200126MSE
14	Jahnavi Sanjay Shah	2200127MSE
15	Janglaro Yanthan	2200128MSE
16	Joseph Joy	2200129MSE
17	Karnika Shivpuri	2200130MSE
18	Mansi Vatwani	2200131MSE
19	Meghna Vinodan	2200132MSE
20	Merlyn Mathew	2200133MSE
21	Nitika Sehra	2200134MSE
22	Nousheen Sultana	2200135MSE
23	Padmaakkshi Chakravartty	2200136MSE
24	Poushali Ghosh	2200137MSE
25	Prashant Kumar	2200138MSE
26	Prerna Kaushal	2200139MSE
27	Priyanka Tiwari	2200140MSE
28	Richa Ramesh Desai	2200141MSE
29	Risaal Amina	2200142MSE
30	Rithiman Dutta	2200143MSE
31	Ritika Manohar Khandare	2200144MSE
32	Ronak Mahan	2200146MSE
33	Sakshi	2200147MSE
34	Samarrth Khanna	2200148MSE
35	Sarthak Jain	2200149MSE
36	Sejal Jain	2200150MSE
37	Shivani Sunil	2200151MSE
38	Shreya Madhup	2200152MSE
39	Shweta Singh	2200153MSE
40	Sneha	2200154MSE
41	Sneha Singh	2200155MSE
42	Sohini Kar	2200156MSE
43	Tejavath Manohar Naik	2200157MSE
44	Kinjal Dutta	2200290MSE

No. of students: 44

M.Sc (Geoinformatics) - class of 2022

Ser No.	Name	Registration No.
1	Aarushi Periwal	2200001MSG
2	Aastha Tewari	2200002MSG
3	Akash Narayanan	2200003MSG
4	Ayushi Mamgain	2200004MSG
5	Bhavya Anand	2200005MSG
6	Briksha Borna Gogoi	2200006MSG
7	Devyanshi	2200007MSG
8	Dhroov Chauhan	2200008MSG
9	Drishti Arora	2200009MSG
10	Gayatri Bhagawati	2200010MSG
11	Jagriti Khale	2200011MSG
12	Koyena Das	2200012MSG
13	Kripa Bhardwaj	2200013MSG
14	Manav Khanna	2200014MSG
15	Mary Chingthianhoih	2200015MSG
16	Prachi Mishra	2200016MSG
17	Saima Shamoo	2200017MSG
18	Sneha Vyas	2200019MSG
19	Somya Jain	2200020MSG
20	Swaliha Sajeem	2200021MSG
21	Swastika Das	2200022MSG
22	Yashita Bajaj	2200023MSG

No. of students: 22

M.Sc. (Biotechnology) - class of 2022

Ser No.	Name	Registration No.
1	Anushka Dayal	2200162MSB
2	Diksha	2200163MSB
3	Jhalak Jauhari	2200165MSB
4	Lipika Mujjiga	2200166MSB
5	Manushree Datta	2200167MSB
6	Mrigya Tripathi	2200168MSB
7	Pragyee Thapliyal	2200169MSB
8	Priyanka Sahoo	2200170MSB
9	Rashi Gupta	2200171MSB
10	Ritika Kalra	2200172MSB
11	Ruchir	2200173MSB
12	Shreya Rawat	2200174MSB
13	Simran	2200175MSB
14	Somi Rishabh	2200176MSB
15	Srishti Aggarwal	2200177MSB
16	Uday Veer Narru	2200178MSB
17	Vaibhav Kothari	2200179MSB

No. of students: 17

M.Sc. (Climate Science and Policy) - class of 2022

Ser No.	Name	Registration No.
1	Abhijeet Singh	2200024MSC
2	Aesha Himanshu Sura	2200025MSC
3	Ananya Mohan	2200026MSC
4	Debolina Das	2200028MSC
5	Deeksha Modgil	2200029MSC
6	G Yash	2200041MSC
7	Krishna S Kumar	2200030MSC
8	Laveena Ghanshyamdas Shyamnani	2200031MSC
9	Maitreyee Kulkarni	2200032MSC
10	Meenal Saini	2200033MSC
11	Muskan Agarwal	2200034MSC
12	Oli Mitra	2200035MSC
13	Saravani Hajela	2200037MSC
14	Shrija	2200039MSC
15	Vrinda Naithani	2200040MSC
16	Benjamin C Sam	2000254MSC

No. of students: 16

M.Sc (Economics) - class of 2022

Ser No.	Name	Registration No.
1	Aakriti Arora	2200042MSO
2	Aditi Gupta	2200043MSO
3	Aditya Rustagi	2200045MSO
4	Aman Narayan Sinha	2200046MSO
5	Amol Amrit	2200047MSO
6	Anika Loiwal	2200048MSO
7	Anoushka Vijay Pathak	2200051MSO
8	Anusha Paul Choudhury	2200052MSO
9	Anvesha Subhashchandra Adhikari	2200053MSO
10	Aparna Preethan	2200054MSO
11	Bhavana Srianand	2200058MSO
12	Deepali Gupta	2200060MSO
13	Dikshya Majhi	2200063MSO
14	Esha Agrawal	2200064MSO
15	Ishika	2200066MSO
16	Ishita Srivastava	2200068MSO
17	Jahnvi Sharma	2200069MSO
18	Jhanvi Sharma	2200070MSO
19	Kamakshi Gupta	2200071MSO
20	Karan Sharma	2200072MSO
21	Kasvi Sansanwal	2200073MSO
22	Khushi Chadha	2200075MSO
23	Khushi Seth	2200076MSO
24	Kriti Kapoor	2200077MSO
25	Krupa Ganesh Manerkar	2200078MSO
26	Manjistha Sharma	2200081MSO
27	Mansi Juneja	2200082MSO
28	Navya Khanna	2200084MSO
29	Nishtha Bhakta	2200085MSO
30	Nivedita Mehta	2200086MSO
31	Rishab Kabra	2200088MSO
32	Rishikaa Sajeev	2200089MSO
33	Ritanshu Raj	2200090MSO
34	Samiksha Sharma	2200093MSO
35	Sanya Rawat	2200094MSO
36	Shivangi Thapa	2200096MSO
37	Shreyasi Prasad	2200097MSO
38	Shubhangini Singh	2200099MSO
39	Soumit Pandey	2200102MSO
40	Sparshi Mittal	2200103MSO
41	Sunaina Saxena	2200105MSO
42	Vaibhav Mishra	2200107MSO
43	Yashi Priya	2200109MSO
44	Anu	2200281MSO
45	Himanshu Kataria	2200282MSO
46	Ishika Pahuja	2200283MSO
47	Muskan Gupta	2200285MSO
48	Neelakshi Dubey	2200286MSO

49	Sonalika Goswami	2200287MSO
50	Prerna Pardasani	2200293MSO
51	Simran Chouhan	2200294MSO
52	Divya Sharma	2200297MSO

No. of students: 52

M.Sc. (Water Science and Governance) – class of 2022

Ser No.	Name	Registration No.
1	Meghma Mitra	2200158MSW
2	Monika Kumari	2200302MSW
3	Pratha Mishra	2200159MSW
4	Rayena Sarkar	2200160MSW
5	Rithish Ninan Alex	2200161MSW
6	Sneha Chakraborty	2200298MSW
7	Vikas Meena	2200299MSW

No. of students: 07

Ser No.	Name	Registration No.

MBA (Sustainability Management) - class of 2022

Ser No.	Name	Registration No.
1	A Cecilia Mary	2200180MBS
2	Aadhya Sharma	2200181MBS
3	Aditya Pratap	2200182MBS
4	Akriti Verma	2200183MBS
5	Arundathi Varma	2200185MBS
6	Arushi Verma	2200186MBS
7	Bhawna Sharma	2200187MBS
8	Charu Thakur	2200188MBS
9	Chinta Deepthi Prahalika	2200189MBS
10	Deergha Nagpal	2200190MBS
11	Ekta Gandhi	2200191MBS
12	Florence Das	2200192MBS
13	Garima Shahi	2200193MBS
14	Hans Malik	2200194MBS
15	Harshit Chawla	2200195MBS
16	Kirti Singh	2200196MBS
17	Manya Gera	2200197MBS
18	Md Zeya Farhan	2200198MBS
19	Nakul Sharma	2200199MBS
20	Pratyush Kumar	2200200MBS
21	Rachita Mehra	2200201MBS
22	Roshini V	2200202MBS
23	Sanchali Kanjilal	2200203MBS
24	Sarah Sunil Poojari	2200204MBS
25	Satvik Chaturvedi	2200205MBS
26	Shreya Rawat	2200206MBS
27	Smaranika Hazra	2200207MBS
28	Sovini Kher	2200208MBS
29	Subham Bharadwaj	2200209MBS
30	Tanya Singh	2200210MBS
31	Uday Pratapsingh Sankhla	2200211MBS
32	Urvashi	2200212MBS
33	Vasudha Sharma	2200213MBS
34	Vidushi Ahuja	2200214MBS
35	Sahil Malik	2200301MBS
36	Arun Rathee	2200316MBS

No. of students: 36

M.Tech (Renewable Energy Engineering and Management) – class of 2022

Ser No.	Name	Registration No.
1	Abhishek Hanumant Shastri	2200245MTR
2	Akash Verma	2200246MTR
3	Karan Deep Sood	2200247MTR
4	Nikhil Suresh Kumar	2200248MTR
5	Rajesh Kumar Kushwaha	2200249MTR
6	Shashwat Datta	2200250MTR
7	Shiva Prasath S R	2200251MTR

No. of students: 07

M.Tech (Urban Development Management) – class of 2022

Ser No.	Name	Registration No.
1	Abhishek S	2200254MTU
2	Arun Babu	2200256MTU
3	Ashish Kumar Yadav	2200257MTU
4	Shubham Kumar	2200259MTU

No. of students: 04

Ser No.	Name	Registration No.

M.Tech (Water Resources Engineering and Management) – class of 2022

Ser No.	Name	Registration No.
1	Bharat Ramachandran	2200252MTW
2	Shaivya Saxena	2200253MTW

No. of students: 02

LLM – class of 2023

Ser No.	Name	Registration No.
1	Agastya Dutta	2300381LLM
2	Anindita Sarma Pujari	2300382LLM
3	Anjali Pathak	2300383LLM
4	Atul Pandey	2300384LLM
5	Avinash Jayshriram Bihade	2300385LLM
6	Ayush Pandey	2300386LLM
7	David T Sutzamuan Paite	2300387LLM
8	Hameai Bansan Lyngdoh	2300388LLM
9	Harshit Malviya	2300389LLM
10	Keshav Garg	2300418LLM
11	Mansi Verma	2300391LLM
12	Nimisha Sharma	2300392LLM
13	Prasen Jeet Singh	2300451LLM
14	Ruchi Mishra	2300393LLM
15	Shivangi	2300404LLM
16	Shreya Jhavar	2300395LLM
17	Sidhatri Gauba	2300396LLM
18	Srusti Mahakud	2300397LLM
19	Sukriti Bhushan	2300398LLM
20	Swrang Varma	2300399LLM
21	Triman Goel	2300400LLM

No. of students: 21

Doctoral - 17
Masters - 254

	52.6.1 Fee structure for the newly introduced and existing UG, PG and Doctoral programmes for the Academic Batch 2025												

TERI School of Advanced Studies

10, Institutional Area, Vasant Kunj, New Delhi - 110070

Statement of proposed fee structure for Academic session 2025

Sl No	Programmes	One time payment	Semester-wise tuition fee										Total
			1st Sem	2nd Sem	3rd Sem	4th Sem	5th Sem	6th Sem	7th Sem	8th Sem	9th Sem	10th Sem	
			Certificate		Diploma		B.Sc		B.Sc Honours		Masters		
A	**Proposed Undergraduate Programmes and Online Post Graduate Diploma Programme**												
1	BSc Biotechnology FYUP/FYIPP												
a	Proposed fees structure	20,000	75,000	75,000	82,500	82,500	90,750	90,750	99,825	99,825	1,09,808	1,09,808	9,35,765
2	B.Tech (Energy Engineering)												
a	Proposed fees structure	20,000	75,000	75,000	82,500	82,500	90,750	90,750	99,825	99,825	1,09,808	1,09,808	9,35,765
3	PGDREM Online Programme												
a	Proposed fees structure	20,000	25,000	25,000	27,500	27,500	-	-	-	-	-	-	1,25,000
B	**Proposed revised fee structure for existing Undergraduate Programmes**												
1	BSc Economics (Honours)/(Honours with research)												
a	Existing fees structure	20,000	1,20,000	1,20,000	1,26,000	1,26,000	1,32,300	1,32,300	1,38,900	1,38,900	-	-	10,54,400
b	Proposed fees structure	20,000	1,00,000	1,00,000	1,06,000	1,06,000	1,12,300	1,12,300	1,18,900	1,18,900	-	-	8,94,400
2	BSc Data Science (Honours)/(Honours with research)												
a	Existing fees structure	20,000	1,45,000	1,45,000	1,52,300	1,52,300	1,60,000	1,60,000	1,68,000	1,68,000	1,76,400	1,76,400	16,23,400
b	Proposed fees structure	20,000	1,25,000	1,25,000	1,32,300	1,32,300	1,40,000	1,40,000	1,48,000	1,48,000	1,56,400	1,56,400	14,23,400
3	BBA Business Administration (Honours)/(Honours with research)												
a	Existing fees structure	20,000	1,45,000	1,45,000	1,52,300	1,52,300	1,60,000	1,60,000	1,68,000	1,68,000	-	-	12,70,600
b	Proposed fees structure	20,000	1,25,000	1,25,000	1,32,300	1,32,300	1,40,000	1,40,000	1,48,000	1,48,000	-	-	11,10,600
	Notes												
a	Institute deposits (refundable) of Rs 5,000 and Library deposits (refundable) of Rs 5,000 to be paid separately at the time for registration for 1st semester.												
b	Field visit charges to be paid separately on actual basis before commencement of field visits.												
c	Examination fees of Rs 10,000 (per semester) to be paid separately before registration for semester examinations.												
d	Tuition fee for sponsored candidates will be 1.5 times that of non-sponsored candidates.												
e	On rejoining a program after exercising exit option at any stage, an additional amount of Rs 10,000 shall be charged as a case of fresh registration.												
f	One time registration fees of Rs 20,000 would be applicable to all students wishing to join midway at any stage of the existing programmes.												

52.6.2 To introduce Non-NET Fellowships for Doctoral (PhD) students

Proposed Non-NET Fellowship for PhD Students with the following conditions

1. Eligibility Criteria would be decided by the Department.

2. Each year one scholarship to be granted for each department.

3. The maximum span period for award of Fellowship shall be 5 years.

4. No fellowship shall be given for extended period and to the part time scholars.

5. Award of Non-NET Fellowship of Rs 5,000 per month for first two years and subsequently, 8,000 per month from 3rd year onwards subject to fulfilling the conditions of Non-NET Fellowship.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
DoBT	60,000	1,20,000	2,16,000	3,12,000	4,08,000
DoSE	60,000	1,20,000	2,16,000	3,12,000	4,08,000
DoPMS	60,000	1,20,000	2,16,000	3,12,000	4,08,000
DoNAS	60,000	1,20,000	2,16,000	3,12,000	4,08,000
Total	**2,40,000**	**4,80,000**	**8,64,000**	**12,48,000**	**16,32,000**

52.6.3 To introduce Scholarship for students undergoing UG / PG programmes

It was proposed that keeping into consideration the specialized study being undertaken by TERI SAS more so in the niche areas of sustainability, the number of students applying for programmes are limited and accordingly it was suggested to introduce fellowship /scholarship.

The recommended structure was as follows:

1. 100% tuition fee waiver for the first year for top 1% of the students taking admission based on academic evaluation for the preceding/highest eligible examination.

2. 50% tuition fee waiver for the first year for top 3% (excluding top 1%) of the students taking admission based on academic evaluation for the preceding/highest eligible examination.

3. 25% tuition fee waiver for the first year for top 5% (excluding top 3%) of the students taking admission based on academic evaluation for the preceding/highest eligible examination.

The eligibility conditions for meeting the criteria as per the above needs to be spelt out in respect of last examination accordingly.
For UG, it was considered that 12th class marks shall be deciding factor and for PG programmes, the marks secured in the graduation shall be the deciding factor.

Fellowship during the subsequent years will be continued provided the students maintain their top percentile status in overall CGPA of academic programmes of TERI School of Advanced Studies

Sl No	Accounts Heads	Amount
	52.6.4 To approve the Audited Annual Accounts for the Financial Year 2023-24	
	TERI School of Advanced Studies	
	10, Institutional Area, Vasant Kunj, New Delhi - 110070	
	Statement of Income and Expenditure for the Financial Year 2023-24 (Audited)	
Sl No	**Accounts Heads**	**Amount**
		In Lakhs
A	**Income**	
1	Academic Fee Receipts	1,780.58
2	Interest Receipts	14.40
3	Other Receipts - Hostel and Miscellaneous	181.88
4	Receipts from Research Activities	305.79
5	Rental Income from TERI SAS Campus	588.71
	Total A	**2,871.36**
B	**Expenditure**	
1	Salary	1,460.77
2	Academic Course Expenses	173.20
3	Utilities, Maintenance and Overheads	446.35
4	Expenditures for Research Activities	185.45
5	Interest, Financial and Bank Charges	399.87
6	Depreciation	24.97
	Total B	**2,690.62**
	Net Savings	**180.74**

Independent Auditor's Report

We have examined the balance sheet of **TERI SCHOOL OF ADVANCED STUDIES** as at 31.03.2024 and the Income & Expenditure account for the year ended on that date which is in agreement with the books of account maintained by the said Trust or Institution. We have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purposes of the audit. In our opinion, proper books of account have been kept by the head office and the branches of the above named trust or institution visited by us so far as appears from our examination of the books, and proper Returns adequate for the purposes of audit have been received from branches not visited by us, subject to the comments given below:

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

(i) In the case of the balance sheet, of the state of affairs of the above named trust or institution as at 31st March 2024 and,
(ii) In the case of the income & expenditure account, surplus of its accounting year ending on 31st March 2024

Place: New Delhi
Date: 28.09.2024

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

CA Sanjay Rastogi
Proprietor
(Membership No. 075033)
UDIN: 24075033BKENBJ4456

TERI SCHOOL OF ADVANCED STUDIES
New Delhi
STATEMENT OF FINANCIAL POSITION AS AT 31ST MARCH 2024

	Schedule		Amount in INR	
			As on 31.3.2024	As on 31.3.2023
Sources of Funds				
Grant From TERI				
Opening Balance		82,742,701		
Received during the year		-	82,742,701	82,742,701
Corpus Fund - Wildlife Conservations Trust		2,500,000	2,500,000	2,500,000
Corpus Fund - Coca Cola		8,838,847		
Add : Corpus Grant Received		-		
Less : Balance transferred for project activities		8,838,847	-	8,838,847
Secured Loan				
ICICI Bank Limited			331,422,898	289,156,059
Income & Expenditure Account				
As on 31.03.2023		- 36,958,862		
Add : Financial Year 2023-24		18,074,219	- 18,884,643	- 36,958,862
Total			**397,780,957**	**346,278,745**
Application of Funds				
Fixed Assets				
Balance as on 31.03.2024	1	58,842,326		
Less: Depreciation		- 2,496,528	56,345,798	57,485,622
Capital Work in Progress - Hyderabad Campus			475,995,488	472,404,671
Capital Work in Progress - Guwahati Campus			8,184,104	8,184,104
Investments				
Fixed Deposits			13,858,859	11,040,000
Current Assets, Loans & Advances	2	154,097,968		
Less:				
Current Liabilities and Provisions				
Liabilities	3	310,701,260		
Net Current Assets			- 156,603,292	- 202,835,652
Total			**397,780,957**	**346,278,745**
Significant Accounting Policies and Notes to the Accounts	8			

Schedule 1 to 8 form an integral part of the Accounts

This is the balance sheet referred to in our report of even date

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

Sanjay Rastogi
Proprietor
(Membership No. 075033)
UDIN: 24075033BKENBJ4456

Col B Venkat
Registrar

Dhanraj Singh
Deputy Finance and
Project Management
Officer

Place: New Delhi
Date: 27.09.2024

TERI SCHOOL OF ADVANCED STUDIES
New Delhi
Income & Expenditure Account for the year ended on March 31, 2024

	Schedule	As on 31.3.2024	As on 31.3.2023
		(Amount in INR)	
Income			
Academic Receipts	4 (a)	178,057,838	120,330,882
Interest Receipts	4 (b)	1,439,608	283,541
Others Receipts	4 (c)	77,059,193	72,814,787
Receipts from Completed Research Projects		30,579,463	29,339,082
Total Income		**287,136,102**	**222,768,291**
Expenditure			
Salary	5	146,077,294	128,452,141
Academic Course Expenses	6	17,320,008	10,916,893
Utilities, Maintenance & Overheads	7	84,622,798	47,714,810
Expenditure of Completed Research Projects		18,545,255	15,512,967
Depreciation		2,496,528	2,608,439
Total Expediture		**269,061,883**	**205,205,251**
Excess of Receipts over Expenditure		18,074,219	17,563,041
Balance available for Appropriation		18,074,219	17,563,041
Less : Transferred in to Reserve & Surplus Account		18,074,219	17,563,041
Surplus/Deficit brought forward		- 36,958,862	- 54,521,903
Surplus/Deficit Carried over to Income & Expenditure		- 18,884,643	- 36,958,862
Significant Accounting Policies and Notes to the Accounts	8		

Schedule 1 to 8 form an integral part of the Accounts

This is the balance sheet referred to in our report of even date

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

Sanjay Rastogi
Proprietor
(Membership No. 075033)
UDIN: 24075033BKENBJ4456

Col B Venkat
Registrar

Dhanraj Singh
Deputy Finance and
Project Management
Officer

Place: New Delhi
Date: 27.09.2024

Schedule 1 - Fixed Assets (Gross)

Particulars	Rate %	W.D.V. As on 01.04.2023	Additions		Discarded	Balance as on 31.03.2024	Depreciation for the year	W.D.V. As on 31.03.2024
			less than 180 days	more than 180 days				
Computer	40	620,735	-	759,710	-	1,380,445	552,178	828,267
Computer (project)	40	327,197	301,789	947,744	-	1,576,730	570,334	1,006,396
Office Equipment	15	9,843,197	12,444	278,550	-	10,134,191	1,519,195	8,614,996
Office Equipment (Project)	15	1,140,900	-	-	-	1,140,900	171,135	969,765
Scientific Equipment	15	735,670	-	-	-	735,670	110,351	625,319
Scientific Equipment (project)	15	23,225,987	581,114	296,600	-	24,103,701	3,571,972	20,531,729
Furniture	10	2,143,605	126,000	180,000	-	2,449,605	238,661	2,210,944
Furniture (Project)	10	16,609	-	-	-	16,609	1,661	14,948
Motor Vehicle	15	507,617	-	-	-	507,617	76,143	431,474
Land - Delhi Campus		43,634,798	-	-	-	43,634,798	-	43,634,798
Total		**82,196,315**	**1,021,347**	**2,462,604**	**-**	**85,680,266**	**6,811,630**	**78,868,636**

Schedule 1 - Fixed Assets (Funded from Own Resources)

Particulars	Rate %	W.D.V. As on 01.04.2023	Additions		Discarded	Balance as on 31.03.2024	Depreciation for the year	W.D.V. As on 31.03.2024
			less than 180 days	more than 180 days				
Computer	40	620,735	-	759,710	-	1,380,445	552,178	828,267
Office Equipment	15	9,843,197	12,444	278,550	-	10,134,191	1,519,195	8,614,996
Scientific Equipment	15	735,670	-	-	-	735,670	110,351	625,319
Furniture	10	2,143,605	126,000	180,000	-	2,449,605	238,661	2,210,944
Motor Vehicle	15	507,617	-	-	-	507,617	76,143	431,474
Land - New Delhi Campus	-	43,634,798	-	-	-	43,634,798	-	43,634,798
Total		**57,485,622**	**138,444**	**1,218,260**	**-**	**58,842,326**	**2,496,528**	**56,345,798**

Schedule 1 - Fixed Assets (Funded from Projects)

Particulars	Rate %	W.D.V. As on 01.04.2023	Additions		Discarded	Balance as on 31.03.2024	Depreciation for the year	W.D.V. As on 31.03.2024
			less than 180 days	more than 180 days				
Computer (Project)	40	327,197	301,789	947,744	-	1,576,730	570,334	1,006,396
Office Equipment (Project)	15	1,140,900	-	-	-	1,140,900	171,135	969,765
Scientific Equipment (project)	15	23,225,987	581,114	296,600	-	24,103,701	3,571,972	20,531,729
Furniture (Project)	10	16,609	-	-	-	16,609	1,661	14,948
Total		**24,710,693**	**882,903**	**1,244,344**	**-**	**26,837,940**	**4,315,102**	**22,522,838**

TERI SCHOOL OF ADVANCED STUDIES	As on 31.3.2024	As on 31.3.2023
Schedule 2: Current Assets		
Loan & Advances - Delhi Campus	3,666,967	2,511,520
Loan & Advances - Hyderabad Campus	-	10,923,865
Security Deposit - KNK Construction Pvt. Limited - Electricity Connection	-	330,460
Interest Accrued but not due	236,661	355,526
Project Work in Progress	77,233,531	73,519,277
Prepaid Expenses	1,625,057	1,216,418
Staff Imprest Accounts	1,228,801	834,368
TERI - Students Fellowship	9,954,619	9,954,619
Amount Recoverable from Students - Course Fee	8,431,729	8,345,429
Amount Recoverable for Projects and Others	25,560,469	28,143,815
Amount Recoverable from Training, Seminar, Workshop and Sponsorship Activities	202,600	328,038
Security Deposit with Landlords	216,200	467,200
TDS Recoverable	17,907,017	17,155,525
Library Fine Recoverable	59,020	59,510
Insurance Premium Receivable from Staff	21,290	9,838
Cash & Bank Balance		
State Bank of India 52142908571	464,057	45,578
State Bank of India 52142908560	10,433	1,405
State Bank of India 40271571501 FCRA	211,015	10,596
HDFC Bank Ltd 02731110000021	15,696	5,633
HDFC Bank Ltd 00031170000088 FCRA	30,698	29,792
HDFC Bank Ltd 50100209697657 Guwahati	172,020	166,944
HDFC Bank Ltd 50100129911511	75,012	1,723
HDFC Bank Ltd 50100209697644 Hyderabad	15,887	15,419
ICICI Bank Ltd 000701263993	57,960	56,249
ICICI Bank Ltd. 048801009660	1,354,600	12,572,600
ICICI Bank Ltd. 048801009754	2,971,739	101,430
Canara Bank 3159101000096	4,932	11,899
Canara Bank 3159101001448	21,224	22,261
Bank of Maharasthra 60463823758	2,110,370	-
Cash in Hand	238,366	114,662
Total	**154,097,968**	**167,311,598**

Schedule 3: Current Liabilities

	As on 31.3.2024	As on 31.3.2023
Sundry Creditors	31,353,552	48,073,856
TERI - Financial Assistance	25,000,000	25,000,000
Amount Payable to Staff - Leave Travel Allowance & Leave Encashment	1,121,385	2,247,350
Amount Payable to DBT - Pratiksha Jain	278,745	278,745
Loans and Advance Payable	1,109,455	11,298,525
Amount Payable to TERI - P F & VPF	-	9,807
Project Contribution Received in Advance	141,019,514	124,479,631
Security Deposit Received from Suppliers	25,772	25,772
Audit Fees Payable	85,000	71,500
Group Insurance Claim Payable	93,586	105,267
Stale & Cancelled Cheques	191,420	184,984
Unutilised Contingent Grants - CSIR	80,248	80,248
Unutilised Contigent Grant - DBT	215,072	215,072
Unutilised Contigent Grant - UGC	15,000	15,000
Unutilised Contigent Grant - ICMR	235	76,515
Unutilised Contigent Grant - DST	45,264	25,264
Unutilised Contigent Grant - Tanushri	50,914	50,914
Contingency ICSSR Sakshi Gupta	10,000	10,000
Fellowship DST Inspire Rishu Jain	653,288	-
Fellowship ICSSR Doctoral Sakshi Gupta	20,000	-
Fellowship - UGC - Tanushri	15,000	15,000
Amount Refundable to the Students	942,918	573,297
Fellowship Grant received Unclaimed for Students	389,008	389,008
Grant received/Advanced Paid for Manish Manjunath Fellowship	46,400	46,400
Grant received/Advanced Paid for Apoorv Bawa Memorial	30,000	-
Grant Received from TERI for Guwahati Campus	7,292,385	7,292,385
Outstanding Expenses	20,018,628	76,764,916
Provision - Faculty/Student Development Programme	4,692,909	3,992,909
Salary Payable	2,584,997	3,433,727
Duties & Taxes Payable	9,822,333	6,756,356
Security Depoist Refundable - K R Engineers	160,000	160,000
Security Deposit Refundable - International Tractor Limited	25,307,250	25,307,250
Security Deposit Refundable - Eco Prabandhan	10,000	-
Security Deposits Refundable	17,640,194	13,601,208
Security Deposit from Employee - House Lease	274,667	310,667
Security Deposit Hostel Students	1,465,000	1,015,000
Course Fee Received in Advance	10,996,956	833,000
Staff Rent Lease Payable	107,200	266,900
Course - MA (PPSD) Travelling Expenses Payable	5,616,000	5,616,000
Retention Money - Shine Combine Pvt Limited	837,274	837,274
Retention Money - KNK Construction Pvt. Limited	-	9,268,471
Retention Money - Tejha Power Controls (P) Ltd.	636,826	636,826
Staff Welfare Fund	281,636	331,636
Students Alumni Welfare Fund	121,590	171,590
TERI Suneel Pandey COE Deductions	43,643	278,982
Total	**310,701,263**	**370,147,252**

TERI SCHOOL OF ADVANCED STUDIES	As on 31.3.2024	As on 31.3.2023
Schedule 4: Income Receipts		
A. Academic Receipts		
Course fees	177,802,088	120,057,132
Sale of Application Form	255,750	273,750
	178,057,838	**120,330,882**
B. Interest Receipts		
Interest Received on Deposits	830,121	173,618
Interest Received on Tax Deducted at Sources	141,020	-
Interest on Home Loan/Vehicle Loan/Education Loan	6,683	17,027
Interest - Others	128,377	53,595
Interest on Saving Bank	333,407	39,301
	1,439,608	**283,541**
C. Other Receipts		
Admission Cancellation Fees	9,000	30,690
Rent Received from Rental Premises	58,870,968	56,829,162
Amount Written back	220,215	19,746
Miscellaneous Income	3,154,874	614,835
Receipts from Hostel Fees	13,249,200	9,309,900
Recoveries against Notice Pay & Leave Encashment	24,644	25,380
Receipts from Training, Seminar & Workshop	730,292	5,485,074
Donations	800,000	500,000
	77,059,193	**72,814,787**
Total	**256,556,639**	**193,429,210**

Schedule 5: Salary Components		
Pay & Allowances	111,120,314	115,907,578
Employer's Provident Fund Contribution	8,998,122	11,021,063
Telephone Reimbursement	147,327	58,088
Medical Reimbursements	958,135	1,034,296
Gratuity Expenses	15,844,246	-
Leave Encashment	7,955,971	48,450
Leave Travel Allowance	1,053,179	382,666
Total	**146,077,294**	**128,452,141**

Schedule 6: Academic Course Expenses		
Admission & Advertisement Expenses	1,969,859	1,197,900
Books & Periodicals - (Library)	1,268,537	320,834
Computer Software Maintenance Charges	949,190	-
Laboratory,Chemical,Glassware & Consumable Expenses	330,496	271,271
Conveyance & Hiring Expenses	746,035	524,609
Membership Fee, Subscription and Registration Charges - Academic	1,855,926	190,499
Fellowship,Honorarium,Stipend & Internship and Award Expenses	678,910	-
Students Field Expenses	104,705	1,128,867
Postage Expenses	9,618	23,876
Printing & Stationery	7,127	169,289
Professional Time Other Consultants	9,038,174	6,816,779
Repair & Maintenance Expenses	306,756	242,590
Meeting, Seminar & Workshop	54,675	30,378
Total	**17,320,008**	**10,916,893**

TERI SCHOOL OF ADVANCED STUDIES	As on 31.3.2024	As on 31.3.2023
Schedule 7: Utilities, Maintenance & Overheads		
Audit Fees	85,000	71,500
Annual Sports Day Expenses & Fest	878,645	198,673
Bank, Interest & Finance Charges	39,987,478	878,360
Convocation Expenses	385,824	122,050
Entertainment, Meeting and Hostel Operating Expenses	4,621,912	3,507,314
Training, Seminar & Workshop Expenses	441,978	2,788,344
Electrcial & Hardware Items	475,308	207,228
Conveyance and Vehicle Hiring charge	226,994	244,770
Fellowship and Honorarium - Others	105,500	134,000
Internal Grant Committee - Grant for Faculty	500,000	500,000
Internal Grant Committee - Grant for Students	200,000	200,000
Insurance Premium	1,805,601	1,478,914
Computer Repair Maintenance /Email/Internet/LAN Network Expenses	2,212,073	2,158,625
Postage Expenses	23,092	23,342
Printing & Stationery	' 808,335	607,860
Misc. Expenses	84,260	27,018
NAAC Expenditure	-	839,503
Provident Fund - Administration charges	373,778	459,211
Provident Fund - EDLI Charges	49,500	41,775
Housekeeping Charges, Office Maintenance Charges & Other Professional Charges	6,715,611	7,105,530
Repair & Office Maintenance - Building	7,874,677	8,979,795
Membership Fee, Subscription and Registration Charges	-	217,599
Repair & Maintenance - Furniture	172,533	67,016
Repair & Maintenance Office Equipment	2,648,202	2,853,673
Security Service Charges	2,928,347	3,696,916
GST Charges Ineligible Expenses & Written Off	3,700,434	3,163,768
Telephone Expenses	190,140	180,000
Vice Chancellor - Car Running Expenses	239,562	194,010
Vice Chancellor Search Committee Expenses	179,204	-
Water/Electrcitiy/Diesel A/c	6,708,809	6,768,018
Total	**84,622,798**	**47,714,810**

SCHEDULE 8 : SIGNIFICANT ACCOUNTING POLICIES AND NOTES TO THE ACCOUNTS

Significant Accounting Policies:

Accounting Convention:

The accounts have been prepared on accrual basis.

Revenue recognition

1. Course Fee & Hostel Fee are recognized as income on accrual basis.

2. Sponsorship fees is recognized as income on accrual basis.

3. Project Contribution & Expenditure related to Research Activities, are recognized as income / expenditure in Income and Expenditure Account at the time of completion of the activities.

4. Income from investment is recognized on accrual basis.

Fixed Assets:

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

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

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

Depreciation

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

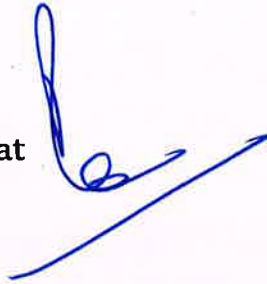|	
Office and Scientific Equipment,	
Electric installations, Air – Conditioning plants,	
Generators	15%
Furniture & Fixtures	10%
Car	15%
Computers	40%

Investment
Present investment is stated at cost.

NOTES TO THE ACCOUNTS

The Trust is registered under section 12A (a) of the Income Tax Act 1961 and therefore, eligible for benefit of section 11 of the Income Tax Act. The donations made to the trust are exempt under section 80(G)(5)(V) of the Income Tax Act 1961.
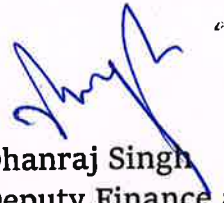
Previous year figures have been regroups – rearranged wherever considered necessary.

Signature to Schedule 1 to 8 of the Balance Sheet.

Col B Venkat
Registrar

Dhanraj Singh
Deputy Finance and Project
Management Officer

As per Reports of even date attached:

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

CA Sanjay Rastogi
Proprietor
(Membership No. 075033)
UDIN: 24075033 BKENBJ4456
Place: New Delhi
Date: 27.09.2024

Minutes of the Meeting for

SMP Proposal

Date: 22nd January 2025 (Wednesday)

Venue: C001, TERI School of Advanced Studies Campus, Vasant Kunj

Time: 1.15 to 2.15

A meeting was held with the following members to discuss the proposed SMPs.

Members present during the meeting

Prof. Sukanya Das, Dean (R and R)
Prof. Neeraj Sharma
Dr Shruti Sharma Rana
Dr Moumita Acharya
Mr Dhanraj Singh
Dr Gopal Sarangi (HoD and Convenor of the meeting)

Prof. S. Dhar (VC of TERI SAS) and Prof. C.K. Singh, Dean (Academics) and Registrar Col. Venkat could not join with prior information.

The meeting discussed in detail the following points and unanimously arrived at the following decisions.

- A detailed discussion was made with regard to the collaborative arrangement with VCNow for the SMPs planned for the future. It was discussed threadbare that VCNow has played an important role in making the 'SMP I: CSR and SD' a successful venture and significantly contributed to the programme's financial viability point of view. The contributions of VCNow to the general outreach of TERI SAS through 'SMP I: CSR and SD' was recognized too.

  It was observed by the members that the existing MoU with VCNow has been signed for five years and necessary procedures to identify the service provider have been undertaken before the MoU got signed.

  Matters related to revenue sharing with VCNow were also discussed in a detailed manner to ensure maximum financial benefit for TERI SAS.

  Members unanimously decided the following.

- Existing revenue sharing model with VCNow can be revisited in favour of TERI SAS.

1

Negotiations shall be made by TERI SAS team led by Mr Dhanraj to reduce the share (%) of VCNow and increase the share (%) of TERI SAS. It was also decided that at least a 5 % increase of TERI SAS's share can be proposed.

- It was also agreed by the Committee that there is absolutely no need to go for tendering again to identify the service provider as this process has already been completed before and based on which the MoU has been signed with VCNow. VCNow has already established itself as a successful client for TERI SAS not only in terms of revenue mobilization for TERI SAS but also in terms of attracting quite a reasonable number of select set of participants having significant outreach implications. Close to 75 senior industry titans with average experience of 12+ years from more than 25 industries were attracted for the SMP I, which is unprecedented in the history of TERI SAS in such programmes.

- As far as the management and delivery of the sequel to 'SMP I: CSR and SD' programme of the TERI SAS is concerned, it was agreed that the sequel to 'SMP I: CSR and SD' shall be assigned to Prof. Neeraj Sharma given his contribution to it and his idea to propagate this as Director (PI) of the programme. It was discussed and decided that 'SMP I: CSR and SD' was the brainchild of Prof. Neeraj and it was primarily driven by him (though supports received from all administrative purposes and teaching purposes is recognized and appreciated). It was unanimously decided that Prof. Neeraj would continue as the PI of the sequel to 'SMP I: CSR and SD'. **However, it was suggested and encouraged that other faculty members to launch more executive programs as the feel appropriate.**

Since there were no other matter to be discussed, the meeting ended with a vote of thanks by the Chairperson.

SMP Proposal

Date: 17 February 2025 (Monday)

TERI School of Advanced Studies Campus, Vasant Kunj

Dear Members,

- The following proposal is made based on the discussion and inputs with VC Sir and mail from Registrar's office and our meeting conducted earlier.

- Based on the meeting held on 22nd January 2025, Committee recommends taking on Board the VC Now for the proposed SMP II (CSD and SD) as well as future SMPs. The committee of the opinion that VCNow has played an important role in making the 'SMP I on CSR and SD' a successful venture and significantly contributed to the programme's financial viability point of view. This is based on the SMP I's performance in attracting close to 75 senior industry titans with average experience of 12+ years from more than 25 industries, which is unprecedented in the history of TERI SAS in such programmes. The contributions of VCNow to the general outreach of TERI SAS through 'SMP I: CSR and SD' was recognized too. The Programme Director of the SMP I (CSR and SD) is in the process of getting the feedback from the participants of SMP I and will be shared soon.

    Members also suggested that existing revenue sharing model with VCNow can be revisited. Negotiations shall be made by the TERI SAS team led by Mr Dhanraj.

- For SMP II (CSR and SD) , the core team (based on the verbal consent of core members) and other members are proposed to be as follows.

    Core Team

    Programme Director: Prof. Neeraj Sharma

    Programme Joint Director: Dr Moumita Acharyya

    Other team members:

    Dr Gopal Sarangi

    Dr Shruti Sharma Rana

    Mr Dhanraj Singh

It was also suggested that depending on the feedback and suggestions, necessary changes will be made in the course structure to make it more robust and relevant.

Student's Feedback on the Pilot SMP (CSR & SD)

1.   **Dr. Varsha Adhikari (Participant in SMP (CSR & SD))**

I just wrapped up the Senior Management Programme (SMP) in Sustainable Development at #TERI - The Energy and Resources Institute—six months of deep dives, intense discussions and debates, interesting case studies and team project work and immeasurable learnings. With 75+ industry leaders from 25+ sectors, this programme has been a masterclass in cross-sectoral collaboration—because, let's face it, sustainability is a team sport, not a solo run. We tried breaking sustainability's complexities into actionable strategies. From #netzero ambitions to #greenwashing debates, from #ESG frameworks to #carbonmarkets, the journey has been nothing short of eye-opening! And let's be honest—sustainability today isn't just about saving the planet; it's about navigating the regulatory maze, measuring impact beyond feel-good CSR, and ensuring business continuity in a changing climate. As global climate negotiations heat up and businesses grapple with ever-evolving ESG dilemmas and disclosures, at least one thing is clear: the future belongs to those who can turn sustainability from a compliance headache into a strategic advantage. Looking forward to applying these insights in real-world scenarios and contributing to the ever-evolving sustainability landscape. Deep Gratitude to TERI School of Advanced Studies Professors, Mentors and coursemates.

2.   **Mr. Siddhartha Srivastava (Participant in SMP (CSR & SD))**

I am happy to be a part of the cohort of 70+ corporate professionals from diverse industries and professional backgrounds constituting the #first batch of the remarkable 'Senior Management Programme in #CSR and #SustainableDevelopment' by TERI School of Advanced Studies. Thanks to all the faculty members, the organizing team, all my batchmates and cheers for the milestone.

3.   **Ms. Kanika Kaushal (Participant in SMP (CSR & SD))**

"Sustainability is not just a goal; it's a way of life and business." I am thrilled to share that I have successfully completed the Senior Management Program (SMP) in CSR & Sustainable Development from the prestigious TERI School of Advanced Studies, New Delhi. This six-month journey has been nothing short of transformative, offering me a deeper understanding of how businesses can align with sustainability to create lasting value for society and the planet. With a strong foundation in sustainability practices since 2017, I have been passionate about driving positive environmental and social impact. This program has equipped me with advanced tools to integrate sustainability into organizational strategies, design impactful CSR initiatives, and foster collaborations to achieve the Sustainable Development Goals (SDGs).

I'm incredibly grateful to have learned from pioneering professors and collaborated with an inspiring cohort, whose shared passion made this journey truly enriching. This experience has reinforced my commitment to sustainability and inspired me to contribute to building a better, more inclusive future. A heartfelt thanks to TERI School of Advanced Studies for providing such a rich and inspiring learning environment and the incredible faculty members— Shruti Sharma, Ph.D, Moumita Acharyya, Gopal Sarangi, Dr. Neeraj Sharma , Group Captain Professor SN Mishra, Dr.Anand Jaiswal , Jayati Talapatra & other involved faculty members and all my peers, whose knowledge and perspectives made this journey more enriching. I am excited to leverage these insights in a professional role where I can drive sustainable change and create meaningful impact.

4.   **Ms. Seema Sanap (Participant in SMP (CSR & SD))**

I am thrilled to share that I have successfully completed the Senior Management Programme in CSR and Sustainable Development from TERI School of Advanced Studies, New Delhi. This journey has been an incredible learning experience, offering valuable insights into strategic CSR practices, sustainable development goals, and innovative solutions to drive meaningful impact. I am deeply grateful to the esteemed faculty, my peers, and everyone who supported me throughout this program. This milestone reinforces my commitment to contributing towards a more sustainable, inclusive, and equitable future through impactful CSR initiatives. Looking forward to applying this knowledge in creating meaningful change and collaborating with like-minded professionals to drive sustainable development.

5.   **Mr. Digamber Deshmukh (Participant in SMP (CSR & SD))**

I am thrilled to announce that I have completed the Senior Management Program in CSR and Sustainable Development Certification from the TERI School of Advanced Studies, Delhi. This program has significantly deepened my understanding of Corporate Social Responsibility (CSR) and provided valuable insights into sustainable development strategies aligned with global priorities, including the UN Sustainable Development Goals (SDGs). Key takeaways: Developing strategies for impactful CSR initiatives. Embracing sustainable business practices. Creating shared value through sustainability. I am eager to apply these learnings to drive meaningful, sustainability-focused impact and contribute to a more sustainable future. A heartfelt thanks to TERI SAS Delhi, the incredible professors, and my colleagues for this enriching learning experience, as well as to everyone who supported me throughout this journey!

6.   **Mr. Arpit Dubey (Participant in SMP (CSR & SD))**

Thrilled to Share a Milestone in My Learning Journey! After six months of rigorous, knowledge-intensive engagement, I am delighted to have completed the Senior Management

Program in CSR & Sustainability. This journey was enriched by world-class faculty, industry leaders, and a dynamic peer cohort, fostering deep discussions, thought-provoking brainstorming sessions, and invaluable insights. These interactions helped me refine my perspective—seeing CSR as the guardian of the industry model. Excited to apply these learnings (and un-learnings!) to bridge CSR and Sustainability, creating impactful, future-ready program designs for NGOs and beyond.

51.5.4 To consider and approve redesignation of Group A non-teaching staff as per provisions of UGC.

Vide the Joint Cadre Review Committee (JCRC), UGC on reforms in Cadre Recruitment Rules for various categories of posts of uniform staffing pattern of the non-teaching staff of UGC deemed to be Universities amongst others and UGC Notification vide their letter No F.No 6-7/97 ()JCRC Vol. IV dated 01 Oct 2024, following is highlighted (Placed as Annexure – III).

It is proposed to adopt the same provisions at TERI SAS. Subsequent redesignation shall be as per UGC guidelines.

The Executive Council members noted and approved the agenda.

teri school of advanced studies

Minutes of the Selection Committee Meeting

Pursuant to the notification No 43 of 2024-25 dated 20 Feb 2025, the committee interacted with the following Deputy Registrars of TERI SAS on 21 Feb 2025:-

(a)   Sh. Kamal Sharma, Deputy Registrar (Academic Administration).

(b)   Sh. Dhanraj Singh, Deputy Registrar (Finance).

Following were the recommendations of the committee:-

(a)   Sh. Kamal Sharma, Deputy Registrar (Academic Administration) and Sh. Dhanraj Singh, Deputy Registrar (Finance) were found FIT to be put at Level 13 with rationalized entry pay of Rs 1,18,500/- as per 7th CPC pay matrix and accordingly pay of Sh. Kamal Sharma, Deputy Registrar (Academic Administration) and Sh. Dhanraj Singh, Deputy Registrar (Finance) shall be fixed at the appropriate cell in the Pay Matrix in accordance with the guidelines issued by the Ministry of Finance, based on the recommendation of 7th CPC.

(b)   The revised pay scale at level 13 shall be effective from 24th Sept 2024 as per the approved agenda in the 51st EC meeting of TERI School of Advanced Studies.

Prof. Suman K Dhar   Sh. Shankar Dhar   Col B Venkat