

**INTERNAL REVIEW DOCUMENT**  
**DEPARTMENT OF POLICY STUDIES**  
**14<sup>th</sup> MAY 2019**



**TERI SCHOOL OF ADVANCED STUDIES**

# Profile of the Department

## About the Department

The Department aims to promote academic excellence and develop expertise to influence and contribute to public policy and decision making through teaching, research and training. The department comprises of multidisciplinary team of academicians and professionals drawn from fields from Economics, Management, Law, Sociology/Anthropology, Governance, Urban Management etc. The department offers M.A. in Public Policy and Sustainable Development, M.A. in Sustainable Development Practice, M.Sc. in Economics (with specialization in Environmental and Resource Economics), in addition to the PhD programme and several other short term programmes targeted for fresh graduates and mid-career professionals.

## Programmes

Number of programmes offered in last five years:

Three programmes have been offered during the last five years.

1. M.A. in Public Policy and Sustainable Development
2. M.A in Sustainable Development Practices
3. M.Sc. in Economics

Two masters programmes, namely Master's in Law (LLM) and M Tech in (Urban Development and Management), were also earlier offered by the Department but have shifted out to Post Graduate Centre for Legal Studies and Department of Energy and Environment.

One Phd programme is also offered by the Department of Policy Studies.

## Student

- Number of students (year wise) during the last five years

### MA (PPSD)

Year	2017-18	2016-17	2015- 16	2014- 2015	2013- 2014
Number	16	16	Programme not offered	17	14

### MA (SDP)

Year	2017-19	2016-18	2015-17	2014-16	2013-15
Number	31	24	23	21	28

**M.SC ECONOMICS**

<b>Year</b>	2017-19	2016-18	2015-17	2014-16	2013-15
<b>Number</b>	33	31	28	21	24

- Number of outgoing students' year wise during last five years

**MA (PPSD)**

<b>Year</b>	2017-18	2016-17	2015- 16	2014- 2015	2013- 2014
<b>Number</b>	16	16	Programme not offered	17	14

**MA (SDP)**

<b>Year</b>	2016-18	2015-17	2014-16	2013-15	2012-14
<b>Number</b>	23	23	21	28	21

**M.SC ECONOMICS**

<b>Year</b>	2016-18	2015-17	2014-16	2013-15	2012-14
<b>Number</b>	29	28	21	24	17

- Number of students appearing in the university examination year wise during the last five years

**MA (PPSD)**

<b>Year</b>	2017-18	2016-17	2015- 16	2014- 2015	2013- 2014
<b>Number</b>	16	16	NA	17	14

**MA (SDP)**

<b>Year</b>	2017-19	2016-18	2015-17	2014-16	2013-15
<b>Number</b>	31	24	23	21	28

**M.SC ECONOMICS**

<b>Year</b>	2017-19	2016-18	2015-17	2014-16	2013-15
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<b>Number</b>	33	31	28	21	24
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**Academic:**

- Number of courses in all programmes year wise during the last five years

**MA (PPSD)**

<b>Year</b>	2018	2017	2016	2015	2014
<b>Number</b>	21	20	Data not available	5	7

**MA (SDP)**













<b>Year</b>	2018	2017	2016	2015	2014
<b>Number</b>	19	17	17	17	17

**M.SC ECONOMICS**

<b>Year</b>	2018	2017	2016	2015	2014
<b>Number</b>	18	18	18	18	20

- Number and List of full-time teachers in the Department

There are currently 12 full-time teachers in the Department.

	<p><b>Gopal Sarangi</b> MA, PhD (TERI SAS) Assistant Professor Programme Coordinator, MA in SDP <b>Business and financial models, regulatory and policy issues in energy sector</b></p>		<p><b>Kavita Sardana</b> MA, M Phil, PhD (University of Georgia) Assistant Professor Placement Coordinator, MSc Economics <b>Non-market valuation of environmental goods and services and microeconometrics</b></p>
	<p><b>L N Venkataraman</b> PhD (Universitat Bielefeld) Assistant Professor Programme Coordinator, MA in PPSD <b>Education policy, Development</b></p>		<p><b>Chandan Kumar</b> MA, PhD (IIT) Assistant Professor <b>Epidemiology, Public Health Population and Development Issues Demographic Research</b></p>
	<p><b>Smriti Das</b> MA, PhD (IRMI) <i>Associate Professor</i> <b>Institutions, politics of resource management and rural development</b></p>		<p><b>Sukanya Das</b> MSc, M Phil, PhD (Jadavpur University) <i>Assistant Professor</i> Programme Coordinator, MSc Econ <b>Environmental valuation and environmental policy</b></p>
	<p><b>Swarup Dutta</b> MSc, M Phil, PhD (University of Delhi) <i>Assistant Professor</i> <b>Sustainable development, Agricultural Anthropology, Environmental Anthropology</b></p>		<p><b>Leena Srivastava</b> M A, PhD (ISI) Vice Chancellor and Professor <b>Energy and environment, including climate change, policy and economics</b></p>
	<p><b>Soumendu Sarkar</b> MA, PhD (ISI) Assistant Professor <b>Auctions, Mechanism Design, Game Theory and Contract Theory</b></p>		<p><b>Nandan Nawn</b> MA, MPhil and PhD (JNU) HoD and <i>Associate Professor</i> Master's Thesis Coordinator, MSc Economics <b>Ecological Economics, Agrarian Studies, Environment and Development</b></p>
	<p><b>Shantanu De Roy</b> M A, PhD (JNU) <i>Assistant Professor</i> <b>Agrarian Studies, Indian Economy and Development Economics</b></p>		<p><b>Seema Sangita</b> M A, PhD (University of California) <i>Assistant Professor</i> Controller of Examinations Secretary, Board of Studies <b>International trade, migration, urban economics, economic growth and development</b></p>

**Institution:**

- Number of eligible applications received for admissions to all the programmes year wise during the last five years

**MA (PPSD)**

<b>Year</b>	2018	2017	2016	2015	2014
<b>Number</b>	23	36	28	NA	24

**MA (SDP)**

<b>Year</b>	2018	2017	2016	2015	2014
<b>Number</b>	99	97	84	60	81

**M.SC ECONOMICS**

<b>Year</b>	2018	2017	2016	2015	2014
<b>Number</b>	303	385	460	386	428

# Quality Indicator Framework (QIF)

## Criterion I – Curricular Aspects (150)

### Key Indicator – 1.1 Curriculum Design and Development (50)

**Metric Number: 1.1.1 QIM (20): Curricula developed /adopted have relevance to the local/national /regional/global developmental needs with learning objectives including Programme outcomes, Programme specific outcomes and course outcomes of all the Programme offered by the University**

**Response:**

Programmes in the Department of Policy Studies (DoPS) lay emphasis in curricula development that have relevance in addressing local, national and broader global level sustainability challenges. This is reflected in the Programme outcomes, Programme specific outcomes and course outcomes of all the Programmes offered by the Department. Apart from all the courses; internships, major projects, and masters' thesis component of programs in the Department with a focus on environment, natural resource, energy, and sustainability are aligned with the broader societal demands. Also, the MA programme in Sustainable Development Practice is part of the Global Association of MDP programmes, a network of 36 universities worldwide that offers similar programmes to address a critical gap in sustainable development education.

**Enclosures:** Annexure C - course-outlines and the folder namely 1.1.1.

**Metric Number: 1.1.2 QnM (20): Percentage of Programmes where syllabus revision was carried out during the last five years**

1.1.2.1: How many Programmes were revised out of total number of Programmes offered during the last five years?

**Response:**

MA (PPSD) and MSc (Economics) programmes undertook major revision in the curriculum, while few courses were introduced/modified in the MA (SDP) programme in the last five years.

**Note:** Please refer to the enclosure 1.2.1 for more details.

**Enclosures:** Folder namely 1.1.2

1.1.2.2: Number of all Programmes offered by the institution during the last five years

**Response:**

Three Master's Programme and one PhD programme are currently offered by the DoPS. MTech in Urban Development Management and the LLM programmes, which were also offered by the DoPS, have now moved to the Department of Energy and Environment and Centre for Post Graduate Legal Studies respectively.

**Metric Number: 1.1.3 QnM (10): Average percentage of courses having focus on employability/ entrepreneurship/ skill development during the last five years**

1.1.3.1: Number of courses having focus on employability/ entrepreneurship/ skill development year wise during the last five years

**Response:**

28 courses (48.27%) currently offered by the DoPS have a focus on employability/ entrepreneurship/ skill development.

Total number of courses offered across the three Master's programmes and one PhD programme is 58.

**Enclosures:** Folder namely 1.1.3

**Key Indicator – 1.2 Academic Flexibility (50)**

**Metric Number: 1.2.1 QnM (30): Percentage of new courses introduced of the total number of courses across all Programmes offered during the last five years**

1.2.1.1: How many new courses were introduced within the last five years?

**Response:**

35 new courses (60.34%) have been introduced across the three Master's programmes in DoPS.

Total number of courses offered across the three Master's programmes and one PhD programme is 58.

**Enclosures:** Folder namely 1.2.1, Course outlines (Annexure C) and minutes of relevant Academic Council (Annexure A)

1.2.1.2: Number of courses offered by the institution across all Programmes during the last five years

**Response:**

Total number of courses offered across the three Master's programmes and one PhD programme is 58.

**Key Indicator – 1.3 Curriculum Enrichment**

**Metric Number: 1.3.1 QIM (10): Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum**

**Response:**

The department through several courses offered in different programs integrates gender, environment and sustainability, human values and professional ethics in curriculum. Courses offered provide information about how human values are embedded in various environmental and ecological principles. For instance, course on Law, society and sustainable development (MPD 152), provides Evidence based discussion on gender difference in health, nutrition and access to healthcare services. Submissions are checked for plagiarism through Turnitin software to inculcate professional ethics among students.

**Enclosures:** Folder namely 1.3.1 and course outlines (Annexure C)

**Metric Number: 1.3.2 QnM (10): Number of value-added courses imparting transferable and life skills offered during the last five years**

1.3.2.1: How many new value-added courses are added within the last 5 years?



**Response:**

Total of 9 value added courses were offered across the three Master's programmes and one PhD programme having an emphasis on transferable and life skills.

**Enclosures:** Folder namely 1.3.2 and 1.3.3

**Metric Number: 1.3.3 QnM (5): Average Percentage 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 year wise during the last five years

Year					
Number					

**Response:**

Year	2018	2017	2016	2015	2014
Number	41	40	23	21	28

**Enclosures:** Folder namely 1.3.2 and 1.3.3

**Metric Number: 1.3.4 QnM (5): Percentage of students undertaking field projects / internships (current year data)**

**Response:**

97.5% of the students undertook the field projects / internships across the three master's programmes in DoPS.

**Enclosures:** Folder namely 1.3.4

**Key Indicator - 1.4 Feedback System (20)**

**Metric Number: 1.4.1 QnM (10): Structured feedback received from** 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents, for design and review of syllabus - Semester wise /year wise

**Options:**

- A. Any 4 of the above
- B. Any 3 of the above
- C. Any 2 of the above
- D. Any 1 of the above
- E. None of the above

} **Opt one**

**Response:**

Structured feedback is received from four out of the five stakeholders (Option A) listed above.

**Enclosures:** Folder namely 1.4.1

**Metric Number: 1.4.2 QnM (10): Feedback processes of the institution may be classified as follows:**

- A. Feedback collected, analysed and action taken and feedback available on website
- B. Feedback collected, analysed and action has been taken
- C. Feedback collected and analysed
- D. Feedback collected
- E. Feedback not collected

} **Opt one**

**Response:**

In response to stakeholders' feedback, option B listed above is relevant.

**Enclosures:** Folder namely 1.4.2

## **Criterion II – Teaching-Learning and Evaluation (200)**

### **Key Indicator - 2.2 Catering to Student Diversity (20)**

**Metric Number: 2.2.1 QIM (5): The institution assesses the learning levels of the students, after admission and organizes special Programmes for advanced learners and slow learners**

**Response:**

From the time of admission, learning levels of students are assessed by continuous evaluation process through quizzes, assignments, presentations and written examinations. Each programme is steered by a Master's Programme Executive Committee (MPEC) which meets at least twice a semester. The first MPEC is conducted halfway through the semester in which the performance of the students is monitored, and mentors are assigned under the overall supervision by the programme coordinator. The students are required to take the mentorship seriously and routinely report their updates to the mentor. In some programmes research based Independent Study/projects and additional electives as optional credit courses are offered for advanced learners.

For PhD students, the Student Research Committee (SRC) upon approval from Departmental Research Committee (DRC) decides the coursework according to the requirements.

**Enclosures:** Folder namely 2.2.1

### **Key Indicator - 2.3 Teaching - Learning Process (20)**

**Metric Number: 2.3.1 QIM (5): Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences**

**Response:**

The three Master's programmes under Department of Policy studies apply multiple student-centric methods in taught courses and most importantly, in research based minor/major projects and master's thesis.

**Enclosures:** Folder namely 2.3.1

**Metric Number: 2.3.3 QnM (10): Ratio of students to mentor for academic and stress related issues (current year data)**

2.3.3.1: Number of students assigned to each mentor

**Response:**

**Enclosures:** Folder namely 2.3.3

### **Key Indicator - 2.4 Teacher Profile and Quality (50)**

**Metric Number: 2.4.3 QnM (10): Teaching experience of full-time teachers in number of years (current year data)**

2.4.3.1: Total experience of full-time teachers

**Response:**

**Enclosures:** Folder namely 2.4.3

**Metric Number: 2.4.4 QnM (10): Average percentage of full-time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**

2.4.4.1: Number of full-time teachers receiving awards from state /national /international level from Government recognised bodies year wise during the last five years Year Number

Year					
Number					

**Response:**

Year	2013	2014	2015	2017
Number	2	1	1	4

**Enclosures:** Folder namely 2.4.4

**Key Indicator - 2.5 Evaluation Process and Reforms (40)**

**Metric Number: 2.5.1 QnM (15): Average number of days from the date of last semester-end/year-end examination till the declaration of results during the last five years**

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 last five years

Year					
Number					

**Response:**

**Enclosure:** Folder namely 2.5.1

**Key Indicator - 2.6 Student Performance and Learning Outcomes (30)**

**Metric Number: 2.6.1 QIM (10): Programme outcomes, Programme specific outcomes and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students**

**Response:**

The Programme Outcomes, Programme Specific Outcomes and the Course Outcomes for all the programmes and courses are stated and displayed on the website. The Programme Outcomes and Programme Specific Outcomes are mentioned on the programme overview webpage on the TERI SAS website for each program.

Programme outline webpage lists all the courses of a programme and each course has a syllabus with clearly stated 'Course Objectives' and 'Learning Outcomes'. These have been articulated after extensive discussions, reviews of the syllabi by external experts, the MPEC, the Board of Studies and the Academic Council.

In addition to the website, all the expected outcomes of a programme are communicated to students in the Orientation Programme at the onset of each academic year. The orientation programme is designed to inform and prepare students towards fulfillment of the Programme objectives and outcomes. Each Programme also organizes a programme-level orientation where the Programme Specific Outcomes are discussed and students are given an opportunity to seek clarifications, if any. Finally, at the commencement of a semester, each instructor discusses the detailed course objectives and learning outcomes with the students. Taking advantage of the relatively small class strength, each faculty has an open-door policy and students have ample opportunity to express their questions or seek clarifications about Programme objectives, Programme specific objectives or Course objectives from the instructors and programme coordinators.

**Enclosures:** The programme specific outcomes (PSOs) (**refer to 1.1.1 for details**), course outlines (detailed course contents which includes pedagogy, supporting reading material, evaluation criteria, etc.) with stated objectives and learning outcomes (Course Outcomes – COs) (**refer to Annexure C – course outlines**) are provided as additional documents.

**URL of webpages for Master's programme:**

MA SDP: <https://www.terisas.ac.in/ma-sustainable-development-practice.php>

MA PPSD: <https://www.terisas.ac.in/ma-public-policy-and-sustainable-development.php>

MSc Economics: <https://www.terisas.ac.in/msc-economics.php>

**Metric Number: 2.6.2 QIM (10): Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution**

**Response:**

For every course, stated course outcomes are linked with specific evaluation criteria. Thus, it enables the Master's Programme Executive Committee to assess students' attainment of course outcomes through the evaluation process. Course feedback obtained twice during the semester from the students also helps the Programme Coordinator to assess the delivery of the courses and realization of the learning outcomes. Besides, both informal and structured feedbacks are obtained from the students in the course of the programmes.

**For details on attainment of Programme outcomes and course outcomes, please visit URL of following webpages:**

MA SDP: <https://www.terisas.ac.in/ma-sustainable-development-practice.php>

## **Criterion III - Research, Innovations and Extension (250)**

### **Key Indicator - 3.1 Promotion of Research and Facilities (20)**

**Metric Number: 3.1.3 QIM (3): Number of teachers awarded international fellowship for advanced studies/ research during the last five years**

3.1.3.1: The number of teachers awarded international fellowship for advanced studies / research year wise during the last five years

<b>Year</b>					
<b>Number of teachers</b>					

**Response:**

<b>Year</b>	2013	2014	2015	2017
<b>Number</b>	2	1	1	3

The number of teachers awarded international fellowship for advanced studies / research year wise during the last five years has been mentioned in the table above.

**Enclosures:** Folders namely to 3.1.3

**Metric Number: 3.1.4 QnM (4): Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows in the university enrolled during the last five years**

**Response:**

The Department of Policy Studies has 4 JRFs and 1 SRF over the last five years.

**Enclosures:** Folder namely 3.1.4 attached

### **Key Indicator - 3.2 Resource Mobilizations for Research**

**Metric Number: 3.2.1 QnM (3): Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)**

3.2.1.1: Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year wise during the last five years (INR in Lakhs)

<b>Year</b>					
<b>INR in Lakhs</b>					

**Response:**

<b>Year</b>	2018	2017	2016	2015	2014	2013
<b>No. of projects*</b>	6	6	1	2	5	3

\*Amount of grant has been provided in enclosure 3.2.1

**Enclosure:** Folder namely 3.2.1

**Metric Number: 3.2.2 QnM (12): Grants for research projects sponsored by the government sources during the last five years (INR in Lakhs)**

3.2.2.1: Total Grants for research projects sponsored by the government sources year wise during the last five years (INR in Lakhs)

<b>Year</b>					
<b>INR in Lakhs</b>					

**Response:**

<b>Year</b>	2018	2017	2015	2014	2013
<b>No. of projects*</b>	1	1	4	1	1

\*Amount of grant has been provided in enclosure 3.2.2

**Enclosure:** Folder namely 3.2.2

**Metric Number: 3.2.3 QnM (5): Number of research projects per teacher funded by government and non-government agencies during the last five years**

3.2.3.1: Number of research projects funded by government and non-government agencies during the last five years

**Response:** Please refer to enclosures 3.2.1 and 3.2.2 for details.



<b>Year</b>	2018	2017	2015	2014	2013
<b>No. of projects*</b>	7	7	6	6	4

3.2.3.2: Number of full-time teachers worked in the institution during the last 5 years

**Response:** University level data (to be received from Administration)

**Key Indicators - 3.4 Research Publications and Awards (100)**

**Metric Number: 3.4.1 QnM (1): The institution has a stated Code of Ethics to check malpractices and plagiarism in Research**

**Response:**

At the University level, the Diversity Equality and Ethics Committee consults with the University administration to define model code of conduct and promotes ethics and discipline amongst faculty staff and students.

The code of ethics is mentioned in the Student’s handbook. Every student is mandated to sign an honor code, violation of which leads to penalties/punishments as decided by the Student’s Disciplinary committee.

Across various programmes at the Department of Policy Studies, every written assignment including, term papers, master’s thesis, major and minor projects undergo Turnitin checks.

**Enclosures:** Annexure D – Student Handbook

**Metric Number: 3.4.4 QnM (19): Number of Ph.D’s awarded per teacher during the last five years**

3.4.4.1: How many Ph.D’s are awarded within last 5 years?

**Response:**

At the Department of Policy Studies 2 PhDs have been awarded in the last 5 years.

**Enclosures:** Folder namely 3.4.4

3.4.4.2: Number of teachers recognized as guides during the last five years

**Response:** All faculty members of DoPS are eligible to guide the PhD students.

**Metric Number: 3.4.6 QnM (15): Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years**

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

<b>Year</b>					
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<b>Number</b>					
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**Response:**

<b>Year</b>	2013	2014	2015	2016	2017	2018
<b>Number</b>	19	13	9	19	6	24

**Enclosures:** Folder namely 3.4.6

**Key Indicators - 3.6 Extension Activities (40)**

**Metric Number: 3.6.1 QIM (10): Extension activities in the neighborhood community in terms of impact and sensitizing students to social issues and holistic development during the last five years**

**Response:**

The Department of Policy Studies has not undertaken any specific extension activity in the neighborhood community during the last five years.

**Metric Number: 3.6.2 QnM (10): Number of awards and recognition received for extension activities from Government /recognized bodies during the last five years**

3.6.2.1: Total number of awards and recognition received for extension activities from Government /recognised bodies' year wise during the last five years

**Response:**

Not Applicable.

**Metric Number: 3.6.3 QnM (10): Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years**

3.6.3.1: Number of extension and outreach Programmes conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., year wise during the last five years

<b>Year</b>					
<b>Number</b>					

**Response:**

<b>Year</b>	2018	2017
<b>Number</b>	80	130

At the Department of Policy Studies, members of faculty and students of MA in Sustainable Development Practice had organized 4 outreach programmes with the industry and non-government organisations over the last five years.

**Enclosures:** Folder namely 3.6.3

**Key Indicator - 3.7 Collaboration (20)**

**Metric Number: 3.7.1 QnM (5): Number of Collaborative activities for research, faculty exchange, and student exchange per year**

3.7.1.1: Total number of Collaborative activities for research, faculty exchange, student exchange year wise during the last five years

<b>Year</b>					
<b>Number</b>					

**Response:**

This must be responded at the University level.

**Metric Number: 3.7.2 QnM (5): Number of linkages with institutions/industries for internship, on the-job training, project work, sharing of research facilities etc. during last five years**

3.7.2.1: Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

<b>Year</b>					
<b>Number</b>					

**Response:**

Students and the faculty across Programmes at the Department of Policy Studies have been engaged with industries, universities and research institutions in terms of participations as interns, faculty development programmes and sharing of research facilities.

**Enclosures:** Folder namely 3.7.2

**Metric Number: 3.7.3 QnM (10): Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered) (10)**

3.7.3.1: Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the last five years

<b>Year</b>					
<b>Number</b>					

**Response:**

There is only one functional MoU with the Department of Personnel and Training (DoPT) for the Post Graduate programme in Public Policy and Sustainable Development.

**Enclosures:** Folder namely 3.7.3

## **Criterion IV – Infrastructure and Learning Resources (100)**

### **Key Indicator - 4.2 Library as a Learning Resource (20)**

**Metric Number: 4.2.7 QnM (3):**

**E-content is developed by teachers:**

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. For NPTEL/NMEICT/any other Government initiative
6. For institutional LMS

**Options:**

- A. Any 4 of the above
- B. Any 3 of the above
- C. Any 2 of the above
- D. Any 1 of the above
- E. None of the above



**Opt one**

**Response:**

The faculty of DoPS had contributed to the development of e-contents for 3 platforms (Option B).

**Enclosure:** Folder namely 4.2.7

## **Criterion V - Student Support and Progression (100)**

### **Key Indicator - 5.1 Student Support (30)**

**Metric Number: 5.1.3 QnM (9):**

#### **Number of capability enhancement and development schemes**

1. Guidance for competitive examinations
2. Career Counselling,
3. Soft skill development,
4. Remedial coaching,
5. Language lab,
6. Bridge courses
7. Yoga and Meditation
8. Personal Counselling

**Response:**

This must be responded at the University level.

### **Key Indicator - 5.2 Student Progression (40)**

**Metric Number: 5.2.2 QnM (15): Percentage of student progression to higher education (previous graduating batch) (current year data)**

5.2.2.1: Number of outgoing students progressing to higher education

**Response:**

**Enclosures:** Folder namely 5.2.2

**Metric Number: 5.2.3 QnM (15): Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/Civil Services/State government examinations)**

5.2.3.1: Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ Civil services/State government examinations) year wise during the last five years

<b>Year</b>					
<b>Number</b>					

5.2.3.2: Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ Civil Services/State government examinations) year wise during the last five years

<b>Year</b>					
<b>Number</b>					

**Response:**

No regular database has been maintained at the Department level for this criterion.

**Key Indicator - 5.3 Student Participation and Activities (20)**

**Metric Number: 5.3.1 QnM (10): 5.3.1: Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years (10)**

5.3.1.1: Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

<b>Year</b>					
<b>Number</b>					

**Response:**

This must be responded at the University level. No response from Department level.

**Metric Number: 5.3.2 QnM (5): Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution**

**Response:**

This must be responded at the University level. No response from Department level.

**Metric Number: 5.3.3 QnM (15): Average number of sports and cultural activities / competitions organised at the institution level per year**

5.3.3.1: Number of sports and cultural activities / competitions organised at the institution level year wise during the last five years

<b>Year</b>					
<b>Number</b>					

**Response:**

This must be responded at the University level or by Student Engagement, Sports and Clubs Committee. No response from Department level.