



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

TERI SCHOOL OF ADVANCED STUDIES

**PLOT NO. 10, INSTITUTIONAL AREA, VASANT KUNJ, NEW DELHI
110070**

www.teriuniversity.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

TERI School of Advanced Studies (TERI SAS) 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 Deemed University obtained AICTE approval for the technical courses in 2011 and launched Distance Learning Programmes with DEC approval wef 2012.

The object 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. TERI SAS aspires to contribute globally by serving society as a seat of advanced learning and to promote learning through teaching and through creating and sharing knowledge. TERI SAS commits itself to academic excellence and an environment which will encourage personal and intellectual growth.

Vision

The vision of TERI SAS is as follows: -

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

Mission

The mission of TERI SAS 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.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Emerging and niche areas being addressed.
- Congenial atmosphere for learning; harmonious relationships.
- Motivated and disciplined students.
- Pioneer in innovative curriculum development.

- Modern pedagogy.
- Transparent and automated admission process.
- TERI's support.

Institutional Weakness

The main weakness faced by the University is lack of sufficient area to carry out its day to day activities. A total of two acres is available at its main campus in New Delhi. As such typical University services like hostel for all and sports grounds are lacking. These issues are being overcome by using the facilities of the sponsoring society, TERI. For example, sports grounds of TERI at the Gurgaon campus are available for use by the students, laboratories of TERI both at India Habitat Centre and at Gurgaon again are available to the students for use. The University has set up facilitation services for housing as paying guests for students who wish to stay close to the University. To go ahead with its growth plans the University has now acquired land in Hyderabad and Guwahati to set up off-campus at these two places. The area in Hyderabad being larger this major weakness of lack of space would be overcome at that campus.

Institutional Opportunity

With the Sustainable Development Goals (SDG) being a major target for the nation and for other countries, building capacities in all 17 SDGs is a major opportunity for the higher education system. The TERI SAS is using this opportunity to build a niche for itself by creating and disseminating knowledge for sustainable development.

Institutional Challenge

Since the programmes and courses offered at the TERI SAS focus on sustainable development, and these being niche areas, it becomes a challenge for the University to create a market for the graduates of the University. Since placements are an important aspect for attracting students for any programme of higher education, it is imperative for the University to build awareness in the corporate sector and other institutions for the need for having trained manpower and human capacity for meeting the emerging challenges of sustainability. This task is being attempted by the University through MDPs and other short programmes for executives.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

TERI SAS sees itself as a source of creation of professionals who would be able to tackle issues concerning sustainable development which are present today and which need urgent attention. Academic programmes are therefore focused around the challenges of providing the rising global and national population with a limited and degraded natural resource base. Developing such an understanding is best achieved through exposure to a variety of subjects, tools, and methodologies offered in an interdisciplinary mode. Guided by this philosophy,

TERI SAS offers doctoral programmes, 14 masters programmes and 02 PG Diploma programmes (Distance Learning). These programmes also prepare graduates with the knowledge and skills to achieve Sustainability Development Goals(SDGs) and contribute to the national missions /programmes such as the National Action Plan for Climate Change, national energy mission, smart cities mission, Swachh Bharat mission , AMRUT mission etc. The sustainability issues of curriculum explicitly address human values, social commitment, ethics, values focussing on justice, dignity of life, peace, harmony, ethnicity, gender etc. Based on inputs received through a feedback system, the curriculum is appropriately improved where required. Alumni, students, teachers and experts from other domains e.g. industry, consultancies, donor agencies, multilaterals, etc. are involved in the design to ensure that the market needs are built into the curriculum. This ensures that the learning outcome and the skill developed through these programmes cater to specific needs to ensure employability to a large extent. A lot of importance is given to orienting students towards research and guiding them into this area.

Teaching-learning and Evaluation

Each of the courses taught at TERI SAS promotes participative learning through various methods, tools and mechanisms such as field based assignments, field visits, tutorials, group presentations, hands on group exercise, laboratory experiments, seminars, brain-storming on original research articles, case studies, interaction with experts & various other stakeholders and roleplay-based learning. The students also work with govt bodies, NGOs and parastatals on real life problems and develop solutions using various problem solving methodologies. Students also participate in the global classroom, writing and presenting on assigned topics on which comments are offered by supervisor/instructor/examiners. The Executive Committee of each programme meets at least two times in a semester to monitor the performance of the students and to take appropriate actions in case of slow learners. Research based Independent Study/project courses or additional electives as optional credit courses are offered for advanced learners. TERI SAS follows a continuous evaluation system which is done through two mid-semester examinations, one final semester examination, quizzes, class assignments etc. The examination procedures are documented in detail and the exam administration process is fully automated. The examination evaluation and grade moderation process is integrated with the faculty and student portal. The University Management System portal calculates the SGPA and CGPA and generates the hard copy of the grade card for each student.

Research, Innovations and Extension

The research programs at TERI SAS are at the leading edge of the shift that is taking place across the world w.r.t sustainability development. Faculty participation in research is given top priority and is encouraged through asking them to write proposals and procure grants for research. A corpus is being set aside every year to support faculty members in their research and collaborative efforts. Research Committees have been constituted in each department and centre and they facilitate and monitor research. An Entrepreneurship Development Cell has been set up to promote the spirit of innovation and entrepreneurship among the students which generates an environment necessary for incubating new ideas. Students and faculty members are involved in extensions activities in the neighbourhoods wherein in they conduct and participate in awareness campaigns on various environmental aspects like air pollution and waste management at RWAs and schools. Urban villages, slums and street markets are visited by students as a part of course field work to sensitise them about the issues of various communities who are part of the urban social and economic fabric. Some of these initiatives have received due recognition and awards. Students are also involved in evening classes at campus for children of slum dwellers and housekeeping personnel living near the university area. TERI SAS has been

engaged in creating green covers in the nearby areas as a part of social responsibilities.

Infrastructure and Learning Resources

An architectural delight, the campus has been planned to provide a setting that enhances learning, while simultaneously showcasing the concept of a modern smart, green and productive building. Enough infrastructure including class rooms, lecture halls, library, IT facilities etc. are available for the academic activities at the campus. It has number of laboratories for its research and teaching activities. The campus provides state-of-the art computer hardware and software, video-conferencing facilities and South Asia's most comprehensive library on energy and environment. The library uses bar-code technology and a web-enabled digital information system as a communication tool for providing updated information. The campus is fully Wi-Fi enabled and each faculty/student is given a unique username and password, which gives them access to the centralized file and data-sharing system, helping them to archive and share information internally. A badminton court and a table tennis playing area are available in the campus. The basketball and volley ball courts were established in 2011. In addition, facilities for several in-house games viz. Chess, carom and a small gym facility having equipment like cycles, walkers exists in the campus. Competitive cricket and football matches are played at the TERI Gram ground owned by the sponsoring society.

Student Support and Progression

TERI SAS has a mechanism to address the differential requirements of the student population with respect to academics and culture, it practices an open door policy and students are encouraged to avail various channels for basic communication. During the orientation programme, workshops on team building and orientation for sustainable development are held to equip students with the necessary skills to help go through the impending academic rigour. The Master programme executive committee analyses the term-end results on a regular basis, and accordingly provides necessary assistance to weak students. This is then indicated to faculty members when special guidance is required. The monitoring of progression is further strengthened through regular interaction of the VC/ProVC with the class representatives and a structured feedback mechanism which is administered for each course twice a semester. TERI SAS allows different ethnic groups to conduct cultural shows and celebrate their national/state festivals, thus adequately addressing the cultural needs of the students. A number of clubs on a variety of skills has been set up to provide ample opportunity to students to enhance their potential in the fields of music/ethnic activities/sports etc. Programme coordinators are assigned for each programme and the strength of students in each of the programmes being not limited more than 30, the method works well for the counselling of students both for their academic and personal guidance. The placement cell acts as the focal point for prospective employers to facilitate interaction between them and the students.

Governance, Leadership and Management

TERISAS has pursued the governance guidelines of the UGC in terms of the structure of its key governance bodies – the Board of Management and the Academic Council. The Board of Management is responsible for overall administration and control. The academic policy of the University is decided by the Academic Council, which approves curricula, courses, and examination results. Financial advice to the Deemed University is rendered by the Finance Committee. Beyond the statutory bodies, the University has an actively functioning committee of Heads and Deans that meets periodically to discuss issues of operational importance. Various standing committees as listed in the compendium of rules have been formed to provide measured advice to the

management and facilitate lower level academic and administrative leadership to the institution. These committee meet regularly and is an indication of the practice of decentralised and participative management at the University. An optimum level of decentralization through the autonomous departmental system and participative decision making process is in place. The faculty of the University are fully aligned to the vision and mission of the University. Apart from finding representation on the statutory bodies, faculty members have soft-launched the new themes through their PhD students' research focus. The overall HR policy, while addressing motivational needs of the employee aims to bring out high quality of contribution. An open door policy is followed with respect to addressing grievances. The University code of conduct , and other policies on discipline govern day to day employee administration.

Institutional Values and Best Practices

TERI SAS holds dear the following values: -

- -To instill the knowledge of, and desire for, holistic approaches to problem solving.
- -To empower the commitment to environmental protection and social justice.
- -To constructively engage in deliberative processes.
- -To provide access to the best knowledge resources on sustainability thinking.

The university has adopted 'research-fed-teaching in the various areas of sustainable development' and 'Student feedback and participation' as its two best practices. Faculty members are trained internally to be able to design curriculum in a way that ensures research forms a thread through the subject matter taught in the curriculum. Often, case studies are created out of the research and used in the curriculum. The interest generated and inculcated in the students to do research, even at the masters phase, is evident from the various major projects/ theses carried out by the students in the fourth semester. Similarly the objective of the practice of feedback and participation is to help in betterment of the curriculum. A two-stage feedback and participation process is adopted wherein the first stage focuses more on the quality of instruction and the pedagogy and allows a mid-course correction. The second is at the end of the semester and focuses more on the content of the curriculum and contributes to the revision of curriculum when necessitated. The large-scale participation of students in the feedback process is one indicator of success. Another indicator is the dynamic curriculum revision exercises undertaken by the various departments on a regular basis.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	TERI SCHOOL OF ADVANCED STUDIES
Address	Plot No. 10, Institutional Area, Vasant Kunj, New Delhi
City	New Delhi
State	Delhi
Pin	110070
Website	www.teriuniversity.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Leena Srivastava	011-71800222	9599427448	011-26122874	registrar@teriuniversity.ac.in
Professor	Rajiv Seth	011-26122222	9811660903	011-26122858	rseth@teriuniversity.ac.in

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	05-10-1999
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Plot No. 10, Institutional Area, Vasant Kunj, New Delhi	Urban	2	7962	Masters programmes, Ph.D programmes and PG diploma programmes		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
AICTE	100213_202_1.pdf	

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	13				10				32			
Recruited	10	2	0	12	7	2	0	9	16	15	0	31
Yet to Recruit	1				1				1			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				29
Recruited	20	8	0	28
Yet to Recruit				1
On Contract	34	7	0	41

Technical Staff				
	Male	Female	Others	Total
Sanctioned				10
Recruited	9	0	0	9
Yet to Recruit				1
On Contract	2	0	0	2

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	9	2	0	7	2	0	15	13	0	48
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	3	0	4

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	12	0	0	10	0	0	13	3	0	38
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	14	9	0	23

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	1	0	3	3	0	3	2	0	17
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	0	0	1	0	0	3

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	1	0	0	1
Adjunct Professor	0	0	0	0
Visiting Professor	3	1	0	4

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Department of Policy Studies	Indian Railways	Indian Railways
2	Department of Natural Resources	UNESCO Chair	UNESCO
3	Department of Energy Environment	HUDCO Chair	HUDCO
4	Department of Natural Resources	ILFS Chair	ILFS

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
PG Diploma recognised by statutory authority including university	Male	30	59	0	0	89
	Female	5	6	0	0	11
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	50	37	0	1	88
	Female	74	25	0	0	99
	Others	0	0	0	0	0
PG	Male	98	92	0	13	203
	Female	161	152	0	4	317
	Others	0	0	0	0	0
Certificate / Awareness	Male	4	5	0	0	9
	Female	2	3	0	0	5
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-01-1970
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	3.26	A	2_7-PDF_NAAC_2006.pdf
Cycle 2	Accreditation	2.84	B++	
Cycle 2	Accreditation	2.84	B++	

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Centre For Distance Education	View Document
Centre For Post Graduate Legal Studies	View Document
Department Of Biotechnology	View Document
Department Of Business And Sustainability	View Document
Department Of Energy Environment	View Document
Department Of Natural Resources	View Document
Department Of Policy Studies	View Document
Department Of Regional Water Studies	View Document

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2016-17	2015-16	2014-15	2013-14	2012-13
27	26	22	21	21

Number of all programs offered by the institution during the last five years

Response: 117

3.2 Students

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
996	882	752	676	599

Number of outgoing / final year students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
254	240	234	224	238

Total number of outgoing / final year students

Response: 1164

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
216	180	180	174	206

Number of revaluation applications year-wise during the last 5 years

2016-17	2015-16	2014-15	2013-14	2012-13
10	01	1	1	1

3.3 Teachers

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

2016-17	2015-16	2014-15	2013-14	2012-13
308	283	261	242	242

Number of courses offered by the institution across all programs during the last five years

Response: 1336

Number of full time teachers year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
52	45	47	40	38

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

Response: 77

Number of teachers recognized as guides during the last five years

Response: 22

Number of sanctioned posts year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
52	45	47	40	38

Total number of publications during the last 5 years, which are included in online databases such as SCOPUS, web of science or PubMed/ Indian Citation Index

Response: 359

3.4 Institution

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

2016-17	2015-16	2014-15	2013-14	2012-13
987	1191	1160	1076	1036

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	1	1

Total number of classrooms and seminar halls**Response: 19****Total number of computers in the campus for academic purpose****Response: 220****Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
1162	820	639	487	410

Annual lighting power requirement (in KWH)**Response: 31266****Annual power requirement of the institution (in KWH)****Response: 829971**

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University

Response:

The curricula of various academic programmes offered at the TERI SAS relate to sustainable development and have been structured around four thematic areas - Biotechnology, Regulatory & Policy aspects, Energy & Environment and Natural Resources. The academic programmes are known for an emphasis on critical thinking and broad exposure to range of areas relevant to study of sustainable development. There is no panacea or straight road in moving towards sustainability with recognized and established methodologies, tools or specializations. The solutions therefore do not lie in one specific discipline but through establishing appropriate interlinkages between different disciplines and analytical frameworks. Guided by this philosophy, TERI SAS offers doctoral programmes, masters programmes and distance learning programmes. These programmes prepare students with comprehensive knowledge and leading-edge skills to contribute to the national missions /programmes such as National Action Plan and Climate Change, achieving Sustainable Development Goals, National Energy Mission and Smart Cities Mission. The specific attributes of different programmes are as follows:

MSc Programmes

Environmental Studies and Resource Management: The programme is intended to create a cadre of trained professionals who are equipped to deal with scientific, technological, legal, socio-economic and policy aspects related to environment and resource management.

Geoinformatics: The Geoinformatics programme attempts to develop expertise in and applying geospatial technologies to solve earth's most pressing challenges in environmental social and economic domains.

Water Science and Governance: This programme aims to create water professionals equipped to examine water issues in a trans-boundary and cross-cultural framework transcending environmental, social, economic, and legal discourses.

Climate Science and Policy: The programme is intended to imbue present and future professionals with practical and theoretical knowledge in the area of scientific and policy issues relevant to climate change.

Plant Biotechnology: The programme seeks to, empower students with technical skill-set, create capacities and build career opportunities in three key domains of biotechnology namely: Research and development; Science education; and Policy, regulations and management.

Economics: This programme provides a specialization in environment and resource economics and exposes students to Green National Income accounting, inclusive wealth, valuation of ecosystem services,

and related aspects. The core strength of the programme lies in its innovative curriculum, which integrates the strengths of economic theory with the rigour of economic analysis.

MBA Programmes:

Infrastructure: This programme encompasses specialized training in infrastructure service delivery, regulatory processes and competition policy.

Business Sustainability: This is an MBA plus programme which combines conventional MBA curriculum with sustainability challenges that have direct impact on a firm's future performance.

MTech Programmes:

Renewable Energy Engineering and Management: The programme was introduced for spreading knowledge in the field of alternative energy at an accelerated pace. It enables students to apply various methodologies and tools to decision-making, required by entrepreneurs, investors and/or policy makers in the renewable energy arena.

Water Resources Engineering and Management: This programme integrates engineering and technological principles with socio-economic perspectives and contributes to development of both technical insights and policy prescription along with effective implementation.

Urban Development and Management: The programme focuses on sustainable urban development with a distinctive multi-disciplinary approach. It equips students with cutting edge technical skills; managerial capabilities; and understanding of social, economic, environmental and legal issues associated with urban development, infrastructure and the real estate sector.

LLM Programmes:

Environment and Natural Resources Law: The programme addresses how the legal framework can reorient economic activity towards sustainability. This reorientation can happen in different ways like prohibiting or regulating environmentally damaging activities, assigning liability for environmental harms, clearly defining property rights, and providing adequate incentives for benign environmental activities.

Infrastructure and Business Law: The programme provides an insight into the fundamental legal concepts relating to business in general and various infrastructure sectors in particular including the issues involved in the development, financing, and management of projects.

MA Programmes:

Sustainable Development Practice: This programme is a part of the Global Association of MDP programmes, offered in 19 universities across countries and addresses a critical gap in sustainable development education in South Asia. It aims to develop an international cadre of development professionals, well-equipped to tackle interwoven challenges of poverty, health, climate change and ecosystem vulnerability specific to the region.

Public Policy and Sustainable Development: The programme encompasses a comprehensive and well-structured curriculum on public policy formulation, analysis, evaluation, management, and links with development concerns.

Distance learning programmes:

The Programme provides a unique opportunity to working professionals and entrepreneurs to enhance their understanding on various facets of Renewable Energy - policies, technologies, business models and assessment tools. The programme, divided into 4 semesters (certificates), targets stakeholders across the value chain – regulators, project developers, utility managers, consultants, bankers and maintenance personnel - towards enhancing their skill set in the area of clean energy technologies and add value to their resume. A student can complete all 4 semesters for obtaining APGDRE and 2 semesters for obtaining PGDRE.

File Description	Document
Link for Additional Information	View Document

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 9.4

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 11

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 23.66

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

2016-17	2015-16	2014-15	2013-14	2012-13
53	51	54	59	92

File Description	Document
Program/ Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>Response: 14.97</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 200</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
<p>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>Response: 58.33</p>	
<p>1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.</p> <p>Response: 14</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

<p>1.3.1 Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum</p>
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Response:

Greater emphasis is laid on integrating issues relevant to gender, environment & sustainability, human values and professional ethics to the curriculum. In addition, a number of policies, measures, activities and campaigns illustrate how TERI SAS fosters an environment that facilitates students to evolve as sensitive, and ethical individuals grounded in strong personal values and principles. TERI SAS positions itself as a source for creation of professionals on sustainable development who would be able to tackle complex issues related to this area that need urgent attention. This guiding philosophy influences formulation of curriculum and are communicated effectively through appropriate emphasis on gender, human values and ethics. Workshops and seminars on these issues are also conducted to supplement the efforts. A list of courses having relevance to the abovementioned issues is enclosed as additional document.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years**Response:** 68

1.3.2.1 Number of value-added courses are added within the last five years

Response: 68

File Description	Document
List of value added courses	View Document
Brochure or any other document relating to value added courses	View Document

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above**Response:** 37.1

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

2016-17	2015-16	2014-15	2013-14	2012-13
411	324	348	230	163

File Description	Document
List of students enrolled	View Document

1.3.4 Percentage of students undertaking field projects / internships	
Response: 35.44	
1.3.4.1 Number of students undertaking field projects or internships	
Response: 353	
File Description	Document
List of programs and number of students undertaking field projects / internships	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise</p> <p>A. Any 4 of above</p> <p>B. Any 3 of above</p> <p>C. Any 2 of above</p> <p>D. Any 1 of above</p> <p>Response: A. Any 4 of above</p>	
File Description	Document
Any additional information	View Document
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p>

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Any additional information	View Document
URL for feedback report	View Document



Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 12.29

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
165	105	81	53	86

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Demand Ratio(Average of last five years)

Response: 3.09

2.1.2.1 Number of seats available year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
440	360	340	340	310

File Description	Document
Demand Ratio (Average of Last five years)	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 0

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs 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, laboratory experiments and written examinations. Special programs are organised for slow learners during first two semesters. Further for both slow and advanced learners many expert lectures are organised with emphasis on managing their learning process effectively. A repository of recorded video of lectures developed by faculty members have also been created for different courses and is made available to students online for self-paced learning. Additionally, each programme has Masters Programme Executive Committee (MPEC) which meets at least two times in a semester. The first MPEC is conducted halfway through the semester in which the performance of the students is monitored, and appropriate actions, if any, are taken as a follow up under the overall supervision by the programme coordinator. The actions include, and not limited to, dedicated lectures for slow learners, special sessions on improving writing skills, etc. In some programmes research based Independent Study/projects and additional electives as optional credit courses are offered for advanced learners. In the management programmes, resume building workshops, mock interviews by faculty, mock interviews by external experts, research methodology workshops are organized to enhance student learning for minor and major projects and to bring equality among the learners.

2.2.2 Student - Full time teacher ratio

Response: 19.15

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.2

2.2.3.1 Number of differently abled students on rolls

Response: 2

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document

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

Response:

Each programme taught at TERI SAS has a compulsory major project/Master's thesis (one semester) component in which a student is expected to work with industry/corporates/ ministries etc., to gain experience of on-going projects at the host institutions. The major project is structured on the premise that students need to gain experiential learning and hands-on training for respective work areas. This is preceded by summer internship (6-8 weeks) in different industry/corporates/ urban local bodies, etc., to have first-hand exposure of working with practitioners. Master's thesis is prepared by the students under individual guidance from the internal supervisors mostly, and occasionally from external supervisors. In addition, each of the courses taught at the institute promotes participative learning through various learning methods, tools and mechanisms, such as field based assignments, field visits, tutorials, group presentations, hands-on group exercise, laboratory experiments, take home examination, seminars, brain-storming on original research articles, interaction with experts and various other stakeholders and role-plays based learning. In one of the programme students also work with urban local bodies and parastatals as a part of the academic curriculum to work on real life problems and develop solutions using a variety of methodologies. Such student-engaged works directly relate to national initiatives such as Smart Cities Mission, Swachh Bharat Mission, AMRUT mission and India's National Action Plan on Climate Change. In some programmes, case studies are mandatory and in many courses real life business solutions are provided. In science and technology programmes students are introduced to good laboratory practices (GLPs) and safety considerations in a formal manner. Problem solving methods are facilitated through a number of compulsory courses besides students undertaking a minor research project or taking part in the programme design and implementation in their area of interest with a R&D organisation. Some programmes offer an integrated approach to sustainable practice, aided by the participation of the students in the global classroom, research and presentations. Timely feedback is provided by supervisor / instructor/examiners for enhancing learning experience. Also in a few programmes students are given tasks to evaluate a policy under supervision of the faculty and regular weekly seminars are organised on contemporary issues where students make presentations. The discussions at times are carried forward through a dedicated WhatsApp group. Dissertations address a contemporary issue with an assigned supervisor through doctrinal and non-doctrinal methods and students prepare briefs in courses in some programmes.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 52

File Description	Document
List of teachers (using ICT for teaching)	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 41.5

2.3.3.1 Number of mentors

Response: 24

File Description	Document
Year wise list of number of students, full time teachers and mentor/mentee ratio	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 90.43

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
48	40	43	36	34

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 9.92

2.4.3.1 Total experience of full-time teachers

Response: 516.03

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 101.35

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	6	8	12	14

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 15.98

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
34	0	2	2	2

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

Response: 51

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

2016-17	2015-16	2014-15	2013-14	2012-13
45	40	65	60	45

File Description	Document
List of programs and date of last semester and date of declaration of result	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.93

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
10	0	0	0	0

File Description	Document
Number of complaints and total number of students appeared year wise	View Document

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 2

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

File Description	Document
Year wise number of applications, students and revaluation cases	View Document
Any additional information	View Document

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

TERI SAS has always adopted a modern semester system of evaluation based on a continuous internal assessment approach, which involves a combination of examinations and other innovative forms of evaluation. The evaluation processes have been fine-tuned over the years and have been documented to ensure student awareness. The specific form of assessment for each course and their weightage as a part of the total course grade is approved by the Academic Council and is indicated in the course outline. Also, students are informed about the procedure in the beginning of the semester. Specific timeframes have been set aside in the academic calendar for all tests. Notwithstanding, additional tests and other forms of continuous assessment take place throughout the semester. The examination procedures are documented in detail in Chapter VI of the Compendium of Policies, Rules and Guidelines for TERI SAS, Part – II. The Head of the Departments/Program Coordinators are responsible for communication of the examination schedule and the list of invigilators to the examination section. The Course Coordinators facilitate question papers to the examination cell before their scheduled examination so that these may be checked for errors and kept ready for examination. Other instructions for faculty, invigilators and students are articulated in the Compendium/Students Handbook and a reminder is circulated prior to the major exams. The Invigilator conducts the examination and reports incidences of use of any unfair means to Controller of Examination (CoE). In instances of serious breach of academic honour code, appropriate action as per TERI SAS rules is initiated. A flying squad consisting of at least two faculty members is set up for each written

examination to conduct surprise checks. The faculty/paper evaluator submit grades to the Programme Coordinator within specified timeframe after showing them to the students. The final marks are uploaded on the TERI SAS portal after consideration and approval of Master's Programme Executive Committee (MPEC)/Dean (Academic). There is a clear policy and procedure for student to make an appeal regarding the final course and project grade. These procedures ensure fairness in the conduct of examination and establish adequate checks and balances that avoid errors in the marking and grading system.

Final grading is based on a continuous evaluation consisting of the following:

- Tests
- Open book Exams
- Assignments
- Lab based assignments
- Quizzes
- Term papers
- Class interactions/presentations
- Field interactions/assignments

As a result of this format of continuous internal assessment system, student learning process involves development of critical thinking skills, analytical abilities, experiencing the real world, written and verbal communication skills, rather than a mere rote learning.

Processes integrating IT

The student's attendance record is fed to the University Management System(UMS) and as laid down, those with attendance of less than 75% are automatically debarred from the examination. The examination evaluation and grade moderation process is integrated with the faculty and student portals. The grade pages are designed to accommodate the system as defined in the syllabi and the concerned faculty enters the final marks in the relevant portal page. The system then generates grades, which can be retained or modified by the faculty members. Thereafter the chairperson of MPEC accesses the grades on the portal and reviews them. In the MPEC meeting the results are then reviewed by Dean(Academic)and approval for final grade point accorded. the final grades are displayed on the students' portal on completion of review by all stake holders. The UMS calculates the SGPA and CGPA and generates the hard copy of the grade card for each student. The use of the portal and UMS system has increased the efficiency and enables the faculty and administration to declare the results of the examinations as per the schedule.

File Description	Document
Link for Additional Information	View Document

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

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing**D. Only result processing**

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

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes**2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students****Response:**

The students of all the programmes offered by TERI SAS, at the time of graduation are expected to demonstrate:

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

The programme specific outcomes (PSOs), course outlines (detailed course contents which includes pedagogy, supporting reading material, evaluation criteria, etc.) with stated objectives and learning outcomes (Course Outcomes – COs) are provided as additional documents.

Description of Mechanism of Communication:-

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. This programme is designed to inform and prepare a student towards 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.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Since the graduate attributes are the qualities that prepare graduates as future agents for social good, TERI SAS considers it as a priority item. The evaluation of PSOs and COs of each course are undertaken at individual department level using a continuous evaluation system throughout the semester. Department Research Committee (DRC), Student Research Committee (SRC) and Masters Programme Executive Committee (MPEC) meet regularly to ensure that the programme outcomes are in sync with the objectives as required for employment as well as higher studies. The Departments employ a formative and summative assessment of courses and programmes, which is done through major and minor assignments including quizzes, tutorials, written examinations, viva-voce and presentations. The attainment of Programme Objectives are particularly evaluated through final dissertations/major project assignments undertaken by students over a period of one full semester. Faculty members take cognizance of the POs, PSOs and COs while assigning grades at all levels. The recommendations of all the programme executive committees are reviewed by Deans and approved grades are forwarded to Registrar for necessary action. The institution also tracks alumni's work profiles about the nature of job they are engaged with to see semblance of their work profiles with the respective Programme Objectives.

2.6.3 Average pass percentage of Students

Response: 97.67	
2.6.3.1 Total number of final year students who passed the examination conducted by Institution.	
Response: 753	
2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution	
Response: 771	
File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 2.91	
File Description	Document
Database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 15136.2

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
26099	49582	0	0	0

File Description	Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 27

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	4	4	3	10

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers.	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years

Response: 108

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
28	30	19	18	13

File Description	Document
List of research fellows and their fellowship details	View Document
Any additional information	View Document

3.1.5 University has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research/Statistical Databases

Any four facilities exist

Three of the facilities exist

Two of the facilities exist

One of the facilities exist

Response: Three of the facilities exist

File Description	Document
List of facilities provided by the university and their year of establishment	View Document
Any additional information	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency

Response: 0

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency

File Description	Document
List of departments and award details	View Document

3.2 Resource Mobilization for Research

3.2.1 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)

Response: 1699

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)

2016-17	2015-16	2014-15	2013-14	2012-13
579	254	389	231	246

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.2.2 Grants for research projects sponsored by the government sources during the last five years

Response: 623

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

2016-17	2015-16	2014-15	2013-14	2012-13
176	46	298	54	49

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document

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

Response: 5.45

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

Response: 84

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document

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

Response:

The TERI SAS has set up an innovation centre with state of the art software for encouraging incubation and new ideas. The innovation centre also focuses on academia/industry interface and helps through a network of industries which can gain from ideas incubated at this centre. The University also has an Entrepreneurship Development Cell (EDC) which has been established to promote the spirit of entrepreneurship among the students of TERI SAS. Skill building, networking programme and experience sharing by alumni of University who have gone on to become entrepreneurs are a regular feature of this Cell.

Ideas generated at the innovation centre and the EDC are then given the necessary environment for incubation/structure and shape for the research work under the guidance of the faculty members of the University.

File Description	Document
link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 14

3.3.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	6	1	0	1

File Description	Document
List of workshops/seminars during the last 5 years	View Document

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 2

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	2	0

File Description	Document
List of innovation and award details	View Document
e- copies of award letters	View Document

3.3.4 Number of start-ups incubated on campus during the last five years**Response: 2****3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
0	1	0	1	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	View Document
Any additional information	View Document

3.4 Research Publications and Awards**3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research****Response: Yes**

File Description	Document
Institutional data in prescribed format	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**Response: Yes**

File Description	Document
List of Awardees and Award details	View Document
e- copies of the letters of awards	View Document

3.4.3 Number of Patents published/awarded during the last five years**Response: 0****3.4.3.1 Total number of Patents published/awarded year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of patents and year it was awarded	View Document

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

Response: 2.27

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 50

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 6.82

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
77	61	47	55	63

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

Response: 1.85

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

2016-17	2015-16	2014-15	2013-14	2012-13
13	20	7	21	21

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response: 10.28

3.4.7.1 Total number of citations received by publications in the last 5 years, which are included in online databases such as SCOPUS, web of science or PubMed/ Indian Citation Index

Response: 3717

File Description	Document
BiblioMetrics of the publications during the last five years	View Document

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 31.5

3.4.8.1 Number of citations received by individual research publications in the last 5 years

Response: 2557

3.4.8.2 Number of publications receiving proportionately maximum number of citation in the last five years

Response: 35

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the University	View Document

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	View Document
Any additional information	View Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years**Response:** 107

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	72	19	16

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years**Response:** 13

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	4	0	0	9

File Description	Document
List of teacher consultants and revenue generated by them	View Document
Audited statements of account indicating the revenue generated through training	View Document

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 last five years

Response:

Students and faculty members are involved in various activities in the neighbourhoods wherein they conduct and participate in awareness campaign on various environmental aspects like air pollution and waste management at Resident Welfare Association (RWA) and school level. Faculty members are also involved with RWA's for awareness among senior citizens about various energy and environmental aspects through discussions with local communities. Students also conduct evening classes at campus for children of slum dwellers and housekeeping personnel living near the campus. TERI SAS has also been engaged in creating green covers in the nearby areas as a part of its social responsibility. Urban villages, slum and street markets are visited by the students as a part of (course) field work to sensitise them about the issues of various communities who are part of the urban social and economic fabric.

Students work on live cases such as impact of air pollution and extreme climate events on traffic policemen, street vendors, sweepers and auto-rickshaw drivers. Some of the work has been published in international journals. Assignment based field visit are held to conduct climate vulnerability assessment of communities in the neighbourhood as part of the curriculum. Studies have been conducted by students on vulnerability assessment of the slum communities in South Delhi and challenges related to control of water table depletion in Vasant Kunj and Masoodpur. This work received the Earthian-2012 award. Students have worked on assessment of food wastage at pre-consumer level and suggestions for its reduction which received the Earthian-2013 award. TERI SAS students were awarded as one of the top 3 Ambassadors of Earthian 2012 out of 90 ambassadors from all over the world and they introduced the Earthian program in many schools and colleges of Delhi-NCR. Students also worked with vendors to bring solar lighting and with their help the street vendors of Sewa Nagar started using custom-designed solar lights. In addition, as part of the course, students carried out field based assignment to study the consumption pattern of vegetables with the help of supermarket chains in the neighbourhood such as the Big Basket (Vasant Square Mall, Vasant Kunj) and consumption pattern of different social groups in the vicinity of the campus. In addition the School-University Network (SUN), BLISS and other similar initiatives involve school level students based in Delhi NCR to visit TERI SAS and initiated them to the ways and means to adopt sustainable lifestyles. The University students also engage with urban local bodies and parastatal organisations in Delhi NCR and outside to develop innovative solutions for cities.

TERI SAS ensures that enough opportunities are provided to students to build their capacity for a holistic and real world understanding of the sustainability issues and prepare them to take up these challenges efficiently. Various activities are organised at the institute to help advance their understanding on different issues, build their leadership, interpersonal and creative skills along with sensitization on sustainability issues and mobilize the community through them for a better future.

TERI SAS has four active clubs in this regard:

- Eco-Club: This club organizes and celebrates environment-related events and activities, such as 'No Plastic Day', 'Earth Day', tree plantation drive, etc. The Eco-Club introduced 'No Paper Cups' campaign on campus, which was successfully implemented. Wednesdays have been declared as 'no paper cup day'

in the campus. The club also promotes community participation and works towards social cause.

- Sports Club: The 'Sports Meet' is an annual sports extravaganza organized by the TERI SAS Sports Club. It is a two-week long event, which includes sports like badminton, table tennis, cricket, athletics, volleyball, football, basketball, and carrom. This helps foster healthy sportsman spirit amongst students. This club also promotes experiential and health and fitness activities through sports.

- Fine Arts Club: This club encourages artistic pursuits and promotes talent of the students. It regularly organizes performances by students and artists from outside. It helps to develop and hone students' interest in the streams of fine arts such as music, dance, painting, sculpture, theatre, and more.

- Communications and Media Club: This club helps in creating awareness about the TERI SAS activities and its philosophy to the world outside through the mode of creative communication and media techniques. This club focuses on strengthening skills of students in public speaking, confidence building, and overall personality development. Debates, quizzes, JAM sessions, poetry recitation, writing, photography and video contests, social media contests, etc. are some of the activities, which students undertake.

File Description	Document
Any additional information	View Document

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 3

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	1	2

File Description	Document
Number of awards for extension activities in last 5 years	View Document
Any additional information	View Document

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 72

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
12	27	9	9	15

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 5.48

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
170	50	35	0	0

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 2

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

2016-17	2015-16	2014-15	2013-14	2012-13
4	5	1	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document
Copies of collaboration	View Document
Any additional information	View Document

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 858

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

2016-17	2015-16	2014-15	2013-14	2012-13
222	226	148	146	116

File Description	Document
e-copies of linkage related Document	View Document
Details of linkages with institutions/industries for internship	View Document

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 26

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 (only functional MoUs

with ongoing activities to be considered)

2016-17	2015-16	2014-15	2013-14	2012-13
11	4	4	4	3

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	View Document

Criterion 4 - 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

Response:

An architectural delight, the campus 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 11 well-equipped laboratories to compliment cutting edge research, along with a well-designed conference hall and adequate number of classrooms with latest audio visual display systems. The institute harnesses the best of modern technology to support the intellectual curiosity of its students and faculty. It provides the very best in equipment and instruments, including state-of-the art computer hardware and software, video-conferencing facilities and South Asia's most comprehensive library on Energy and Environment.

The library exemplifies modern methods for creating, applying and utilizing digital information. The library uses bar-code technology that enables automated circulation and management of resources. It uses a web-enabled digital information system as a communication tool for providing updated information about other libraries, list of journals and links to e-resources. Each member of TERI SAS is given a unique username and password, which gives them access to the centralized file and data-sharing system, enabling them to archive and share the information internally.

The Computer and Geoinformatics Laboratories provide access to a variety of specialized software which help the students and the faculty to carry out their research projects.

File Description	Document
Any additional information	View Document

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

Response:

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 were established in 2011. In addition to these, facility for several in-house games viz. Chess, Carrom etc. have been created in the activity room. There is also a mini gymnasium with equipment like cycle, walker and work stations. One of the big hall in the campus is used for Yoga classes for promoting Yoga. For playing outdoor game viz. cricket, football, etc, students use a two-acre ground available adjacent to the campus. Competitive cricket and football matches are played at TERI Gram ground owned by the sponsoring society.

File Description	Document
Any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 19

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 7.02

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
97	25	25	25	60

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

1. Name of the ILMS Software- **LibSys- LSPremia**

2. Nature of automation fully or partially- **Fully**

3. Version- **Version 4**

4. Year of automation- **2000**

File Description	Document
link for additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

The TERI SAS Library by providing value-added information services, serves to primarily meet all the information needs of students and faculty. It provides quality information services to effectively support the academic and research programmes of the university. It procures resources, print and electronic media, and extends services to students and members of the faculty..

TERI SAS Library supports generation and use of information for updating knowledge regardless of form, format or medium, and modes of communication. It develops information services, products and disseminates the same. The library promotes resource sharing and networking by establishing links between different libraries and information centres.

The Library has a rich collection of books, reports, conference proceedings, annual reports, government documents, newsletters, newspaper clippings, pamphlets, standards, and other documented material. It subscribes to specialized, online, and print journals as well. The collection includes encyclopedias, handbooks, dictionaries, directories, case studies, and project reports. The collection comprises CDs and specialized databases and Online Public Access Catalogue for library enrichment. These knowledge resources can be accessed through the university digital library.

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.2.3 Does the institution have the following

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books

5. Databases**Any 4 of the above****Any 3 of the above****Any 2 of the above****Any 1 of the above****Response:** Any 4 of the above

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc.	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)**Response:** 8.8

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
8	6	12	11	7

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library**Response:** Yes

File Description	Document
Details of remote access to e-resources of the library	View Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students**Response:** 12.21**4.2.6.1 Number of teachers and students using library per day over last one year****Response:** 128

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.2.7 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 Initiatives
6. For Institutional LMS

Any 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 3 of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG)	View Document
Give links or upload document of e-content developed	View Document

4.3 IT Infrastructure**4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

The TERI SAS has state-of-the-art IT infrastructure and is equipped with the latest tools and technology.

The LAN setup is secure from all internal and external threats. The faculty, staff, and students can access IT infrastructure after successful authentication and authorization. The file services are maintained for storing institute data on a central repository. A secure printing service is enabled for faculty and staff members. The campus is fully Wi-Fi enabled. Access to multiple resources such as the Internet, TERI SAS Mail on O365/Gmail and Collaboration Tool, Students Information System, Learning Management System, Online Portal, and Digital Library are made available on all workstations across the campus. The campus has a dedicated Computer Lab with 20 computers with various specialized scientific software installed, such as MATLAB, WAsP, PVsyst, etc. A Geoinformatics Lab with 20 computers, having ARC GIS and ERDAS software is also available for students.

The other important features of IT infrastructure which have been upgraded recently are as follow : -

- a). All Faculty and Staff have i3 / i5 systems
- b). Classroom are upgraded on i3 / i5 systems
- c). Upgraded Projectors in all classroom and lecture hall
- d). Managed Secure Printing service
- e). Video Conferencing facility for online Lecture and meetings
- f). Cloud technology is introduced for mailing and collaboration, which allows faculties, staff, and students to communicate using mail, audio/video/text chat, group discussion, calendar sharing, and data storing
- g). Lease Line upgraded from 45 Mbps to 75 Mbps
- h). Managed Wi-Fi service
- i). Smart Hub for collecting Payment
- j). Point to point links are available that connect the campus to access resources such as the University Portal, Digital Library, etc
- k). Cyberoam unified threat management network security service enabled for Anti-Virus, Anti-Spyware & Anti-Spam, Intrusion Prevention System (IPS), Content & Application Filtering, Application Visibility & Control, Bandwidth Management, Multiple Link Management for Load Balancing
- l). Managed IT help desk support
- m). Centralized Symantec endpoint protection anti virus for all users
- n). The University has created and maintained e-learning portals in Moodle platform for online programmes to offer distance education for student across the globe. These course modules are rich in audio and video and have interactive web-based contents.

File Description	Document
link for additional information	View Document

4.3.2 Student - Computer ratio

Response: 4.53

File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)**?1 GBPS****500 MBPS - 1 GBPS****50 MBPS-250 MBPS****250 MBPS-500 MBPS****Response: 50 MBPS-250 MBPS**

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)**Response: Yes**

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response: 39.39**

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
280	274	279	249	183

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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.

Response:

At TERI SAS, appropriate systems and procedures of maintaining building, various utilities and services have been established. The University has an Associate Director(Admin) for overseeing the maintenance of infrastructure. A dedicated staff assist in day to day basis for maintenance and cleanliness of the campus. A Fire Officer coordinates disaster preparedness and is responsible for conducting mock drills. The TERI SAS manual on Health, Safety and Environment lays down requisite policy guidelines for safety and maintenance. The material policy brings out provisions of AMC of the assets. All critical equipment like elevators, generator sets, LT/HT Panel, UPS, Photocopiers, EPABX Board, etc., are covered under AMCs which are renewed every year. The security of the campus is managed round the clock by a professional security agency and lady guards have been stationed at the entrance of the hostel main gate.

Library: TERI SAS has a well-established library in its campus with around 7000 books. The library network is part of the TERI SAS LAN and is equipped with two workstations for its staff and 12 workstations for users. Code numbers to books are given on the basis of ‘Universal Decimal Classification (UDC) scheme’” and the ‘Library of Congress’ keyword index is used for standard keywords. A library committee supervises all the activities of the library as per laid down policy.

Sports Facilities: All our sports facilities viz. Basketball court, Volleyball court, Table Tennis, and Badminton playing area are well maintained and regularly supervised by the Administration team.

Laboratories: TERI SAS has several labs in its campus viz. Environment lab, Biotechnology lab, Solar lab, Geoinformatics lab, etc. which harness the best of available modern technologies. APHA (for water) and CPCB (for air) standards are followed for our Environmental lab. For Bio hazard waste generated at Biotechnology lab, a contract has been signed with an agency approved by Government of Delhi for collecting and discarding the same as per established norms.

Computer: ICT assets are maintained by IT section & contracted service provider . The IT section maintains the complete inventory of all assets with details viz. Asset name, user name, location, IP address, etc. Freeware software (GLPI) for maintaining updated record has been implemented which is also used for maintaining inventory and incident management.

Classrooms: Every classroom at TERI SAS is well equipped with a Projector System attached with a desktop. Routine checkup of all equipment is carried out every day to ensure proper serviceability and a report is forwarded to all concerned. Similarly, serviceability of class rooms are checked once in a week and a report is sent to concerned civil and technical team for necessary compliance.

File Description	Document
Any additional information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 2.89

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
21	30	18	16	25

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 2.79

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
16	20	15	23	28

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document

5.1.3 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

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: Any 5 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 19.53

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
244	312	125	143	0

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 The institution has an active international students cell to cater to the requirements of foreign

students**Response:**

A dedicated cell has been set up to take care of the requirements of International Students studying/intending to study at TERI SAS. Appropriate support is provided to International students coming to TERI SAS from across the globe to make their stay comfortable and acclimatize them with the local environment. Support is provided in the following ways:

- a) Information about TERI SAS and the city of New Delhi is shared with the students before their arrival. The e-copy of the booklet highlighting the procedures and policies of the institute along with basic information about the city viz. climate, currency, mode of transport, accommodation arrangements, local culture, etc. is available in the website also.
- b) Pick up facility from the airport on arrival is provided.
- c) Ice Breaking Session conducted at the campus along with VC, Pro-VC, Registrar, Deans and HODs
- d) Accommodation for all female international students is provided in the hostel.
- e) Support is provided to male students for finding a suitable accommodation in the vicinity of the campus.
- f) FRRO registration of all international students is carried out.
- g) Ethnic day celebration occurs every year in which all students of the institute including foreign students get an opportunity to showcase their culture and traditions
- h) Help is provided for authentication of degrees and certificates from Deputy Director of Education.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document
Any additional information	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 53.84

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
125	129	123	120	143

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 16.93

5.2.2.1 Number of outgoing students progressing to higher education

Response: 43

File Description	Document
Details of student progression to higher education	View Document

5.2.3 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)

Response: 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	10	8	15

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	10	8	15

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 5

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	2	1	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
Any additional information	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

TERI SAS has taken a conscious decision to enrol only as many number of students as we are able to involve in our systems and procedures. With this limited student strength, it follows an interaction process

at different stages where students participate on many processes directly. The Class Representatives(CRs) play a key role in all day to day activities in the class and all matters related to academics and administration are referred by them to appropriate authority as and when it becomes necessary.

TERI SAS encourages its students to be part of various organising committees that play a very active role in several activities organized throughout the year. Students are part of the committees formed every year for conducting several academic events at programme/department level. In addition to the academic events, students are part of various clubs and take lead in planning, managing and organising extension activities, skill building and co-curricular activities. Furthermore, students are officially nominated for following Committees:

- I – QAC (Internal Quality Assurance Committee)
- Internal Complaint Committee to enquire Sexual Harassment Cases
- Hostel, Canteen, Safety and Security Committee
- Diversity, Equality and Ethics Committee

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 5.8

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	7	10	7	2

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

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 non financial means during the last five years

Response:

The Alumni Association has helped in strengthening the alumni network and has supported by creating and connecting TERI SAS students to professionals working in the field of sustainable development and in areas such as energy, environment, water, infrastructure, economics, management and law etc. The

internal alumni committee consisting of members from departments and administration exchange ideas with the alumni and share the salient features of the vision and mission of TERI SAS. An alumni coordination office at the School, works as a bridge between alumni association and TERI SAS management. The coordination office maintains a webpage dedicated to alumni and shares news on important developments at TERI SAS with alumni on regular basis. The Alumni Association functions through the Alumni Executive Committee which has six elected members including the President and Secretary. An Alumni Meet is organized every year, where the current students get an opportunity to interact with their seniors and exchange ideas. The meet facilitates positive interactions between the two groups, which goes a long way in strengthening the bond.

Many TERI SAS alumni have enterprises of their own and they are invited to share their work and provide opportunities to students through internship and employment. Through alumni initiatives, students have had opportunity to work in research oriented and applied projects. The alumni are also invited as speakers/facilitators/audience during seminars and conferences held by TERI SAS, so as to provide them a platform to share their work and ideas. They are also invited to deliver expert lectures in their field of expertise. Alumni are invited to share their experiences and give valuable inputs for campus development and curriculum revision exercises.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.4.2 Alumni contribution during the last five years (INR in Lakhs) ? 100 Lakhs

50 Lakhs -100 Lakhs

20 Lakhs -50 Lakhs

5 Lakhs -20 Lakhs

Response: <5 Lakhs

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 11

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
5	3	1	1	1

File Description	Document
Report of the event	View Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Any additional information	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University

Response:

The vision of the University is as follows:

- 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 is as follows:

- i. To create new knowledge and contribute to the writings and discourse on sustainability issues.
- ii. 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.

With the above vision and mission, the University has pursued the governance guidelines of the UGC in terms of the structure of its key governance bodies – the Board of Management and the Academic Council. The external members of these two bodies adequately reflect the purpose of the University. Members of the Board of Management – both academic and nominated – have a demonstrated commitment to sustainability issues while members of the Academic Council are all sensitive to the criticality of inter-disciplinary studies for problem solving.

File Description	Document
Any additional information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The faculty of the University are fully aligned to the vision and mission of the University. Apart from finding representation on the statutory bodies as prescribed by UGC, faculty members have soft-launched the new themes through their PhD students' research focus. Beyond the statutory bodies, 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 Heads and Deans committee so as to involve all the Deans and all the Heads of Departments in the decision making processes of the University. This committee also acts as the Executive Committee for the Academic Council and is authorised to take emergent decisions on behalf of the Academic Council. This Committee and other standing committees on various issues meet regularly and is an indication of the practice of decentralised and participative management at the University.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The menu of 14 Masters Programmes that the University offers have grown organically over the last decade or so and, today, address themselves directly and indirectly to at least 13 of the 17 Sustainable Development Goals of Agenda 2030. Looking forward, the University has identified several thematic areas that would further strengthen its programmatic links to the sustainability needs of the country. Examples of new Programmes being considered by the University include: Environment and Health; Sustainable Agriculture; Green Finance; Sustainable Mobility; Conservation Science etc. Additionally, the University plans to establish labs focussed on Big Data and Analytics; Behaviour Studies and Structural Change. The University is also one of the shortlisted Institutions for establishing an incubation centre under the Atal Innovation Mission. The University is also very keen to establish itself as a Centre of Excellence for training the trainers on sustainability subjects.

The University tagline of “knowledge of sustainable development” is practised diligently. As such the University aims to create capacities in research and disseminate knowledge on all aspects of sustainable development, with a special focus on 17 SDGs.

In keeping with the above aim, the University has taken a series of initiatives. The first is a multitrack programme on water issues – this includes an MSc programme on Water Science and Governance and an MTech programme in Water Resources Engineering and Management. The second is an LLM programme, which has specialisation in Environmental and Natural Resources Law and in Infrastructure and Business Law.

These are examples of successful implementation based on the strategic plan of the University.

File Description	Document
Link for Additional Information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

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 committees as listed in the Compendium are formed to provide measured advice on various issues concerning TERI SAS to the management and facilitate academic and administrative leadership to the institution. An optimum level of decentralization through the autonomous departmental system and participative decision making process are in place. The institution follows the service rules according to the norms prescribed in the Compendium and which conforms to statutory norms. The faculty and non-teaching staff have the benefits of Provident Fund, Health Insurance, Casual Leaves, Earned Leaves, Medical Leaves & Maternity Leaves etc. The VIIth pay commission pay scales are introduced for the employees and they are entitled for authorised LTC, HRA and other allowances.

TERI SAS follows an open system of recruitment, where applications are invited from candidates irrespective of gender and region. Posts are advertised through the website so as to give an exposure to the vacancies to outside institutions. All applications received for faculty positions are sent to the HoDs/Deans for preliminary scrutiny. Based on their recommendations, the faculty is asked to make a presentation which is evaluated by a Selection Committee. The non-teaching staff is selected through a written and interview process. A career progression scheme ensures rewarding competent faculty through higher promotion/redesignation. Role Related Rewards (RRR) and Outcome Linked Awards (OLA) have been instituted to recognize efforts put in by faculty members in academic administrative functions and also to recognize outstanding contributions in terms of teaching, research and other contributions. The overall HR policy, while addressing motivational needs of the faculty aims to bring out high quality of contribution from faculty which intends to meet the changing requirements of the curriculum. An open door policy is followed with respect to addressing grievances of both students and employees. While HoDs and Section in Charges work as first tier of redressal system for employees, for students the programme coordinators form the immediate redressal system. Issues not resolved at lower level are reviewed by grievance redressal committee. The code of conduct, and other policies on discipline govern day to day employee administration.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Link to Organogram of the University webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination**

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

All the statutory committees of the TERISAS stay engaged and have played an effective role in the University governance over the years. These committees have clear objectives and the chairperson of the formation drive their processes. The process incorporates perspectives from senior faculty and external members who regularly interact with these bodies. At higher governance level the Board of Management, Academic Council and Finance committee provide specific directives for implementation of policies. These bodies are convened in regular intervals and they examine relevant academic and administrative functions and provide appropriate approvals for formulation of rules. The Board of Management guides long-term strategy, puts the key agents in place to implement it, and monitors performance against the strategy set out. Other committees such as Masters Programme Executive Committee(MPEC) and Department Research committees(DRC) meet as programmed to take stock of the progress of the students and initiate necessary action. The Board of Studies(BoS) meet twice every academic year to discuss and decide on academic matters under its preview and the recommend curricular revisions to Academic Council for discussion and approval. In addition, as provided in the Chapter II of University Compendium-II, a number of standing committees have been formed to provide measured recommendations related to specific areas of operation. One activity which may be mentioned here as an example of efficacy of the working of the Bodies is the BoM resolution TU/BM 24.7.1 dated 31 Aug 17 about the creation of new posts at TERI SAS. Vide this resolution the Board resolved to create administrative and other necessary posts and make appointments thereof. As required in the rules the issue was discussed in the 17th Finance Committee meeting held on 28 Aug 17 and recommendations put up for Board approval. Subsequent to the Board approval the University introduced its own cadre of employees and recruited them and the new cadre was extended the VIth Pay Commission scales wef June 2017.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The Chapter VI of the Compendium lists various welfare measures undertaken by the institution for its employees. TERI SAS invests in its employees to ensure employee satisfaction which involves taking measures to encourage staff to stay with the institution. Efforts are made to provision such services and amenities which could enhance self-esteem and create employee friendly atmosphere while facilitating comfort and improvement of employees. These measures include provisioning of specific allowances such as House Rent Allowance, Conveyance Allowance, Extra time allowance and provisioning of lease agreement for hiring houses. Besides these, every employee is provided with provisions such as provident fund and gratuity as post-retirement benefits. The TERI SAS Crèche mostly cater to the children of employees and is used by many of them. Besides this, employees participate in institutional retreats which provide avenues to refurbish and rejoice as games and other amusement exercises in addition to team building exercises are conducted during these gatherings. A medical inspection room exists in the campus where physician is available on certain days of the week for consultation. It has facilities to allow provision of basic first-aid care as well as treatments such as minor cuts, scratches, bruising and minor bodily injury. The University also conducts health camps for extensive health check-up of employees. Other welfare measures include safe hygienic drinking water, facilities for sitting, clean latrines and urinals, canteen facilities so as to provide hygienic and nutritious food to the employees, proper and sufficient lights so that they can work safely during the night, changing rooms are provided for outsourced employees to change their cloth. The University also extends maternity and paternity Leave facility to all the employees. In addition, medical claim insurance scheme is extended to all employees. A sexual harassment policy and equality policy exists to protect an employee from harassments of any kind. A flexitime policy has been introduced to provide opportunity to faculty to work with flexible working schedules.

File Description	Document
Any additional information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years

Response: 6.91

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
6	4	3	1	2

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years	View Document

6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

Response: 5.6

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
9	10	1	1	7

File Description	Document
Details of professional development / administrative training programs organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 17.45

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
7	5	9	9	8

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

TERI SAS outlines its performance appraisals as formal and structured system for measuring and evaluating performance of faculty and staff. It helps to gauge the productivity and efficiency of the employee and also provides measures to enhance the same, so that the staff and TERI SAS mutually benefited. Since TERI SAS is an educational and research organization, the appraisals are based on parameters of academic and project research activities for faculty, and job specific roles and efficiency for other staff. The appraisal process of the University is an annual activity which happens at the end of the academic year. The key objectives of the system are:

- It provides a uniform system for reviewing current responsibilities and measuring performance results;
- Sets clear performance expectations for the next performance cycle; and
- Identifies individual development needs to sustain or improve performance.

The appraisal process includes both the upward and downward appraisals. Anonymity and confidentiality is maintained in the system to facilitate upward appraisal i.e. the appraisals that the faculty members, the Head of the Department, and the Dean do for their respective HOD, Dean, and Registrar respectively. In line with the revised system of Roles and Rewards, the appraisal system was slightly modified w.e.f. 2017, wherein, a process of the Dean (Academic) and the Dean (Research) having a forward looking interaction with faculty; and that of the Registrar with Admin Staff was introduced to define the steps for setting and achieving goals. The Deans and Registrar thus act as 'field-leveller'" to lay out expectations from each of the faculty and Staff so that a more efficient level of effort and harmony is ensured. This facilitates similar opportunities for all to grow and helps everyone to learn from 'best practices' so as to create a culture of excellence. The appraisal process hence was being transformed from an 'evaluation' of performance in the previous years to, 'together charting a path for development' in line with the University's goals. Following the interaction with the Deans, the faculty is requested to submit a paragraph on the discussed goals/agenda for the year, for VC's information and use for interaction. Additionally, faculty still have an opportunity to give a constructive feedback on how the performance of key functionaries (Programme coordinators, HoDs and Controller of Examinations) can be improved/strengthened.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal Audit and Compliance Audit:

TERI SAS has appointed Rajan K Gupta & Co. 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. To 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/order.
10. All the vendor bill payments are being made through electronic payment system, i.e., RTGS/NEFT/SWIFT
11. To examine statutory compliances under various acts by vendors

The main objective of this exercise is the review of Finance and Accounting Controls These primarily comprise of the plan of the University, and the procedures and records that are concerned with and directly related to the safeguarding of assets and reliability of financial records. These include budgeting control, standard costing, control accounts, bank reconciliation, self-balancing ledgers and internal auditing etc. An internal auditor has to make a careful review of the accounting controls in order to ensure the accuracy and adequacy of financial statements.

External or Statutory Auditor:

TERI SAS has appointed Sanjay Rastogi & Associates as Statutory Auditor who conduct an audit on an annual basis. The Sanjay Rastogi & Associates examine all the financial reports and the statements that are used in the determination of financial position of the University in accordance with centrally accepted auditing standards in India.

File Description	Document
Any additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 689

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	218	446	25	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The University strongly encourages its faculty members to pursue sponsored research projects and offer training programmes as part of its effort to mobilise 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. Cases in example are the Coca Cola Department of Regional Water Studies supported by the Coca Cola Foundation, the Railway Chair and the HUDCO Chair. To this end, the University has identified a set of programmes/laboratories for which it is currently seeking sponsors.

The University has also designed a set of Executive Development Programmes that would not only help spread the message of sustainability but also be a source of funding. 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 that it may have. It has also created a culture of cost savings on expenditure items through strategic procurement, self-fabrication and better planning.

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

Response:

The following two examples illustrate significant contributions by IQAC in ensuring quality assurance:

a. The IQAC stressed on the need for increasing an international component in all the programmes of the TERI SAS. Such partnerships were initiated with various institutions and agencies for attempting to increase the international student's applications, as well as to increase the faculty and student exchanges with various universities.

b. The IQAC indicated the need for upscaling the number of applications for admissions in the various masters programmes at the University. It suggested a focus on reaching out to undergraduate students and teachers in various colleges/institutes/universities across the country. In support of this, TERI SAS instituted a five-day programme called, 'Building Learning In Sustainability Sciences' (BLISS). This programme exposes undergraduate students to the various facets of sustainability.

File Description	Document
Link for Additional Information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

1. To enhance the quality of teaching and learning at the faculty level, emphasis is laid on the pedagogical approaches used to achieve learning objectives and outcome specified for a particular course, along with linking these outcomes to the overall programme outcomes. TERI SAS follows the student-centred teaching and learning strategy. This include curriculum development, assessments, pedagogy, designing reading material, etc., used as necessary inputs for teaching and learning. For this the University conducts bi-annual retreats for the faculty in formal and informal settings to rigorously brainstorm on the pedagogical approaches followed and their efficiency.

In addition, faculty members are encouraged to participate in national and international level academic events and conferences to keep themselves updated on the discourse and practice relating to their respective teaching area. Faculty members are also encouraged to take up research assignments that have synergy with their subjects of teaching and learning.

2. In line with the mission and objective of the University to impart knowledge on sustainable development, the courses taught have an underlying theme related to Sustainable Development. The University follows a research-led and practice-based teaching-learning system, incorporating innovative pedagogical tools for enhancing students learning and creativity. The University harnesses the best of modern technology to support the intellectual curiosity of its students and faculty. The academic programmes are envisioned to provide students a well-rounded understanding of the subject area and at the same time build upon specialised courses offered as electives. The classroom teachings are supplemented by field visits, live industry projects, internship and hands-on applications. The University has a system of quality assurance and quality enhancement through the involvement of academic peers and industry experts.

File Description	Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 0

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 3 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Annual reports of University	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

TERI SAS continues to make significant progress and is reforming and transforming itself into an even higher quality institution. The reforms to strengthen the interdisciplinary academic structure continued over the last five years through revision of various courses at regular intervals. Based on the inputs received from academia, industry, alumni, and other stakeholders, the existing programmes were reviewed and new programmes like MTech (UDM), course on Waters Studies & Governance (MTech & MSc), Post Graduate programmes on Law and Distance Learning Programmes were launched. This period also saw important developments such as planning for an off-campus centre at Guwahati, setting up of a Centre for Legal Studies, Centre for Distance Learning, establishment of a Research Chair by Railways and growth in academic and research activities.

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. Policies on various other issues as workplace and sexual harassment, etc., have also been introduced to conform to changing legal environment and statutory directives. The outreach efforts of the University were strengthened especially by the faculty and continued with hosting of a number of education fests and events. Specific initiatives were made to have constant dialogue with alumni to build a vibrant TERI SAS community for more purposeful engagements.

The unique initiative, School-University Network (SUN) initiated to educate young school children have caught the imagination of a large number of schools and its participation is growing. TERI SAS has also created new facilities by re-purposing existing areas and renovating them. Three major laboratories were established to provide support to ongoing research initiatives. The IT enabled services have been upgraded to facilitate better access while following latest standards and reliability. Installation of a wind turbine and solar panels have helped to make the existing campus more energy efficient. In July 2017, we broke ground on TERI SAS Hyderabad Campus, the first phase of which shall be implemented by early 2019. The University has invested more in the number and quality of faculty and focused on supporting research projects in the last academic year. The welfare measures of the University were strengthened to keep motivated workforce focussed towards the growth of the University.

File Description	Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 5

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	0	0	0

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document

7.1.2 Institution shows gender sensitivity in providing facilities such as

- a) Safety and Security
- b) Counselling
- c) Common Room

Response:

In accordance with the University Grants Commission (prevention, prohibition and redressal of sexual harassment of woman employees and students in higher educational institutions) Regulations and Chapter XIII of compendium of policies, rules and guidelines for TERI SAS, the Vice Chancellor has constituted the 'Internal Complaints Committee (ICC) to address all issues related to cases of sexual harassment of women in TERI SAS. The ICC's foremost role and responsibility is to establish an environment of gender sensitivity which is free from any form of sexual harassment through measures on prevention, prohibition, facilitation of social security and counselling etc. The following are the members of the committee:

- Dr Smriti Das, Presiding Officer (Convenor)
- Dr Kamna Sachdeva, Faculty Member
- Dr Neeti, Faculty Member
- Prof S Sundar, Member
- Mr Kamal Sharma, Member
- Ms Ratna Sudarshan (External Member)

The rules provide for inclusion of 3 student members where the case involves students. The details of constitution and functions of the committee are provided on the website and displayed at all notice boards in the campus. No complaint has been received by the committee so far. TERI SAS has a strong gender

balance and one identifies positive work environment for faculty, staff and students. While gender equality as ethos is embedded in the work culture, several specific activities are carried out throughout the year engaging students and staff. TERI SAS is committed towards the promotion and practice of the ideals of gender equality in every aspect of its functions.

On the International Women's Day in 2017 a panel discussion was organized on the theme of Women's Empowerment inspired by the global theme 'Be Bold for Change'. There was a vibrant discussion on campus led by the expert participants, namely, Dr Leena Srivastava, Vice Chancellor, TERI SAS; Mr Dipak Roy, Chief Human Resource Officer, Bharti Infratel; Ms Bharati Chaturvedi, Founder, Chintan Environmental Research and Action Group; and Ms Ritambhara Mehta, Co-founder, Nazariya. A talk was organized for students and faculty members on 'Gender and Equality' by Dr Rukmini Sen, Associate Professor, School of Liberal Studies, Ambedkar University. During the Students Orientation Programme on 24 July 2017, there was a session on Prevention of Sexual Harassment/Gender Sensitization by Rishika Singh, Lawyer & Research Scholar. This was addressed to all incoming students. A talk was organized on gender sensitization and institutional provisions by Dr Rukmini Sen, on the 22 November 2017. This talk was especially scheduled for third semester students ready for their internships in different organisations to orient them about the issue, regulations in place, and procedures.

The TERI SAS campus is proved to be very secure place due to its well-maintained security system with 24X7 coverage by security cameras which work as a deterrence. A dedicated hostel exists for girls with good security setup.

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 9.3

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 77204

File Description	Document
Details of power requirement of the university met by renewable energy sources	View Document
Any additional information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 100

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 31266

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

Waste Management at TERI SAS campus:

Appropriate waste management is one important aspect of sustainability of any unit. TERI SAS has taken lead and steered up its efforts to ensure an appropriate and efficient waste management system in operation. In a campus of 2 acres, waste segregation is visibly exemplified and made possible through sustainable and untiring endeavour collectively by the teaching and student community. Separate marked and colour-coded dustbins are placed across the campus. These are sent off for disposal and recycling accordingly. Recyclable waste as papers, cardboards, plastics, metals are collected separately and sent for recycling.

TERI SAS has a very active Eco Club, and eco-friendly management of waste ranging from alternatives of reuse, composting to energy generation is promoted. The waste water generated from the hostel building equivalent to 8 KI/day is treated through 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 with 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.

TERI SAS has a well-established system of collecting and disposing off E-Waste collected at the campus. Special bins are placed at prominent locations of the campus and encourage staff and students to put their unusable items viz. mobile phones, chargers, computer waste, batteries, etc. in those bins. All the official E-waste items and collected personal E-waste is sent to an organization called CHINTAN – Environment Research and Action Group, for sending to an authorized recycler where processing and recycling is done within laws set forth by the Ministry of Environment, Forest and Climate Change, Government of India.

File Description	Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain water harvesting has been an integral part of the infrastructure at the campus and is used to collect water from rainfall events. This water is either stored or let into the ground. Surface runoff is collected from roof tops and the open spaces within the campus. This water flows through trenches and is collected in a sump. The sub surface sump system is a technically feasible way to store surplus monsoon run off. This system is suitable, environment friendly and economically viable in the hydro geological settings of the area where the campus is located. The quantity of water collected depends on the quantity of rainfall and frequency of rainfall in Delhi. The size and shape of the collection structures has been designed to collect water in the most efficient way. Rain water harvesting is practiced contributing to recharging the ground water levels. The artificial technique of collecting water from roof tops and open areas of the campus helps in the process of water conservation by not allowing excess surface water from flowing to drains. This not only helps in increasing ground water level but also helps in improving ground water quality.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Teri university campus located in Vasant Kunj, South Delhi is an exemplary institution that not only focuses on the erudition of the concepts of energy efficiency, sustainability, green buildings but also showcases how these concepts can be put to practice for the larger good of the humanity. The best features about the TERI campus in itself is one of the worlds best practice Green Campus with Solar Rooftop System, Water Management, Rain Water Harvesting, Waste Management, Natural Ventilation, Cooling system which includes Earth air tunnel (EAT) system, Thermal Mass storage system, Variable refrigerant volume (VRV) system and Thermal storage and finally the Artificial Lighting. The building has been awarded the "Greenest University and Research Institution" as part of the RTCC 2013 Climate Change and also was in the top three in the smart education building category in the Honeywell India Smart Building Award-2017. Various species of rich flora has been judiciously planted making the campus aesthetically pleasing. Approximately around 70-75 large trees and 170-190 pots and shrubs are inside the campus only. Along with it there are two green lung spaces and a badminton lawn covering about 30% - 33% of the campus, lends it a sizeable vegetal cover. The institution has put into practice "No Paper Cups Day" on every Wednesday so as to reduce the usage of plastic cups and encouraging people to bring their own tumblers. On every Tuesday and Thursday "No Lift Days" are being observed to contribute in the reduction of electricity usage to indoctrinate among all the feelings and concern about the growing environmental tribulations with an effort explore solution based on veracity each problem. It demonstrably focuses on efficient use of natural energy and technology for energy conservation. The infrastructure was designed keeping into the consideration the wind direction. Other than a solar rooftop system, a small wind

mill has been also been installed at the entrance of the university. Campus community is encourages use of bicycles rather than bikes and cars. Among the long distance commuters, people from same area are encouraged for car pooling to contribute and exhibit how viable little efforts can prove in reducing traffic and environmental safety at larger canvass through active participation. The campus is not green only from inside but its reflection is enriched through consistent outreach programmes making the institute leader in greener development and cleaner technologies campaign.

File Description	Document
Link for Additional Information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 1.97

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
14	16	10	13	10

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 41

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
10	11	8	6	6

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 38

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
31	7	0	0	0

File Description	Document
Details of initiatives taken to engage with local community during the last five years	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 22

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
4	3	3	5	7

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

TERI SAS organizes various anniversaries at its campus. Some of the programme organized are given below:

Year	Sl.No	Title of the programme/Activity	Duration (from-to)	Number of participants
2012		Independence Day	0900 hrs - 1330 hrs	40
2012		Deepawali Celebrations	0900 hrs - 1000 hrs	25
2012		Teachers Day	1245 hrs - 1330 hrs	60
2013		150th Birth Cermony of Swami Vivekanand	1600 hrs - 1700 hrs	70
2013		Deepawali Celebrations	0900 hrs - 1000 hrs	40
2013		Teachers Day	1245 hrs - 1330 hrs	60
2013		Independence Day	0900 hrs - 1200 hrs	50
2014		Onam Day	0900 hrs - 1300 hrs	120
2014		Independence Day	0900 hrs - 1230 hrs	60
2014		Run for Unity (Sardar Patel's birthday)	1030 hrs - 1230 hrs	200
2015		Independence Day	0900 hrs - 1330 hrs	40
2015		Teachers Day	1245 hrs - 1330 hrs	58
2015		Deepawali Celebrations	0900 hrs to 1000 hrs	30
2015		Onam	0900 hrs - 1300 hrs	150
2016		Independence Day	0900 hrs - 1300 hrs	70
2016		Yoga Day	0900 hrs - 1000 hrs	60
2016		Teachers Day	1245 hrs - 1330 hrs	70
2017		Independence Day	0900 hrs - 1330 hrs	90

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

TERI SAS abides by all statutory provisions and policies for faculty, staff, and students and these are developed transparently. A focus on transparency can be found established in TERI SAS compendium, practices, and procedures. Approved policies and Minutes of meeting of all statutory committees and bodies are publicly available on the web site.

Employee selections and promotions are conducted in a fair and transparent manner and in accordance with relevant UGC/AICTE norms. The equality policy ensures University's commitment to recruitment and promotion on merit basis and without regard to race, colour, religion, sex, age, status etc.. The procedures also require that selection committees have both internal and external representations to add objectivity and transparency to the process. An open-door policy is practiced with respect to grievance redressal. A certain weightage of the award/reward selection process stipulated in the University policy takes into consideration the views of community members.

A commitment to academic transparency is visible in many areas of TERI SAS operations. Inherent in this process is regular review of the curriculum by the Department, Board of Studies and Academic Council. All the approved syllabi of the courses are available in the website in public domain.

As prescribed by the UGC, the Finance committee supervises reviewing of internal and external audits and ensures compliance of prevalent laws. The recommendations of the Finance committee are submitted to Board of Management for deliberation and decision. Approved audited financial statements are publicly available on the TERI SAS website. The finance section is responsible for the transparent development and implementation of the budgeting procedures through consultations with all stake holders. TERI SAS has reduced administrative expenses by establishing transparency in procurement processes and ensuring vetting of purchases by a purchase committee consisting of members from all sections.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

I. Title of the practice: Research-led teaching

Objectives of the practice: Being a research school offering only masters and doctoral level programmes, TERI SAS has adopted research-led-teaching as the key pedagogical approach for its programmes and courses. Faculty members are encouraged to use their own research as well as the latest research available globally.

The context: Integrating research into curriculum is not an easy task. Faculty members are trained internally to be able to design a curriculum, in which research forms a thread through the concepts taught in the curriculum. Often, case studies are created out of the research and used in classroom teaching and assignments. This gives students a wider exposure to real life issues and the solutions being adopted.

The practice: Integrating research into curriculum is unique in the context of the country's higher education. As such, newly recruited faculty did face constraints in understanding how research could be built into standard curriculum that they were used to creating. In addition, students had a constraint of, naturally, not having textbooks available in this kind of a curriculum.

Evidence of success: An integration of research into the curriculum is evident from the devised curriculum of various courses on offer at TERI SAS. These can be seen on the website of the institute. An interest generated and inculcated in the students to carry out research projects, even at the masters phase, is evident from the various major projects/thesis carried out by the students in the last semester.

Problems encountered and resources required: The major problem encountered was the non-availability of textbooks in the niche areas taught at TERI SAS and because of the stress on research-led curriculum. This has been overcome through subscribing and making use of online and physical research papers and other publications.

II. Title of the practice: Student feedback and participation

Objectives of the practice: There are multiple objectives of this practice including betterment of the curriculum, relevance of the curriculum, a reality check of what is being taught, and an easy acceptance of the grades that students are awarded. The last emerges out of the continuous evaluation process that the

institute has adopted ever since its inception.

The context: One of the challenging issues was to have anonymity in the feedback from the students. This was established by setting up an online system where the students were anonymously able to give realistic feedback at various stages of the semester, not only on the subject matter being taught but also on the pedagogy and the quality of teaching of the instructor.

The practice: The online system devised is unique in that it adopts a two stage feedback and participation of the student in each semester. The first stage is in the middle of the semester and this focuses more on the quality of instruction and the pedagogy. This feedback allows a mid-course correction. The second is at the end of the semester and focuses more on the content of the curriculum. This allows a revision of curriculum when necessitated.

Evidence of success: The large scale participation of students in the feedback process is one indicator of success. Another indicator is the dynamic curriculum revision exercises undertaken by the various departments on a regular basis based on the student's feedback.

Problems encountered and resources required: Whilst in the first couple of years of the institute's existence this practice was adopted in the manual mode and led to hesitancy amongst the students in giving realistic feedback. However, over the last ten years, an online system has been adopted which makes the participation of feedback anonymous. This has resulted in more open and honest feedback from the students.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

'Value Education' is a necessary and imperative part of education where, besides a mere transfer of information, students also learn more responsible and appropriate attitude towards themselves, others and society. We live in a society, where norms, traditions and way of living are set up in a strong ethical base.

Value Education is that thread at TERI SAS which run through the entire system and the students are initiated into values; rules needed to harmoniously relate with the community and nature; underlying principles of sustainable living and growth, together with an ability to intelligently apply these rules and principles in their daily lifestyle and professional space.

The TERI SAS programmes are unique, not only in terms of the degrees, but in terms of the fact that they equip the graduates to lead in a resource-sensitive world. They facilitate the inculcation of the basic tenets of inclusion and sustainability in their lifestyle and growth agenda.

The MBA programmes, for example, combine conventional MBA curricula with new sustainability challenges that have direct impact on a firm's future performance, financial and otherwise. The programmes leverage TERI's knowledge capital in sustainable development to deepen the social and

ethical consciousness of management education in India. The graduates of these programmes become competent business leaders with a holistic and long-term perspective for a world that demands new skills and attitude.

Value Education is seen as a core in the education system at the TERI SAS. As they enter the portals of the institute, the first exposure to students to formal courses is through 'Environmental Ethics and Sustainable Development'. The students are exposed to the big picture of the environmental crisis and reflect on human-human, human-others, and human-nature relationships. Through the two years that they spend at TERI SAS, they learn about the environmental degradation of our planet; societal issues; areas of conflict; the political and social debates; and the scientific and philosophical investigations. They learn how to approach and tackle these issues with a multi-disciplinary perspective, and they are imbued with a set of values which embrace human progress by inclusion of environmental considerations and the state of the natural resources both locally and globally.

5. CONCLUSION

Additional Information :

Action taken report on the NAAC peer team recommendations in 2013:-

- Discussions are underway with UTS and Deakin University, Australia for introducing collaborative PhD programs.
- TERI SAS has launched construction of a 40acre Off-Campus at Hyderabad which will be a larger, self-sufficient campus. Similarly efforts are on to launch construction of a off campus at Guwahati.
- The resources of the Library have been increased in terms of collections of books, digital copies and area.
- The laboratories have been augmented with advanced equipment and many new laboratories have been setup.
- The alumni association has been made more active with regular alumni meets. The executive committee of the association is working towards having a larger alumni base with regional chapters etc.
- The UGC/ AICTE conducted an academic and administrative audit of the institution in 2016 and extended the Deemed University status.
- The corpus has been enhanced to meet the statutory criteria
- All committees as per the laid down stipulations of UGC Deemed University Regulations are in place.
- The Controller of Examinations post has been instituted.
- An Entrepreneurship Development Cell has been set up to support incubation and entrepreneurship.
- A measured approach has been adopted to consolidate the present programmes before introduction of new programmes.

Concluding Remarks :

The TERI SAS is at an interesting phase in its growth path where it is creating new knowledge in the realm of sustainable development and disseminating it by building capacities to tackle the challenge of sustainable development. At this phase, it is consolidating programmes already launched in the last 15 years and at the same time aligning its courses and possibly new programmes to meet all aspects of SDGs.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.1.1	<p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>165</td> <td>105</td> <td>81</td> <td>87</td> <td>86</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>165</td> <td>105</td> <td>81</td> <td>53</td> <td>86</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	165	105	81	87	86	2016-17	2015-16	2014-15	2013-14	2012-13	165	105	81	53	86
2016-17	2015-16	2014-15	2013-14	2012-13																	
165	105	81	87	86																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
165	105	81	53	86																	
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	1	1	1	1	1	2016-17	2015-16	2014-15	2013-14	2012-13	0	0	0	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
1	1	1	1	1																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
0	0	0	0	0																	
2.2.3	<p>Percentage of differently abled students (Divyangjan) on rolls</p> <p>2.2.3.1. Number of differently abled students on rolls Answer before DVV Verification : 3 Answer after DVV Verification: 2</p> <p>Remark : Supporting document provide by HEI does not match.</p>																				
2.3.2	<p>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p> <p>2.3.2.1. Number of teachers using ICT Answer before DVV Verification : 52 Answer after DVV Verification: 52</p>																				

2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>8</td> <td>5</td> <td>2</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>6</td> <td>8</td> <td>12</td> <td>14</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	5	8	5	2	14	2016-17	2015-16	2014-15	2013-14	2012-13	5	6	8	12	14
2016-17	2015-16	2014-15	2013-14	2012-13																	
5	8	5	2	14																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
5	6	8	12	14																	
2.4.5	<p>Average percentage of full time teachers from other States against sanctioned posts during the last five years</p> <p>2.4.5.1. Number of full time teachers from other states year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 972 1046 1106"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>30</td> <td>28</td> <td>24</td> <td>22</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1184 1046 1319"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>0</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	34	30	28	24	22	2016-17	2015-16	2014-15	2013-14	2012-13	34	0	2	2	2
2016-17	2015-16	2014-15	2013-14	2012-13																	
34	30	28	24	22																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
34	0	2	2	2																	
3.1.3	<p>Number of teachers awarded international fellowship for advanced studies/ research during the last five years</p> <p>3.1.3.1. The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1599 1046 1733"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>4</td> <td>4</td> <td>3</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1812 1046 1946"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>4</td> <td>4</td> <td>3</td> <td>10</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	6	4	4	3	10	2016-17	2015-16	2014-15	2013-14	2012-13	6	4	4	3	10
2016-17	2015-16	2014-15	2013-14	2012-13																	
6	4	4	3	10																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
6	4	4	3	10																	
3.2.1	<p>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</p>																				

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)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
479	321	178	231	246

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
579	254	389	231	246

Remark : As per CA certified statement provided by HEI.

3.2.2	<p>Grants for research projects sponsored by the government sources during the last five years</p> <p>3.2.2.1. Total Grants for research projects sponsored by the government sources year-wise during the last five years(INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>164</td> <td>46</td> <td>269</td> <td>54</td> <td>49</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>176</td> <td>46</td> <td>298</td> <td>54</td> <td>49</td> </tr> </tbody> </table> <p>Remark : As per supporting documents provided by HEI.</p>	2016-17	2015-16	2014-15	2013-14	2012-13	164	46	269	54	49	2016-17	2015-16	2014-15	2013-14	2012-13	176	46	298	54	49
2016-17	2015-16	2014-15	2013-14	2012-13																	
164	46	269	54	49																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
176	46	298	54	49																	

3.3.2	<p>Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years</p> <p>3.3.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>4</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	5	4	1	0	1	2016-17	2015-16	2014-15	2013-14	2012-13					
2016-17	2015-16	2014-15	2013-14	2012-13																	
5	4	1	0	1																	
2016-17	2015-16	2014-15	2013-14	2012-13																	

6	6	1	0	1
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3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
79	62	49	57	64

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
77	61	47	55	63

3.4.6 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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
11	22	12	23	10

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
13	20	7	21	21

3.5.2 Revenue generated from consultancy during the last five years

3.5.2.1. Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	72	20	17

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	72	19	16

3.6.3	<p>Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years</p> <p>3.6.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 472 1046 607"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>27</td> <td>9</td> <td>9</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 685 1046 819"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>27</td> <td>9</td> <td>9</td> <td>15</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	12	27	9	9	14	2016-17	2015-16	2014-15	2013-14	2012-13	12	27	9	9	15
2016-17	2015-16	2014-15	2013-14	2012-13																	
12	27	9	9	14																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
12	27	9	9	15																	
3.6.4	<p>Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years</p> <p>3.6.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1178 1046 1312"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>175</td> <td>63</td> <td>51</td> <td>6</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1391 1046 1525"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>170</td> <td>50</td> <td>35</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Data mismatch for the 2013-14 with the supporting document attached.</p>	2016-17	2015-16	2014-15	2013-14	2012-13	175	63	51	6	0	2016-17	2015-16	2014-15	2013-14	2012-13	170	50	35	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
175	63	51	6	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
170	50	35	0	0																	
3.7.2	<p>Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1883 1046 2018"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>227</td> <td>221</td> <td>140</td> <td>140</td> <td>112</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	227	221	140	140	112										
2016-17	2015-16	2014-15	2013-14	2012-13																	
227	221	140	140	112																	

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
222	226	148	146	116

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

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 (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
8	3	3	4	4

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
11	4	4	4	3

Remark : Supporting document provide by HEI does not match.

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
8	6	11	11	7

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
8	6	12	11	7

Remark : Data mismatch for the 2014-15 does not match with the supporting document attached.

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
281	275	279	249	183

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
280	274	279	249	183

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
16	20	15	21	24

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
16	20	15	23	28

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
285	332	126	143	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
244	312	125	143	0

6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
9	10	3	1	7

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
9	10	1	1	7

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
7	5	9	9	17

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
7	5	9	9	8

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

6.4.2.1. Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
0	219	446	25	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	218	446	25	0

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	0	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	0	0	0

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
14	17	11	14	10

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
14	16	10	13	10

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
4	3	3	5	7

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
4	3	3	5	7

2.Extended Profile Deviations

ID	Extended Questions
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1.3	Total number of outgoing / final year students Answer before DVV Verification : 1190 Answer after DVV Verification : 1164																				
1.4	Number of students appeared in the examination conducted by the Institution, year-wise during the last five years Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>216</td> <td>207</td> <td>218</td> <td>188</td> <td>206</td> </tr> </tbody> </table> Answer After DVV Verification: <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>216</td> <td>180</td> <td>180</td> <td>174</td> <td>206</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	216	207	218	188	206	2016-17	2015-16	2014-15	2013-14	2012-13	216	180	180	174	206
2016-17	2015-16	2014-15	2013-14	2012-13																	
216	207	218	188	206																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
216	180	180	174	206																	
1.5	Number of revaluation applications year-wise during the last 5 years Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> Answer After DVV Verification: <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>01</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	10	1	1	1	1	2016-17	2015-16	2014-15	2013-14	2012-13	10	01	1	1	1
2016-17	2015-16	2014-15	2013-14	2012-13																	
10	1	1	1	1																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
10	01	1	1	1																	
2.4	Number of full time teachers worked in the institution during the last 5 years Answer before DVV Verification : 22 Answer after DVV Verification : 77																				
2.6	Number of sanctioned posts year-wise during the last five years Answer before DVV Verification: <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>53</td> <td>47</td> <td>48</td> <td>42</td> <td>40</td> </tr> </tbody> </table> Answer After DVV Verification: <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>52</td> <td>45</td> <td>47</td> <td>40</td> <td>38</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	53	47	48	42	40	2016-17	2015-16	2014-15	2013-14	2012-13	52	45	47	40	38
2016-17	2015-16	2014-15	2013-14	2012-13																	
53	47	48	42	40																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
52	45	47	40	38																	