



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**NATIONAL INSTITUTE OF EDUCATIONAL PLANNING  
AND ADMINISTRATION**

**SRI AUROBINDO MARG NEW DELHI 110016**

**110016**

**[www.niepa.ac.in](http://www.niepa.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June 2022**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

National Institute of Educational Planning and Administration (NIEPA) is a premier and unique institution recognised for excellence in educational policy, planning, administration, and finance across the sector and levels of education; and carries both international credibility and fame. The institution's origin dates back to 1962, when it was started as the UNESCO Institute of Education. Subsequently, the government of India took over the institution to support the Ministry of Education through policy-oriented research in educational policy, planning, and administration. Considering its seminal contributions to educational policy and planning, the institution was conferred the status of a Deemed to be University by the University Grants Commission in 2006, Govt. of India, with an added mandate of awarding degrees.

NIEPA has a unique position, different from all other universities. The institution is mandated to support the Union Ministry of Education and state governments and educational institutions in educational policy, planning, and administration through policy-oriented research and capacity-building programmes for the educational administrators at various levels. NIEPA offers M. Phil and Ph. D programmes, besides two long term programmes of Diploma in Educational Planning and Administration.

Unlike many other universities, NIEPA is primarily a Research University deeply engaged in policy-oriented and evidence-based research. Research done in NIEPA feeds into policymaking and planning of various aspects of education, including administration. NIEPA has well-qualified, nationally and internationally acclaimed multidisciplinary faculty committed to research, teaching, and training. Its strong collaboration and linkages with international agencies and institutions like UNESCO, IIEP, Paris, NCSL-Nottingham etc., robust database (UDISE) on school education of all the states and UTs., significant resource/database on structure and function of educational administration in states and UTs., a well-known Centre for Policy Research in Higher Education (CPRHE), the National Centre for School Leadership (NCSL) which support the governments and schools to transform ordinary schools into centers of excellence, the Unit on School Standards and Evaluation and its international collaborations, ; excellent research facilities, a rich library with a very specialised collection of books, journals, and documents on policy, planning, finance and administration; and secured and stable financial support from the Ministry of Education.

### **Vision**

The pathways for sustainable future can be built by systematic and scientific educational planning of humane learning society by pushing the frontiers of knowledge both in the formal and the informal sector. NIEPA undertakes this pathway in the most cogent and coherent fashion and has delivered compositely in the area of school and non-formal, higher and professional, policy, planning, administration, financing and capacity development along with technology integration.

Learning and education are central to improved development through the reforms such as increasing private-public sector partnerships , enhancing global stature of universities and higher education institutions, developing non-formal education facilities to allow for lifelong learning and digitizing learning processes through technology. NIEPA has played a key role in shouldering responsibility to pave the way for evolving educational strategy which is inclusive and affordable. The institution vision has a strategic orientation and is

strongly rooted in the idea of inclusive growth and sustainable development. NIEPA was the pioneer in developing methodologies and implementation of decentralized plans under District Primary Education Programme (DPEP) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA). The database created by NIEPA through the District Information System for Education (DISE) was the largest school database in the world for research and evidence-based decision making in education. Similarly, the data and resource base created through the Survey of Educational Administration is unique initiative in line of the vision of NIEPA. NIEPA's role in preparation of 1986 policy, support to the constitutional bills on Panchayat Raj in 1993 and Right to Education 2009, were all centripetal forces for development thus fulfilling its vision of evolving a humane learning society through advancement of knowledge.

## **Mission**

The mission of the university is to serve as a centre of excellence and a think tank in the field of education and to provide leadership on matters critical to educational policy, planning and administration. Further NIEPA contributes to the generation of research evidence on subjects of its mandate and strengthens the capacity to create responsive, participatory and accountable system of educational governance and management at all tiers of educational systems and structures. Moreover, the institution helps to prepare plans, design programmes for implementation for the National Education Policy and for the overall development of Education at the national and sub-national level. As a university it is developing a generation of researchers to promote empirical research in the specialized field of education policy, planning and management. NIEPA also acts as a focal point for creating a network of institutions in India and abroad.

The university strives to achieve the aforesaid missions through strategic interventions aimed at bringing about substantial changes in the focus and orientations in its core mandates related to research programmes, teaching, capacity development activities and in extending policy support to Ministry of Education and other policy making bodies at the national and state levels.

The university has a clearly stated perspective plan (2020-2030) to fulfill its mission. The perspective plan has five strategic objectives followed by institutional strategies, interventional modalities and thematic/thrust areas. Some of the thrust areas include equity, diversity, inclusion, quality, employability, technology, governance, financing and leadership. The institution periodically organises staff retreat to review and refresh the strategies for achieving its mission through the perspective plan. All the strategic objectives are backed by performance indicator aligned to the results framework. The university is firmly marching ahead towards achieving its mission which will be a trail blazer both to the nation at large and education sector in particular. NIEPA's missions have the penumbra effect to alter not only the education sector but the development trajectories and discourse globally.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

NIEPA is the only university for educational planning and administration in the country. Uniqueness and distinctiveness of NIEPA is well recognized both nationally and internationally. Its visibility and credibility as an institution of research, teaching and capacity development in the educational of educational policy, planning and administration is unparalleled. It closely works with the Union Ministry of Education and support the education departments in state which is almost absent in case of other universities. The multidisciplinary and

international acclaimed faculty is a major area of strength. International collaboration and global connect in the area of its specialization is remarkable. The engagement of the institution across the levels and sectors of education provides opportunity to approach the education in a manner of synergy between school education and higher education. It has an excellent research facility. NIEPA Library is one of best libraries in terms of collection of books, journal documents etc in the are of educational planning and administration. . The digital Archives of NIEPA has all the records related to education sector in India. It is fully funded by ministry of education which provides financial security and stability to carry out its activities. The capacity building programmes are catering to the international participants from as many as ninety countries.

Outreach of NIEPA to the states and UTs. besides international outreach through its capacity development programmes is almost unparalleled. During the last five years, the institution has been able to reach out to nearly 35000(thirty-five thousand) functionaries of the education sector through its programmes.

Robust data base and evidence- based researches in NIEPA are points of envy for many other institutions in the university system.

### **Institutional Weakness**

Space and size of the university two major points of weakness. NIEPA has insufficient space for expansion. This lack of space has resulted in confining NIEPA to offer only a limited number of programmes and activities. The mandate of the institution in the beginning was restricted to training and capacity building which got expanded with research and teaching subsequently. Whereas the space remained the same over the years of its functioning, the strength of faculty is also not sufficient to launch many teaching programmes at the Master level. Since the faculty is limited in number, the faculty has extremely heavy workload of teaching, training, research and other allied activities causing professional burnout. This limit makes the departments also unviable in terms of specialization and delivery of outcomes

### **Institutional Opportunity**

The changing landscape of education offers several opportunities for the institute to reach imaginable heights as a professional organization. The institution focuses on becoming a role model institute in education, planning and administration, and leadership. The perspective plan 2030 highlights that NIEPA may endeavor

- to serve as a center of excellence and a think tank in the field of education and to provide leadership on matters critical to educational policy, planning, and administration;
- to contribute to the generation of research evidence for policy, planning, and management of education;
- to strengthen the capacity to create a responsive, participatory and accountable system of educational governance and management at all tiers of educational systems and structures;
- to help prepare plans and design programmes for implementation of the National Education Policy 2020 and the development of education at the national and sub-national levels;
- to develop a generation of researchers to promote empirical research in education policy, planning, and management; and
- to create a network of universities and institutions in India and abroad.

In addition, the NIEPA is aiming for the following: a move towards large-scale, multi-state empirical studies in focus areas; introduction of a master's programme; reduction in face-to-face training programmes; transition from face-to-face to online training programmes; extended international network and engagements; increasing the number of institutional publications-books, journal articles, occasional papers, policy briefs, and training modules.

The institute is working to be widely acclaimed as one of the global school leaders in generating and transmitting knowledge and techniques for capacity building in school leadership that stands on the solid foundation of research and development. The institute also aspires to be self-sufficient in terms of its campus, residential, and related infrastructure facilities. In its new incarnation, as an apex Institute of National Importance in educational planning and management, the institute may identify its regional partners and establish a network, particularly with Asian and SAARC members.

### **Institutional Challenge**

Like other higher education institutions, NIEPA faces several challenges. The challenges may be clubbed under two categories, i.e., organizational and academic. On the institutional front, Space and size are two major challenges. NIEPA has insufficient space for expansion. This lack of space has resulted in confining NIEPA to offer only a limited number of programmes and activities. The NIEPA faculty also face a challenge in maintaining a balance between facilitating institutional goals and working for individual research and training programmes. The work pressure and commitment to contribute sometimes result in less coordination between departments and less time for peer support and collaborative research. While at the academic front there are two major the challenges; reinforcing its recurring relevance through playing a leading role in many domains of its mandate; and expanding its teaching programmes given the size and space available in the institution. The micro-independent research conducted by the faculty does not provide meaningful policy messages because of a limited sample restricted to a particular area. Such empirical research needs to be converted into a larger scale research for the purpose of policy support and evidence -based decision-making.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

NIEPA has developed internationally competitive programmes ingrained with comprehensive curricula to actualise its vision. The curricular approach focuses on theoretical orientation with broader interdisciplinary social science perspectives, including critical realist perspectives on educational policy, planning, and administration. NIEPA offers three types of programmes a) academic programmes for students leading to research degrees such as M.Phil. and Ph.D., b) long-term capacity development programmes for educational planners and administrators leading to Diploma; c) and short duration training programmes leading to

certification.

The curriculum of all the programmes aims to equip students and other participants to examine education from diverse disciplinary and theoretical perspectives and understand the planning and administration of educational provisions from the viewpoints of various stakeholders. All programs offered by NIEPA are interdisciplinary and designed and transacted through integrating diverse themes and topics relevant to human life. The programmes and courses are periodically revised, based on structured feedback from students, and annually updated, in sync with the emerging global trends and national priorities. The activities and content directly impact the employability of the programme participants, who develop various skills, including entrepreneurial skills as professionals for educational planning and administration. These include skills as researchers, policy planners, and implementers working at local, national, and global levels.

Courses of all the programmes focus on cross-cutting themes of education and development. The aspects of topics related to global efforts to envisage a just and equitable society, such as the Millennium Development Goals and Sustainable Development Goals, are discussed in many courses. The courses also provide critical insights into the idea of rights and perspectives on the sustainable use of resources. The field-based courses associated with study programmes, for instance, internship for M.Phil., help students develop grass-root perspectives on human values, ethics, and sustainability. It also helps students connect their theoretical and conceptual understanding with practical understanding. The combination of classroom-taught sessions on different themes and hands-on expertise allows students to build perspectives and develop skills to understand and act on gender justice, values of equity and sustainability, conservation of the environment, and professional ethics.

### **Teaching-learning and Evaluation**

NIEPA receives talented students from all across India and supports them through fellowships. The Institute has a very knowledgeable and experienced faculty to offer holistic learning support to all the students. The teacher-student ratio in the Institute is one teacher for less than five students. Almost all the sanctioned posts of teachers are filled, and most of them have Ph.D. degrees. The faculty of the Institute regularly receives recognition and appreciation at the State, National, and International levels.

NIEPA has evolved student-centric methods that involve experiential learning, participative learning, and problem-solving methodologies to enhance students' learning experiences. The exposure to various aspects of writing skills, summer internships, international and national seminars, workshops on using modern digital technologies, and tutorials equip the students with rich experiences where active participation ensures that they gain the competencies to become successful in life. The students are exposed to contemporary debates and discourses in the sector, drawing examples from national and international contexts. With the help of an interactive and problem-based approach to teaching-learning, the learners develop a nuanced understanding of the subject further by critical reflections and reasoning to develop the needed skills and competencies to become professionals in the field.

All the programmes have well defined programme specific outcomes and course-specific learning outcomes. The students of these programmes are assessed in performance-based tasks and activities. Overall, the teaching-

learning process in the Institute is designed and developed around outcome-based education's philosophy and intent.

All NIEPA faculties have laptops or desktops provided by the Institute. The campus and hostel premises are Wi-Fi enabled. NIEPA library subscribes to many online resources such as online journals, books, and research. Each classroom has hi-speed Wi-Fi access, and both teachers and students use them extensively to gain and share the latest upgrades in the relevant field of study. The entrance examination process is mainly automated. The information from the call for proposals, the list of candidates, called for the written exam, their hall tickets, and candidates short-listed for the interview to the final list of students selected in the institution is entirely available on the Institute's website.

### **Research, Innovations and Extension**

NIEPA is fully funded by the Ministry of Education, Government of India, which includes funding for research. The institute takes up on request research and also undertakes research funded through external funding bodies. The faculty is motivated to submit large-scale research projects that can generate evidence for policymaking. The faculty is granted research projects based on a well-defined review mechanism. External experts are invited to review and facilitate the research approval process when faculty members propose any research. After that, a research advisory body consisting of experts in the field is constituted to guide the researcher. After approval, the project is notified, and all budgetary and staff provisions are allocated. Timelines of the project are calculated from the date of appointment of the project staff. As a well-defined research cycle, the faculty is supposed to submit a synthesis report, two synthesis papers, two policy briefs, and organize policy dialogue and consultations.

Besides, the faculty also approach external funding agencies and conduct research projects on request. Almost all the Institute faculty members are engaged in different types of research projects. The faculty members are also carrying out many research projects funded by international organizations like UNESCO, IPE, and foreign universities.

The Institute regularly conducts workshops/seminars on societal, national, and international significance issues. All these programmes are open to scholars. These programmes help students be sensitized to the development issues, social and economic inequalities, disparities, intersectionality, and analysis of intersectional differences to analyze provisions and arrive at possible solutions and policy action points.

The faculty members regularly publish research articles and books in top-rated international journals and publishers like Routledge, Springer, Sage, etc. The Institute also publishes two very reputed scholarly research journals named Journal of Educational Planning and Administration and Anveshika. The faculty members also contribute to e-content development, and they use this e-content for their classroom use and share it with other external agencies. Institute has almost all the e-content generation facilities and has a Learning Management System, Moodle. The faculty members are also involved in consultancy to different government organizations and carry out various extension activities.

## **Infrastructure and Learning Resources**

NIEPA has adequate infrastructure and learning resources to facilitate the teaching-learning process. As NIEPA is situated on a larger campus of NCERT, the open spaces and shared facilities available on the campus are being utilised by all residents, including students. For all-around development, the institution provides various means to support its student. The institution has a fully equipped modern Gymnasium and indoor sports facilities like – Table Tennis, Badminton, Carom Board, and Chess.

Students are provided a hostel with AC Rooms with attached bathrooms equipped with geysers and a 24-hour running water facility for a comfortable stay. The hostel also has a Wi-Fi facility. The institution has two canteens in each building with catering facilities in NIEPA Hostel. The student also has one TV Room and a Newspaper Room fully Air-conditioned with a Wi-Fi facility. For cultural events, students have access to use seminar halls or any suitable rooms to conduct events. The institution also provides musical instruments like guitars and tablas for the students.

The library is equipped with modern teaching and learning aids, computer facilities, and electronic facilities such as Wi-Fi. All in-house activities in the library, including Acquisition, cataloguing, circulation, and serials control, are fully automated using the latest version 10 of Libsys library management software (LMS). Web OPAC can be accessed intranet and internet, either directly using computers connected to the LAN in the NIEPA or through the internet using the web OPAC on the website of NIEPA through the URL. NIEPA library provides many new online information services such as News Flash, "NIEPA in the Press," "SDL (the circulation of the academic works of NIEPA faculty), and "New Arrivals." The library provides subject bibliographies (via mail) for the university's various activities and training programs/seminars.

NIEPA library subscribes to many e-resources. The library subscribes to all e-resources (e-journals, e-books, and e-databases) for academic purposes. Apart from that, NIEPA has been a core member of eShodhsindhu since 2020. MHRD and INFLIBNET have agreed to provide the JSTOR Archive and Economic and Political Weekly through the central funding model of eSS.

## **Student Support and Progression**

Students of M.Phil and Ph.D. programmes are offered 100 % scholarships. Almost all the students are provided career counseling and guidance by faculty members and invited experts for research and employability. The Institute also takes care of capacity development and skills enhancement of students. For this purpose, the institute has evolved a specific mechanism named student council. The student council act as an umbrella body for all the clubs and committees on campus, ensuring their smooth functioning at each juncture. Apart from being the link between the students and the management, the Student Council is responsible for the brand enhancement of the campus and will constantly strive toward making the student's experience on campus comfortable and enriching.

The council provides an opportunity for students to develop their leadership skills, attitude, personality, and many other aspects for holistic development. The Institute also encourages the participation of student representatives in various decisions making academic and administrative committees. This support enables them to acquire a better educational environment. Student opinions and suggestions are considered to take measures given students' perceptions. Institute puts efforts into the overall development of a student. The council helps in sharing student ideas, interests, and education concerns with the community. The council also help raise funds for institution-wide activities such as social events, community projects, and reforms.



The majority of the students that join the campus are already NET/JRF qualified. Many of those also clear these tests during their course of study. The placement of outgoing students is relatively high. The students regularly participate in different cultural activities and present their reach in various national and international forums.

The Alumni network is formed to strengthen the bond between alumni and the institution, including developing an active alumni network. The Alumni network acts as the linking bridge between the past and the present of NIEPA, endeavoring to build a better future for the students and the Institute. It provides a platform for the alumni to network. It interacts with the students, faculty members, and the management, thereby enhancing the educational experience at the Institute and promoting the brand NIEPA.

### **Governance, Leadership and Management**

The vision of NIEPA is to be a humane learning society through the advancement of knowledge. In alignment with this vision, NIEPA's mission is to -

- Serve as a centre of excellence and a think tank in educational planning and policy.
- Generation of research evidence for policy and planning.
- Capacity building of educational professionals to strengthen and accountable system of educational governance and management at all levels of education

The institution works on the principle of the collegiality in governance. Decentralization and participatory model of decision-making are the basic foundational principle of governance in NIEPA which is corroborated with the decentralized structure of institutional governance. Teaching and curriculum development are also highly decentralized and participatory, and all faculty members are involved in various sub-committees engaged in curriculum development and revision. NIEPA has a Strategic institutional plan, and deployed it effectively. The faculty members are given generous financial support to attend conferences/workshops at national and international forums.

NIEPA Governing Council, Board of Management, Finance Committee, Planning and Monitoring Board, Academic Council, and Board of Studies are major statutory bodies, besides a number of non-statutory committees. NIEPA has launched the Integrated Grievance Registration and Monitoring System (iGRAMS). Anyone, including the NIEPA staff having grievances, can register their complaints in the Integrated Grievance Registration and Monitoring System (iGRAMS) of NIEPA.

Currently, NIEPA's sources of income other than government grants are from academic receipts such as student fees, sale of publications, and sale of the prospectus. The external audit of NIEPA has been conducted for the preceding period. NIEPA has a well-functioning Internal Quality Assurance Cell for mapping the continuous improvement in teaching-learning. Additionally, given the nature that is highly driven towards research and policy intervention, the NIEPA has developed other mechanisms also for the continuous improvement and monitoring of quality. The Departmental Advisory Committee (DAC) is a prime example of it. The DAC is a constant, comprehensive, and systematic mechanism for monitoring and improving the internal quality of the NIEPA. Simultaneously, Project Management Unit (PMU) is another body for ensuring and improving the quality of research being conducted at the NIEPA.

### **Institutional Values and Best Practices**

The institute's national character helped the faculty, students, and staff develop and excel individually, professionally, and holistically contribute to society. The institute takes various initiatives to promote the principle and practice of gender equity. Gender and equity are the core areas of education and research, and the institute conducts evidence-generating research on gender equity. Maintaining a clean and green campus is one of the top agendas. The institute has adopted Swacch Bharat Abhiyan to maintain a clean and green environment on campus and has taken significant initiatives for waste management.

The institute follows a policy to treat and respect everybody equally and give everyone varied opportunities to develop and excel. The institute advocates for tolerance and harmony in all aspects of life and encourages the faculty, staff, and students to practice in everyday life. The institution has a well-defined Code of Conduct for teachers, students, and staff which is enforced in the institution. The institute regularly celebrates national and international commemorative days, events, and festivals and organizes various stakeholders' training and advocacy programs.

One unique initiative of NIEPA is the Scheme of awards called the National Scheme of Awards for Innovations and Good Practices in Educational Administration (NSIEA). The Scheme was launched in 2014 to recognize the contributions and innovations of the District and Block Level Education Officers as they are agents of change. The institute selects entries through a multi-screening process and offers awards or certificates of appreciation to selected ones. Since its launch, the institute has successfully organized five recognition and awards functions having the presence of Hon'ble Ministers of Education.

As another best practice, the institute has mandated a unique quality assurance mechanism that takes care of the research from its inception to dissemination. The four main components of this Scheme are (i) internal support and monitoring through the Departmental Advisory Committee (DAC) and Project management Unit (PMU), (ii) guidance and support by external experts, (iii) review of completed research by the internal review committee, and (iv) dissemination of research output through publications, synthesis papers, and policy briefs.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION
Address	SRI AUROBINDO MARG NEW DELHI 110016
City	NEW DELHI
State	Delhi
Pin	110016
Website	<a href="http://www.niepa.ac.in">www.niepa.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	N V Varghese	011-26544801	9899878784	011-26565600	niepanaac@niepa.ac.in
IQAC / CIQA coordinator	Sudhandu Bhushan	011-26544855	9873535224	011-26853041	sudhanshu@niepa.ac.in

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	11-08-2006
Status Prior to Establishment, If applicable	Other
Establishment Date	01-02-1962
Any Other, Please Specify	UNESCO RCTEPAA

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

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

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	SRI AU ROBIN DO MARG NEW DELHI 110016	Urban	4.268	15175.71	PRE PH.D, (M.PHIL ) PH.D I NTEGR ATED M.PHIL AND PH.D		

## 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)	: No
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#### 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	10				12				10			
Recruited	5	2	0	7	2	10	0	12	1	7	0	8
Yet to Recruit	3				0				2			
On Contract	0	0	0	0	0	1	0	1	1	7	0	8

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				102
Recruited	39	12	0	51
Yet to Recruit				51
On Contract	2	0	0	2

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				14
Recruited	2	0	0	2
Yet to Recruit				12
On Contract	2	0	0	2

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	1	0	0	0	0	0	0	0	0	1
Ph.D.	4	2	0	1	8	0	5	8	0	28
M.Phil.	4	3	0	1	1	0	1	1	0	11
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	2	0	4	6	0	12
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

**Distinguished Academicians Appointed As**

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	1	1	0	2

**Chairs Instituted by the University**

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	NIEPA NEW DELHI	MAULANA ABUL KALAM AZAD CHAIR	MHRD AND NIEPA

**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
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	2	0	0	0	2
	Others	0	0	0	0	0
Diploma	Male	1	9	0	0	10
	Female	2	12	0	0	14
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	19	36	0	0	55
	Female	10	22	0	0	32
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	No
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**Details of UGC Human Resource Development Centre, If applicable**



Year of Establishment	Nil
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

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Niepa	<a href="#">View Document</a>

### Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>NIEPA is a Specialized university and a think tank in the area of education policy, planning and administration with a multidisciplinary orientation. The faculty members of NIEPA are highly qualified and are drawn from various disciplinary backgrounds. Many of them are trained in social sciences such as Economics, Sociology Political Science, Psychology, Education etc. Presently, NIEPA offers M.Phil. and Ph.D. Programme in the area of education policy, planning and management. The course curriculum at the M.Phil. level has a multi-disciplinary focus. The teaching learning activities for the research students looks at issues related to educational policy and planning from the disciplinary perspectives of: Economics, Political Science, Sociology, Education and Psychology. The M.Phil. and doctoral theses produced by our research scholars remain reliable sources for new evidences and alternative arguments in their domains of specializations. They add to the knowledge generated in the area of specialization of the university. The doctoral theses of the students are also approached from a multidisciplinary perspective, mostly from the social sciences perspectives. NIEPA is planning to offer MA in education and development which also will be multidisciplinary in its orientation. There is a committee which has been constituted to design the curriculum of MA programme. The curriculum is being developed from the multidisciplinary</p>
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	<p>perspective. NIEPA faculty members carry out a large number of research studies. All of the research projects of NIEPA are empirical studies and are approaching the problem from a multidisciplinary background. The multidisciplinary orientation of the university is also reflected in the publications of the faculty members and research students. It is a regular practice in the university that experts from varying disciplinary orientation are invited to deliver lectures on multidisciplinary perspectives in the area of educational policy, planning, and management. <a href="http://www.niepa.ac.in/download/NEP%202020%20Implementation%20Strategy_W.pdf">http://www.niepa.ac.in/download/NEP%202020%20Implementation%20Strategy_W.pdf</a> <a href="http://www.niepa.ac.in/download/NIEPA%20faculty%20participation%20in%20Webinars%20and%20Workshops%20on%20NEP%202020.pdf">http://www.niepa.ac.in/download/NIEPA%20faculty%20participation%20in%20Webinars%20and%20Workshops%20on%20NEP%202020.pdf</a></p>
<p>2. Academic bank of credits (ABC):</p>	<p>Credit transfer is an essential step to promote student mobility. The credits of a student may be deposited in their ABC Academic account. This is a new initiative and it will have a lead role in terms of introducing flexible pathways for higher learning. NIEPA has been supporting these initiatives by the government in developing the policy framework. The Government of India constituted a National Committee on Credit Transfer Framework in 2021. The e Vice-Chancellor, NIEPA acted as the Member Secretary and NIEPA was the Secretariat of the committee. The report was finalized and sent to the Ministry of Education in May 2021. After several rounds of deliberations, the Committee arrived at a acceptable definition of credit, structure of a credit system and its measure. Further, it also provided a methodology for grade conversion under different credit framework so that students from an institution can transfer to another institution following different credit structure and grading pattern. This Committee report will play an important and supportive role in operationalizing the ABC. At present NIEPA offers M.Phil. and Ph.D. programme in the area of education policy, planning and management. The student mobility and credit transfer opportunities are rather limited. However, NIEPA is an official member of the National Academic Depository. NIEPA has already uploaded 187 records on NAD. NIEPA is in the process of proactively implement the ABC in the institution. The application for registration has already been submitted by NIEPA.</p>

	<p>The application number ABC0034991653285307 is already generated by the ABC. NIEPA is in the process of offering MA programme in education and development. The process of Curriculum development is already initiated. The university is also exploring possibilities of multiple entry and exit and credit transfer. In the area of internationalization of education, many foreign experts are invited for lectures and faculty members visit foreign institutions to participate in seminars and conferences. At present, there is no joint degree between Indian and foreign institutions to enable credit transfer.</p>
<p>3. Skill development:</p>	<p>Knowledge and skills increase wealth and well-being of individuals since they drive better jobs, better lives and promote social inclusion. The liberalization policies of India in the context of globalization have created a great demand for graduates with skill across sectors of the economy. The teaching, research and capacity development programmes in the university take into account the imparting of skills to the students relevant and necessary in the changing context of education and labour markets. Being a specialized institution in the area of educational policy, planning, administration and finance, the skills imparted and the competencies developed among students are within its areas of specialization. The university focuses on developing critical skills to understand theory, analytical skills to carry out empirical studies and practical skills to support policy and planning. It is because of to this approach that no student who graduated from NIEPA is unemployed. NEP 2020 envisages integration of vocational education in all institutions throughout school and higher education and calls for development of graduate attributes into undergraduate and post graduate education. Aligning to the proposal of NEP 2020, the Institute has made efforts in providing rich learning experiences to develop graduate attributes and enhance the employability skills of the students. As part of the curriculum, internship and Field Attachment programme is conducted to enable the students gain relevant work experience and employability skills like team work, planning, problem solving, communication and adaptability. In addition to this academic writing and software workshops help the students in developing skills in academic writing and computer and relevant software</p>

	<p>skills respectively. The students are provided with the opportunity to participate in various activities such as Seminar presentation which help in developing presentation skills and communication skills, whereas, the activity of writing term papers help in enhancing their analytical skills and academic writing. Students are engaged in various curricular and co-curricular activities which helps in developing skills of problem solving, creative thinking, socio-emotional skills, leadership, multi-tasking and managing deadlines. Developing research capacities of scholars by encouraging them to engage in research in the area of vocational education, skill development and employability. Developing skills of using technology by introducing digital teaching and learning including transaction of curriculum, conduct of seminars and managing evaluation through digital mode. Optional Course on Education and Skill Development has been introduced with the following learning outcomes in terms of understanding the theoretical principles of education and skill development, ability to examine and appraise the approaches of skill development adopted by various countries, understanding and analyzing policies and the system of skill development in India and critically appreciating the issues related to skill development.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>NIEPA strongly believes that the Indigenous knowledge system constitutes. These localized indigenous knowledge systems contain crucial information that can explain and contextualize scientific data and social phenomena. The Indian society and culture, characterized by diversities, is based on multiple indigenous knowledge learning systems. The age-old education system in India was based on the indigenous leaning systems. The Pathshalas, the Maqtabas and Madrasas, and youth dormitories among the tribals formed part of the traditional learning systems in India. In fact, the education system in India to a certain extent has been based on indigenous domestic teaching and learning of knowledge and skills. Similarly, the tribal groups are known for their expertise in hunting, shifting cultivation, tusar rearing, spinning, wood carving, bee keeping and lac raising. The practice of indigenous knowledge skills may also be seen in indigenous health practices, such as Ayurveda, Yoga and Unani. The Indian thinkers and social reformers</p>

such as Gandhi, Vivekananda and others have laid emphasis on the need to give due recognition to indigenous knowledge and skills in our education system. NIEPA over the years has been organising programmes and promoting the idea of indigenous knowledge systems propounded by several Indian thinkers. Such engagements of NIEPA sync well with the renewed emphasis on indigenous knowledge system NIEPA has been focussing on indigenous knowledge in a holistic way by integrating it in its curriculum of research and training programmes., whereby this knowledge is further propagated among scholars for further research and trainees for onward journey in practice. Being a National University bi lingual teaching and writing are welcomed, in fact NIEPA publishes journals both in English and Hindi. This also aids are developing a body of indigenous knowledge in contemporary context making it more relevant and meaningful. NIEPA has developed a unique digital archive which has all documents relating to education, including those related to Indian Knowledge System. Further, NIEPA has regular Yoga sessions and cultural events to promote Indian culture and traditions. NIEPA has been conducting academic programmes in terms of orientation workshops, short term programmes based on the ideas, concepts and practices of Indigenous Knowledge Systems and the Indian thinkers who have propounded such ideas. A number of practitioners who have been engaged in the policies and practices of the IKS, have shared their works and provided inputs in the deliberations and discussions in such programmes. The major objectives of the programme on IKS are: • To develop a shared understanding of `Indigenous Knowledge Systems in terms of concepts, policies and practices; • To share field experiences and research findings of different cases to highlight nature and extent of the practice of such knowledge systems ; • To identify current and emerging problems and issues with regard to promotion of such knowledge systems and their integration with modern formal education institutions; To develop insights and build vision/pathways towards strengthening and revitalization of such knowledge systems for awareness generation and capacity building for all

5. Focus on Outcome based education (OBE):

The institute offers three types of programmes: a)

academic programmes for students leading to research degrees such as M.Phil. and Ph.D., b) long term capacity development programmes for educational planners and administrators leading to Post Graduate Diploma; c) and short duration training programmes leading to certification. The curriculum and activities of all these types of programmes are woven around outcome-based education. The curriculum of all these programmes aligned to what students and participants expect and are able to do. The skills and knowledge that they will acquire at the end of their programme of study will have specific outcomes. The university lays emphasis on three types of learning outcomes: a) theoretical understanding to internalize why things are done or a decision is taken; b) practicality emphasising on how to do things; and c) self-reflection emphasising on how to apply knowledge responsibly. All these programmes are designed to help students and practitioners to demonstrate their learning and achievements in terms of knowledge, understanding, skills, attitudes, and values. All the programmes have well defined programme specific outcomes and course-specific learning outcomes. The students of these programmes are assessed in the form of performance-based tasks and activities. Overall, the teaching-learning process in the institute is designed and developed around outcome-based education's philosophy and intent. The institute regularly revises the curriculum of all teaching programmes. The institute aims to prepare such researchers or train policymakers and educational leaders that can bring changes at the grass-root level. The M.Phil. curriculum is revised every year and externally reviewed and modified once in every five years. There are taskforces for intensive screening for the proposal of capacity development programmes and the curriculum is modified every year and revised periodically. In the teaching and training sessions, the faculty members discuss the modalities and benefits of outcome-based education with the participants and guide them. For example, when choosing a research topic, students are advised and supported to select issues that have measurable policy implications or are helpful to better existing policies or practices. The faculty, from day one, guides and orients the student to follow the principle 'walk the talk' and be able to demonstrate mastery of a particular skill, knowledge,

	<p>or behaviour for the benefit of self and society. Practical relevance is a non-negotiable element of all programmes offered by the university. The university encourages the research students to identify topics which are amenable for empirical analysis and bring out new evidences on educational process as they unravel in the socio-political context of the country. The institute runs a postgraduate diploma programme for national participants and a Diploma programme for international participants. These participants have to complete a thesis as a part of their study. The scholars are supported to select a topic of study that directly has practical relevance to the planning and administrative procedures in India and in their country. Similarly, the institute has mandated a research cycle for research projects conducted by faculty members.</p>
<p>6. Distance education/online education:</p>	<p>As a specialized national institute in educational planning and administration, the institute carries out research studies in skill formation, vocational education and employment. However, the institute does not offer vocational courses in the traditional sense. But it is in a position to provide online training programmes for policymakers and practitioners related to vocational education. NIEPA designed and delivered the ARPIT course on Educational Planning and Administration which had four modules i.e. Planning , Policy, Administration and Finance. The school data base EMIS was designed and implement by NIEPA, which could be accessed online around the world. Almost instantly during the pandemic, the institute swiftly shifted from face-to-face to online teaching and learning. The institute has all the requisite online teaching and learning facilities. These facilities include desktops, laptops, an institutional learning management system (Moodle), 24 hours wired and Wi-Fi internet connectivity, digitaltools, and software. The library facilities are also available online, and students and faculty access these facilities by using VPN services. The institute has an ICT unit, ably led by a renowned ICT specialist The faculty members have all the requisite skills and competencies and regularly use various digital tools and apps for the online and blended learning mode. The institute is also offering online courses by using Moodle platform. In a nutshell, both faculty and students of the institute are pretty</p>

comfortable in using technologies and making blended learning a new normal in days to come. As discussed above, the institute had a smooth transition from face-to-face to online education. During this transition, the faculty and students had used technologies in many ways ranging from online teaching to dissemination of resources to presenting their progress. Among all such activities, a good practice of online education in the institute may be conducting online meetings. Being a national institute, NIEPA organises several types of meetings throughout the year. These meetings in offline mode require boarding and lodging arrangements, the delegation of human resources, and most notably, have to be organized as per the convenience and preference of invited experts. Over the last two years, NIEPA has completed different types of meeting like Project Review Sessions, Departmental Advisory Committees, Board of Studies, Planning Board, Board of Management, Research Methodology Workshops, etc., in online mode. The experience so far is excellent, and it helped in the form of increased participation, focused and fruitful discussions, conservation of resources, and savings. NIEPA intends to carry out this good practice in the future with few exceptions. NIEPA has also trained hundreds of teachers of various universities of the country in online teaching learning mode.



## Extended Profile

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### 1 Program

#### 1.1

##### Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	3	4	4
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

##### Number of departments offering academic programmes

Response: 8

### 2 Students

#### 2.1

##### Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
25	32	32	31	22
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
25	25	18	12	18
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**2.3****Number of students appeared in the University examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
23	28	28	25	18
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

**3 Teachers****3.1****Number of courses in all programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
22	22	22	23	23
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2020-21	2019-20	2018-19	2017-18	2016-17
51	51	51	51	51
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**3.3**

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

2020-21	2019-20	2018-19	2017-18	2016-17
32	32	32	32	32
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4 Institution****4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
215	239	277	316	284
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	10	10	10	10
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4.3****Total number of classrooms and seminar halls****Response: 8****4.4****Total number of computers in the campus for academic purpose****Response: 272**

## 4.5

**Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
212.33	147.78	55.32	84.92	200.96

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## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

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

**Response:**

The National Institute of Educational Planning and Administration envisions attaining distinction in educational planning and administration and evolving a humane learning society through the advancement of knowledge by promoting advanced level teaching, research, and capacity development at the national and global levels in the area of educational policy, planning and management. NIEPA has developed internationally competitive programmes ingrained with comprehensive curricula to actualize its vision. The curricular approach focuses on theoretical orientation with broad interdisciplinary perspectives. NIEPA offers three broad categories of programmes to achieve its vision and mission.

The first category is degree-granting programmes. These programmes include M. Phil, Ph.D., part time Ph.D., and Post-Doctoral study programmes. The degree programmes are run as per the UGC guidelines. The university is in the process of introducing another degree awarding study programme - M A in Education and Development.

The second category of programmes includes two long-term diploma programmes for national and international administrators and education policy functionaries.

The third category of programmes includes a vast range of capacity development programmes of varying duration for technical support for policy implementation to different state governments, school systems, and higher education institutions. Each of these programmes offers a certificate of completion upon completing the programme by the participants fulfilling all requisite conditions.

The diverse courses across the programmes fulfil the local/national and global developmental needs related to organisation of the education system, its governance and administration, and financing of education for diverse populations as reflected in the learning objectives of the programmes and courses, including specific outcomes.

The programmes and courses are periodically revised and updated, keeping them in sync with the emerging global trends and national priorities. The activities and content directly impact the employability of the participants since the programme help develop skills to improve effectiveness as professionals in educational planning and administration.

MPhil programme of NIEPA is specifically designed to prepare professionals specializing in social science research. There are seven core courses (CC) and fifteen optional courses (OC) in the MPhil programme. Intensive orientation and hands-on experience on the use of software applications in educational research equip programme participants with skills for analysing quantitative and qualitative data, besides, summer internship and project work make this programme a complete package for participants.

NIEPA's programmes are relevant to fulfil local/national/regional and global needs. The significance of NIEPA's programmes can be understood by the fact that the International Diploma in Educational Planning and Administration (IDEPA) started in 1985 as a sequel to the recommendations of the sub-regional meeting for Asian countries organised by the Indian National Commission for Cooperation with UNESCO in 1983. NIEPA has since then completed thirty-six internationally coveted batches. The Postgraduate Diploma in Educational Planning and Administration (PGDEPA) initiated in 1980 aims to develop the capacity of educational planners, policymakers, and administrators from different states and regions. The curriculum of PGDEPA also has a national and regional context. The online programme on school leadership is another trendsetting programme aimed at the capacity building of school leaders/professionals from all across India.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### 1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

**Response:** 100

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

**Response:** 4

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

**Response:** 4

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of Programme syllabus revision in last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

**Response:** 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
22	22	22	23	23

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.2 Academic Flexibility

**1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.**

**Response:** 100

**1.2.1.1 How many new courses were introduced within the last five years.**

**Response:** 22

**1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.**

**Response:** 22

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).**

**Response:** 66.67

**1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.**

**Response:** 2

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

#### Response:

Understanding educational planning and management requires rigorous understanding of society, economy, culture, and polity, and it is essential to develop meaningful policies and strategies for implementation and monitoring. Therefore, NIEPA emphasises on developing interdisciplinary oriented curriculum to examine education from diverse disciplinary and theoretical perspectives and to understand the planning and administration of educational provisions from the viewpoints of various stakeholders. All courses offered by NIEPA are interdisciplinary and designed and transacted through integrating diverse themes and topics relevant to human development.

Both students and teachers of NIEPA are drawn from broader social science disciplines such as sociology, economics, anthropology, psychology, history, political science and education.

NIEPA offers courses that provide a general introduction to various themes such as gender, environment, sustainability, human values, and professional ethics. Additionally, these themes are also offered in the form of specialised courses. Some of them are listed below:

Course on gender and development, i.e., OC9: Education, Gender and Development, provides a larger context of how gender influences and is influenced by the development process where education is a significant means and goal.

Courses like OC: 7 Equity and Multi-cultural Education; OC: 14 Inclusion in Education; OC: 15 Professional Development and Management of Teachers provide a deeper understanding of how the values and beliefs of individuals and institutional structures impact educational practices inside and outside the classroom and educational institutions.

Courses such as OC: 8: Democracy, Human Rights and Education and OC: 9: Education, Gender and Development deal with the global efforts to envisage a just and equitable society and talk about Sustainable Development Goals.

Course providing specialised knowledge about educational leadership offers further insights into human values and professional ethics.

Many courses focus on cross-cutting themes of education and development. It essentially considers the dynamic relationship between individuals and society and the role of education in maintaining and transforming the same.



The courses offered by NIEPA focus on the right-based approach to education and the history of the evolution of global and national education systems. It provides critical insights about the idea of rights and perspectives about the sustainable use of resources. The idea is to equip students to understand local, national, and global challenges related to educational expansion and access to education by underprivileged/marginalised sections of society, including women. Thus, students can develop perspectives about envisaging an equal and just society.

The field-based courses associated with study programmes, for instance, internship for MPhil, helps students develop grass-root perspectives on human values, ethics, and sustainability. The combination of classroom-taught sessions on the said themes and hands-on expertise developed from field-based exercise forms a strong base for learning and introducing those values in their professional practices during and after completing courses. The NIEPA courses, in effect, promote both perspective building and skill-building opportunities for students to understand and act on gender justice, values of equity and sustainability, conservation of the environment, and professional ethics.

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	<a href="#">View Document</a>

### 1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

**Response:** 2

#### 1.3.2.1 How many new value-added courses are added within the last five years.

Response: 2

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or any other document relating to value added courses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

**Response:** 200

#### 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.

2020-21	2019-20	2018-19	2017-18	2016-17
50	64	64	62	44

**1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).**

**Response:** 100

**1.3.4.1 Number of students undertaking field projects or research projects or internships.**

**Response:** 25

File Description	Document
List of Programmes and number of students undertaking field projects research projects / internships (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni**

**Response:** A. All 4 of the above

File Description	Document
URL for stakeholder feedback report	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>

**1.4.2 Feedback processes of the institution may be classified as follows:**

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

<b>File Description</b>	<b>Document</b>
URL for feedback report	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Demand Ratio (Average of last five years)

**Response:** 12.39

##### 2.1.1.1 Number of seats available year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
35	20	20	20	20

File Description	Document
Demand Ratio (Average of Last five years) based on Data Template upload the document	<a href="#">View Document</a>
• Any additional information	<a href="#">View Document</a>

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

**Response:** 94

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
10	10	10	09	08

File Description	Document
Average percentage of seats filled against seats reserved (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.2 Catering to Student Diversity

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

**Response:**

NIEPA aims to ensure student success through flexibility and consultation for all students and participants. Through the process of individual inputs by faculty teaching the courses and collective reviews of scholars' work in periodic seminars, NIEPA has devised several strategies to creatively assess and continuously improve the learning levels of the students and other programme participants.

The course work in MPhil Ph.D. programmes is assessed through principles of Continuous and Comprehensive Evaluation (CCE), as well as aspects of the learning-outcomes-based approach that is emphasised by the UGC (Learning Outcomes-based Curriculum Framework, UGC 2018). Comprehensive learning involves multiple techniques of assessment embedded in the coursework, including regular feedback from faculty members during classroom transactions. Major assessment types comprise seminar presentations, term papers, book/research article reviews evaluated through class/group presentations, and a term-end written examination. Periodic class tests on quantitative research methodology are undertaken to assess students' learning levels and adapt and revise teaching strategies. Home assignments are evaluated and discussed in classrooms to clear students' doubts. In a way, the teaching and training programmes of NIEPA adhere to both 'assessment of learning' and 'assessment for learning.'

The coursework involves preparing summaries of each lecture by scholars, which is then systematically recorded and assessed by respective teachers for clarity on concepts and analytical understanding. In some courses, teachers encourage students to prepare presentations. Presentations are accompanied by group discussions among students, spread over 2-3 days, which provides an opportunity for developing deeper conceptual clarity. Research scholars also get personalized inputs in tutorials with their guides.

Such forms of engagement offer different ways of assessment covering disciplinary knowledge, analytical skills, reasoning skills, critical thinking, presentation skills, research and academic writing skills, teamwork, and capabilities to engage respectfully with diverse groups.

Letter Grades are awarded based on the performance of scholars in their coursework and writing of a dissertation. Scholars who secure less than 'B-' grade are given an opportunity to improve their grades in four out of seven courses (NIEPA, 2018). C grade is the minimum qualifying grade in each course, and clearing the coursework is mandatory for submission of the dissertation. To strengthen their dissertation for academic rigour, scholars get the chance to make presentations on their MPhil research at least twice before the final submission to seek inputs and get feedback from peers and faculty members.

The flexibility in submission dates if required and, in some cases, revision of examination dates helps students complete their tasks efficiently.

NIEPA has the enabling policy for its learners' learning at various levels through fellowships and learning support. The scholars are encouraged to publish in journals. NIEPA's Journal of Educational Planning and Administration (JEPA) has adopted a policy of internal review of papers submitted by its scholars. This policy helps scholars get professional guidance to refine their article before it is sent for external review. In addition, NIEPA helps scholars and learners in different programmes to get support in the form of peer and faculty reviews of their work.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

**Response:** 0:1

File Description	Document
Any additional information	<a href="#">View Document</a>

## 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:**

Given its mandate, NIEPA has evolved student-centric methods which involve experiential learning, participative learning, and problem-solving methodologies to enhance their learning experiences. The engagement of the MPhil and Ph.D. scholars is focused on providing them a participative learning experience through extended interactions with teachers, guides, and fellow students of the institution. Peer review is an essential component across programmes where students review each other's work. The students have the opportunity of personalized guidance to build capacities in analytical, presentational, and writing skills in educational research. The exposure to various aspects of writing skills, summer internships, international and national seminars, workshops on using modern digital technologies, and tutorials equip students with rich experiences where active participation ensures that they gain the competencies to become successful in life.

The Courses offered are mainly divided into two broad segments core courses and a wide range of optional courses. The core courses aim to improve knowledge and understanding of the key concepts and theories, develop in-depth insights about the development and implication of the concepts, and their impacts in global, national, regional, and local settings. Research methodology courses are designed to develop an understanding of the research paradigms and build critical abilities to sharpen students' abilities in designing fundamental and applied research, processing and analysing information/data, and reporting the results for broader dissemination.

The core courses, rich in content, provide a unique opportunity to link theoretical and conceptual understandings with practical experience sharing. The open and interactive nature helps develop a deeper understanding of the core issues related to education policy-making and management in an interconnected world.

The broad spectrum of optional courses introduces fundamental concepts, ideas, and education features from an inter-disciplinary social science perspective. The scholars are exposed to contemporary debates and discourses in the sector, drawing examples from national and international contexts. With the help of

an interactive and problem-solving-based approach to teaching-learning, the learners develop a nuanced understanding of the subject by critical reflections and reasoning. This methodology helps the students to develop the needed skills and competencies to become professionals in the field. The examination system also allows students to reflect on their analytical abilities and discourages rote learning. Critical questions encourage students to connect different concepts, social and educational issues, data, and observations, and make learned arguments, and a group of examiners evaluates their outcomes. The examinations thus work as building blocks in their learning pyramid.

Opportunities for students to participate in organising the national and international seminars and workshops with top-level educational administrators, planners, and policy actors of the country and abroad provide a platform for experiential learning, which is rare in other higher educational institutions. Leveraging the unique nature of NIEPA as a national academic think-tank, the students learn the complexities of educational policy-making and managing from proximity. These rich experiences merged with the theoretical and conceptual knowledge and research skills help them become lifelong learners who can contribute effectively and make the nation a global leader with a competitive edge.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

#### Response:

As a learning institution, NIEPA encourages modern digital resources for interactions between students and faculty members. All NIEPA faculty members have been provided laptops and desktops by the institute, and the campus and hostel premises are wi-fi enabled. NIEPA library subscribes to a wide array of online resources such as journals, books, and research. In addition, it is linked to different government sites, where teachers and students can access the latest research, policy reports, and other documents related to education policy and administration. The NIEPA website, including the pages of its different departments and centres, regularly uploads research papers, research reports, policy briefs, seminar and conference reports, and specific write-ups for free public consumption. This resource creation and sharing culture are deep-rooted in NIEPA, which is also reflected in its teaching-learning practices.

The faculties use online resources from various sources, which are then presented in the modern classrooms equipped with digital overhead projectors, video conference and recording facilities, and sound systems. Each classroom has hi-speed wi-fi access, and both teachers and students use them extensively to gain and share the latest upgrades in the relevant field of study. COVID-19 outbreak and subsequent institutional closure gave scope for introducing more ICT-enabled pedagogy and other academic practices in NIEPA. The Phil/ Ph.,D courses, International and national Diploma programmes, large number of capacity development programmes, workshops, webinars, discussion meets organised by the departments/ centres/ units/ faculty as well as faculty participation in online programmes speaks about the volume of ICT-enabled capacity building as well as teaching learning process, especially during the period of



pandemic. Many information uploaded on website of the institution [http://www.niepa.ac.in/]; http://www.niepa.ac.in/download/NIEPA%20faculty%20participation%20in%20Webinars%20and%20Workshops%20on%20NEP%202020.pdf;

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )

**Response:** 1:1

#### 2.3.3.1 Number of mentors

Response: 42

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

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

**Response:** 159.38

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

### 2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years

**Response:** 98.04



**2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
50	50	50	50	50

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

**Response:** 19.73

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

Response: 1006

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	<a href="#">View Document</a>

**2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years**

**Response:** 29.41

**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	6	4	2

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>

## 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 year-wise during the last five years

Response: 220

#### 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

2020-21	2019-20	2018-19	2017-18	2016-17
220	220	220	220	220

File Description	Document
List of Programmes and date of last semester and date of declaration of results	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Number of complaints and total number of students appeared year wise	<a href="#">View Document</a>

### 2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal

**assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution**

**Response:**

NIEPA is committed to ensuring that the examination system is responsive and transparent. The entrance exams and examination at the end of the term/semester have been gradually made robust through IT integration. The benefit of IT integration and reforms were palpable during the pandemic when the entrance examination and student learning assessment examinations could be seamlessly held as per schedule. Some of the examples of IT integration and reforms are as follows:

The entrance examination process is mainly automated. The information from the call for proposals, list of candidates, called for the written exam, their hall tickets, short-listed for interview, and the final list of students selected in the institution is entirely available on the institute's website.

- From 2020 online entrance examination is being conducted using Google Meet and Google Form.
- E-gateway for submission of online application and fee is in place
- The letters for admission are e-mailed to the selected candidates.
- NIEPA has a Moodle-based online examination system for offered programmes.
- As most assessment tasks are submitted by students online, the institute's record-keeping practice is moving from offline to online. Programme Calendar is made available online for timely completion of syllabus, examination, and result declaration.
- Student grievances related to assessment are also quickly resolved using requisite interactions of group e-mails.
- Students can apply for re-evaluation to the examination committee through digital mode.
- NIEPA offers two diploma programmes, namely Post-graduate Diploma in Educational Planning and Administration (PGDEPA) and International Diploma in Educational Planning and Administration (IDEPA), through face-to-face interactions and distance mode of learning. Complete integration of information technology has been achieved in disseminating information(s) regarding the programmes, transaction of the courses, submission of and feedback on assignments, and interactions regarding the development and submission of project reports for assessment.
- All information regarding the ongoing course may be obtained from the link "NIEPA Learning Management System" on the institute's website, where each participant has a particular gateway.
- The assessment tasks are submitted online, reducing the institute's time of record maintenance and enabling it in grievance redressal.

Thanks to the timely decision to move from face to face test and interviews to online mode for admission to M.Phil/PhD programmes in 2020, there was no delay or change in the schedule of admissions processes

and starting of classes during the Covid years of 2020 and 2021. Given the success of this experiment, NIEPA may continue to follow the online mode for admission test and interviews.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** Only student registration and result processing

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	<a href="#">View Document</a>
Current Manual of examination automation system	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

NIEPA has stated learning outcomes. The generic and specific learning outcomes/graduate attributes are clearly stated in the curriculum guide of the programmes, which is available for free download for all the students and teachers from the NIEPA website. The specific objectives and learning outcomes of the programmes and courses offered therein are rooted in multiple and trans-disciplinary perspectives and are informed by various sub-disciplines of education. Some of the graduate attributes delineated by NIEPA programmes are as follows:

#### A. Intellectual and Professional Development

- In-depth Domain Knowledge- Understanding of creation, advancement, and renewal of domain knowledge
- Interdisciplinary and Comparative Perspective- Commitment to intellectual openness and developing understanding beyond subject specific domains.
- Competence for Research and Innovation- Ability to initiate, design, conduct, report, and supervise independent and original research leading for providing innovative solutions for societal impact.

- Analytical Competence- Ability to identify and analyse problems, including policy analysis.
- Critical Thinking- Ability to evaluate and apply a systematic critical assessment.
- Problem Solving Competence- Ability to solve complex issues and problems.
- Decision Making- Ability to make sound judgment after considering all facets.
- Information Technology Skills- Ability to use software and hardware of an information technology device including specialized software and devices.
- Entrepreneurial skills- Develop skills like resilience, focus, managing people, self-reliance.
- Job Skills- Develop soft skills that an employer looks and as listed in personal, societal, and ethical attributes

#### B. Personal, Societal and Ethical Attributes

- Ability to Work Independently-Learn to manage work independently and have solo competence as a decision-maker.
- Capacity for Creativity – Ability for originality and creativity
- Inter-personal Skills- Cluster of personality traits used to communicate more effectively in professional and personal lives.
- Communication Competence- Cultivating the ability to communicate knowledge effectively.
- Emotional Intelligence- Ability to understand and manage emotions for success at work and socially.
- Team Work- Cultivate skills to work in teams and be a team leader.
- Collaboration Skills- Ability to work collaboratively and enhance group initiatives.
- Time Management- Ability to use time more effectively by planning work and activities well.
- Leadership Skills- Demonstrate leadership within the discipline and the workplace.
- Lifelong Learning- Developing interest to continue to enlarge knowledge understanding and skills.
- Global Citizenship- Encouraging a capacity to thrive in a globalized society, economy, and cultures and appreciate international perspectives.
- Appreciation of Diversity and Inclusion – Understanding and respecting diversity and encourage inclusion initiatives.
- Cross-Cultural Understanding- Develop the ability to respect diverse cultural perspectives and apply knowledge in a culturally appropriate manner.

- Demonstration of Integrity, Honesty, Responsibility, and Ethical Behaviour- Understanding the need for ethical conduct, knowledge ethics, and ethical standards.
- Commitment to Community, Society Engagement, and National Development- Appreciate local, societal and national issues and contexts related to research and practice.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

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

#### Response:

The Curriculum guides of the respective programmes of NIPEA clearly state learning objectives and outcomes for programmes and the courses. The syllabi of the courses are designed according to the desired learning outcomes keeping the specific focus on educational planning, administration, financing, and policy research. The institution measures and assesses the attainment of Programme and Course outcomes in several ways.

- Attainment of analytical skills is measured through written test
- Creative writings skill through book review and term paper
- Communication skills through classroom presentation and group discussion;
- Presentation skills through research seminar presentations;
- Research Skills through Dissertation /thesis writing evaluated by an internal and external committee
- Attainment of Teamwork and leadership skills through group projects;
- Job skills and competencies through internship programme (formal reporting through grade but not the part of overall assessment);
- Research skills through dissertation and research methodology workshop;

All methods to measure attainment of outcomes are supported by feedback (survey)

Continuous internal assessment, peer review, feedback on presentations, and question paper-based written tests are how the institution assesses, improves, and ensures the attainment of specific learning outcomes.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

### 2.6.3 Pass Percentage of students(Data for the latest completed academic year)

**Response:** 100

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 17

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 17

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.42

File Description	Document
Upload database of all currently enrolled students	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

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

**Response:**

NIEPA is primarily a research-intensive university fully funded by the Ministry of Education, Government of India. The Ministry supports and provides fund to undertakes different activities which includes funding for research. The university promotes research through four different channels: a) from own funds; b) funded specifically by the national authorities; c) funded by foreign agencies; and d) research funding extended through grants in aid to promote research and programmes by other organizations. Each faculty is entitled to develop research projects which are funded from the general budget of the institute. The institute undertakes research projects on request and with funding support from ICSSR, MoE, UGC, NCTE etc. It also undertakes research funded by foreign institutions such as IIEP, UNESCO and other international organizations. The grant in aid committee of NIEPA sanctions small research grants for researchers and civil society to encourage research into themes relevant for policy research in education, planning and administration.

NIEPA has clearly defined areas of priorities of research related to policy, planning, administration, financing, and management of education. These areas are identified in the Perspective Plan 2020-30 of NIEPA which is uploaded on the NIEPA website. The priority areas are further identified as: a) Equity, diversity and inclusion; b) Quality and learning outcomes; c) Teaching, learning and technology; and d) governance, financing and accountability. The major effort through empirical research is to promote evidence-based decision making in education.

NIEPA has devised strategies for close quality control and monitoring of the progress of research. The university has an internal research review Committee (IRRC) which initially reviews the project proposal before it is sent to external review process. The implementation of the research is monitored and reviewed through various mechanisms such as research expert groups, research progress review, research advisory committees, and research report review to be submitted to the Project Monitoring Committee every three months.

NIEPA also organises research methodology workshops open for all faculty and staff is also instrumental in promoting quality research.

NIEPA has good research infrastructure - Hardware- computer, printer, scanner; Software- NVivo for Qualitative Data Analysis; SPSS for Quantitative data analysis., subscriptions to journals, books to facilitate research for faculty and research scholars at NIEPA. NIEPA library is having one of the richest collections of books and journals in the area of educational, policy, planning, administration, finance, and management which is also instrumental in supporting research.



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

### 3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

**Response:** 90.32

#### 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).

2020-21	2019-20	2018-19	2017-18	2016-17
88.05	260.34	00.00	100.63	2.60

File Description	Document
Minutes of the relevant bodies of the University	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View Document</a>

### 3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

**Response:** 0.39

#### 3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the award letters of the teachers	<a href="#">View Document</a>

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

**Response:** 24

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	7	2	7	4

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.1.5 Institution has the following facilities to support research

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery
10. Any other facility to support research

**Response:** D. 1 of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	<a href="#">View Document</a>

### 3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

**Response: 100**

**3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.**

Response: 8

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-version of departmental recognition award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.2 Resource Mobilization for Research

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

**Response: 176.4**

**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).**

2020-21	2019-20	2018-19	2017-18	2016-17
11.65	3.49	00	20.81	140.45

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government	<a href="#">View Document</a>

**3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).**

**Response: 2856.02**

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

2020-21	2019-20	2018-19	2017-18	2016-17
180.92	858.18	697.16	475.92	643.84

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by government	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 4.9

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

Response: 50

#### 3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..

Response: 51

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Paste Link for the funding agency website	<a href="#">View Document</a>

## 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:**

Dissemination and advancement knowledge by providing instructional, research and extension facilities in such branches of learning as it may deem fit and to provide to students and teachers the necessary facilities and atmosphere for the promotion of innovations in education leading to restructuring of courses, new methods of teaching and learning, and integral development of personality, studies in various disciplines,

inter-disciplinary studies, and national integration and international understanding is one of the core pillars of NIEPA.

As a part of knowledge transfer and sharing the institute organizes various pre-service and in-service training programmes in the area of educational planning and administration and allied disciplines. The institute also undertakes, aids, promotes and coordinates research in various aspects comparative studies in planning techniques and administrative procedures in different States of India and in other countries of the world. It also provides academic and professional guidance to agencies, institutions and personnel engaged in educational planning and administration as a medium to transfer knowledge and strengthen the knowledge space of educational policy and planning globally.

NIEPA over the years has been engaged in providing academic support to MHRD/MoE for various activities undertaken by the Ministry. Some of which include drafting of Right to Education Act (2009), designing and implementation support in some of the key centrally sponsored schemes of GoI such as DPEP, SSA, RMSA and Samagra Shiksha. The institute also formulated an implementation strategy for NEP 2020. Thirteen thematic areas were identified from the NEP 2020 policy document and NIEPA prepared working papers based on these themes that were submitted to the MoE as 'NEP2020: Implementation Strategies'.

NIEPA also organises orientation and training programmes and refresher courses for teacher-educators and for University and College Administrators engaged in educational planning and administration along with orientation programmes, conferences, workshops, meetings, seminars and briefing sessions and discussion groups for persons including legislators in the field of educational planning and administration at the level of policy making in Central and State Governments.

NIEPA has instituted National Awards for Innovations & Good Practices in Educational Administration for District and Block Level Education Officers in the field of school education. The Scheme was launched in 2014 with the objective to encourage innovations and good practices in educational administration for improving the functioning of the public system of education. The scheme also aimed to instil a sense of confidence among the education officers working at the field level. Since 2014 about 200 educational functionaries have been conferred innovation awards

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### **3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.**

**Response:** 500

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

2020-21	2019-20	2018-19	2017-18	2016-17
51	78	100	122	149

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

**Response:** 13

#### 3.3.3.1 Total number of awards / recognitions received for *research / innovations* won by institution / teachers / research scholars / students year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
2	9	1	1	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e- copies of award letters	<a href="#">View Document</a>

## 3.4 Research Publications and Awards

**3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee**

**Response:** A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards** 1. Commendation and monetary incentive at a University function  
2. Commendation and medal at a University function 3. Certificate of honor 4. Announcement in the Newsletter / website

**Response:** B.. 3 of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e- copies of the letters of awards	<a href="#">View Document</a>

**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.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 0.71

**3.4.4.1 How many Ph.D's are awarded within last five years.**

**Response:** 22

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

Response: 31

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL to the research page on HEI web site	<a href="#">View Document</a>

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

Response: 3

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

2020-21	2019-20	2018-19	2017-18	2016-17
29	30	33	29	32

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 6.25

**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 last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
72	57	69	61	60



File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.7 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. Any other Government Initiatives
6. For Institutional LMS

**Response:** D. Any 2 of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

**Response:** 1.05

File Description	Document
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>

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

**Response:** 4.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>

## 3.5 Consultancy

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

**Response:**

NIEPA promotes consultancy services, both national and international, in educational planning and administration as well as related areas. The consultancy services of NIEPA may cover research, technical support, programme/ project evaluation studies, and other related activities in relevant areas with government and non-government organisations in India and abroad.

The consultancy services of NIEPA may cover a variety of activities and include activities such as sponsored research material preparation, In-service training programmes, the use of different aids (Print material, audio-video aid, teleconferences), consultancies on staff development /human resource development, developing plans and strategies, IT, media and social awareness programmes, undertaking collaborative research, case studies, feasibility studies, programme/project/scheme evaluation studies, technology assessments, assessment of designs of educational administration, systematic changes, organisational designs, training of trainers, capacity building, turnkey projects of establishing institutions, policy planning, or any other activities related to NIEPA's mandate.

File Description	Document
Upload soft copy of the Consultancy Policy	<a href="#">View Document</a>
Paste URL of the consultancy policy document	<a href="#">View Document</a>

### 3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

**Response:** 18

#### 3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
00	04	07	01	06

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 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:**

NIEPA being a national level policy research and planning institute interprets the concept of neighbourhood community to include the policy planners, administrators, key institutional leaders, teachers, organisations governing education at federal and state level and other relevant actors including non-governmental organisations across India.

NIEPA students are sensitized to the development issues, social and economic inequalities, disparities, intersectionalities, analysis of intersectional differences to analyse provisions and to arrive at possible solutions and policy action points. This reflects in the topics chosen for study, analysis undertaken, the term papers submitted by them.

NIEPA disseminates the research outputs to the wider community through integrating briefs, reports and data with the training programmes at NIEPA to diverse groups of stakeholders such as researchers, teachers, administrators, policy implementation groups at all levels of the education sector.

All in-house as well as sponsored research result in some sort of publications /monographs. NIEPA takes appropriate measures to facilitate dissemination of research, including publications, uploading of the final research report at NIEPA website, development of training materials on the basis of research studies, wherever appropriate. As far as possible, outputs of a research study are diversified in the form of books/monographs, policy briefs, articles in journals and occasional papers.

Appropriate editorial and related services are also made available to faculty for finalizing research reports/publications. NIEPA also organizes national and international research seminars to share and disseminate research in specific thematic areas. E-dissemination strategies, including uploading of research reports and publications at NIEPA website are also developed by the institute.

( May not be needed NIEPA is also the nodal agency for many of the centrally sponsored schemes and has been instrumental in designing and implementing them at the national level. Some of which include *Shaala Siddhi* programme, School Leadership Programme, DISE / UDISE programmes and NRC under the PMMMNMTT. The institute also conducted an online Refresher Course under the ARPIT- SWAYAM platform in 2018.

NIEPA has also taken the onus of organising the Higher Education Leadership programmes for the Vice-chancellors and Administrators at the national level).

File Description	Document
Upload any additional information	<a href="#">View Document</a>

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

**Response: 1**

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

2020-21	2019-20	2018-19	2017-18	2016-17
01	00	00	00	00

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

**3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years****Response:** 104**3.6.3.1 Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
16	22	22	22	22

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years****Response:** 4416.8**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
830	1269	1344	1317	1397

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.7 Collaboration

#### 3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 0

##### 3.7.1.1 Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>

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

Response: 4

##### 3.7.2.1 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	0	1	1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the MoUs with institution/ industry	<a href="#">View Document</a>

NAAC

## 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:**

NIEPA provides adequate facilities for ensure teaching-learning process. It is enriched by facilitating various infrastructural support to this end. NIEPA has one of the richest collections of educational resources in the country. The documentation centre with its archival reserve has one of the richest educational documents in store which is accessible to researchers and students. In short, Library & Documentation Centre equipped with all modern facilities apart from wide range of books, newspapers, magazines and documents. NIEPA's contribution in the field of education is also recognised by Govt at the Centre, as the MHRD has identified NIEPA as discipline specific (Educational Planning and Administration) and has established the National Resource Centre under MMMNMTT. And online course on Educational Planning and Administration is to be offered by the institution through SWAYAM Platform.

To facilitate teaching learning, ICT facilities are available for teaching -learning in the lecture halls which are used by almost all faculty members. Some of programmes (such as PGDEPA, SLDP) are conducted in blended mode. NIEPA also has computer centre with internet facility provided to all students.

In addition, for all round learning ambiances, students are also provided medical facilities, gym for exercise and a common room equip with latest LCD TVs wherein students can read, discuss and relax. The institution is continuously adapting new methods and approaches to enhance its teacher-learning process in NIEPA.

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

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

**Response:**

As NIEPA is situated in a larger campus of NCERT, the open spaces and common facilities available in the campus are being utilised by all residents including students. For all round development, the institution provides various means to support its student. The institution has fully equipped modern Gymnasium, and indoor sports facilities like – Table Tennis; Badminton; Carom Board and Chess are provided. Yoga mats are available for all faculty, staff, and students.

For a comfortable stay, students are provided hostel with has an AC Rooms with attached bathrooms equipped with geysers and 24-hour running water facility. The hostel also has Wi-Fi facility. The



Institution has two canteens; one on each building with catering facilities in NIEPA Hostel. The student also has one TV Room and Newspaper Room which is fully Air-conditioned with Wi-Fi facility. For cultural events, students have access to use seminar halls or any suitable rooms to conduct events, the institution also provide some musical instruments like guitar and tabla for the students which are always available for the students in the NIEPA Hostel buildings.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Geotagged pictures	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.3 Availability of general campus facilities and overall ambience

##### Response:

NIEPA is situated in the larger campus of NCERT which is a green campus. The open spaces and common facilities available in the campus are utilised by all the residents including students. For a comfortable stay, students are provided hostel with AC Rooms with attached bathrooms equipped with geysers and 24 hour running water facility. The hostel also has wi-fi facility. The Institution has two canteens; one on each building with catering facilities in NIEPA Hostel. The student hostel also has one TV Room and Newspaper Room which is fully Air-conditioned with Wi-Fi facility. For cultural events, students have access to use seminar halls or any suitable rooms to conduct events. The institution also provide some musical instruments like guitar and tabla for the students which are always available for the students in the NIEPA Hostel buildings. Air-conditioned classrooms/lecture/conference halls and seminar room for students and participants of various training programmes with Wi-Fi connectivity, Multi-media project/overhead projector, LCD, white board, etc.

**Medical Facilities:** Services to two part-time doctors, one male and one female, (on alternate days) have also been made available at NIEPA hostel for all trainees, students and faculty and staff members including their dependent family members.

**Banking Facility:** A branch of State Bank of India with ATMs of other Banks like ICICI are available in the campus for all faculty/staff members/students and trainees.

**Residential Accommodation:** NIEPA provides residential accommodation facilities to its faculty and staff. There are 08 Type V; 08 Type IV and equal number of Type-III and Type-II quarters; and 16 numbers of Type-I quarters are available in the Campus. Whereas, 25 numbers of staff quarters with three rooms and open space in Bindapur, Dwarka, where some of the regular staff members and some of the project staff members are residing.

**Hostel Facility:** NIEPA has a hostel with 60 double occupancy fully furnished AC rooms meant for participants of various programmes including, IDEPA and PGDEPA. Few of the rooms are allotted to the M.Phil. and Ph.D. Students.



**Sports facilities:** Since NIEPA is situated in a larger campus of NCERT, its available facilities like parks, playgrounds and sports facilities are also used by NIEPA faculty and staff members; students and trainees, which includes, Basketball and Volleyball courts, Badminton Court, Tennis court, Table Tennis to name few.

Apart from above, facilities of gymnasium, Yoga mats, Carom Board, Chess Board are also available in the campus.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

**Response:** 1577.75

##### 4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
1864.15	2403.22	1712.84	1514.26	1015.19

File Description	Document
Upload audited utilization statements	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

**Response:**

NIEPA library is equipped with modern teaching and learning aids, computer facilities and electronic facilities such as wi-Fi. All in-house activities in the library, including acquisition, cataloging, circulation and serials control are fully automated using the latest version 10 of Libsys library management software (LMS). The automation of the library was done in 1998. web OPAC can be accessed Intranet and Internet, either directly using computers connected to the LAN in the NIEPA or through the Internet using the web OPAC on the website of NIEPA through the URL. It facilitates browsing and searching the databases of

books, journals and articles available in the NIEPA library.

NIEPA library subscribes to many e-resources. All e-resources (e-journals, e-books and e-databases) are subscribed by the library for academic purpose only. Apart from that, NIEPA is a core member of eShodhSindhu since 2020. MHRD and INFLIBNET have agreed to provide the JSTOR Archive and Economic & political Weekly through the central funding model of eSS.

NIEPA library provides many new online information services such as ,News Flash, "NIEPA in the Press", "SDI (the circulation of the academic works of NIEPA faculty) and "New Arrivals". The library provides subject bibliographies (via mail) for the various activities and training programs/seminars undertaken by the University.

- library has 43,211+1 e-book database (Sage Knowledge, Education Collection with 523 e-books); 8127 numbers of Journals. Apart from above, 125, individual current e-journals, 05 online e-journal databases, 95 journals of Sage-Education collection; 23 journals of Emerald: Education e Journal Collection; 26 journals of Emerald: Higher Learning & Organization studies collection; and EPWRF India Time Series; and also 14 light reading magazines are available in the library.

**Documentation Centre:** 18,500 volumes comprising a unique collection of Official Reports, Central and State Govt. Publications, Educational Surveys, Five-year Plans, Census reports, etc. The Documentation Centre also has very important International Reports & surveys on Education. Other facilities include Current Awareness Services (CAS), Selective Dissemination of Information (SDI), Reference Service, Web OPAC, Circulation, Xeroxing.

The Library/Documentation Centre is a member of Developing Library Networking (DELNET) to promote sharing of its resources both at national and international level.

**Digital Archives of Education Documents:** To create a Community of users as an extended face of NIEPA, a digital archive has been developed in NIEPA to provide access to all documents in soft form in one place as a source of reference and research on all aspects, sectors and levels of education in India.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources**

**Response:** B. Any 3 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)****Response:** 101.79

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

2020-21	2019-20	2018-19	2017-18	2016-17
36.79	139.72	26.51	138.74	167.19

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year****Response:** 65.79

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 50

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	<a href="#">View Document</a>

**4.3 IT Infrastructure****4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)****Response:** 100

4.3.1.1 Number of classrooms and seminar halls with ICT facilities

Response: 8

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

##### Response:

The University has developed its IT policy which aims to maintain, secure, and ensure legal and appropriate use of Information technology infrastructure established by the University on the campus. This policy establishes University-wide strategies and responsibilities for protecting the Confidentiality, Integrity, and Availability of the information assets that are accessed, created, managed, and/or controlled by the University. Information assets addressed by the policy include data, information systems, computers, network devices, intellectual property, as well as documents and verbally communicated information. University Information Technology Resources are at risk from potential threats such as human error, accident, system failures, natural disasters, and criminal or malicious action. The purpose of this policy is to secure the sensitive information of faculty, staff, students, and others affiliated with the University, and to prevent the loss of information that is critical to the operation of the University. NIEPA's IT Policy works as guidelines for using the university's computing facilities including computer hardware, software, email, information resources, intranet and Internet access facilities.

All employees share the Information Technology facilities at NIEPA. These facilities are provided to employees for the purpose of conducting University work. The University does permit a limited amount of personal use of these facilities, including computers, printers, e-mail and Internet access. However, these facilities must be used responsibly by everyone, since misuse by even a few individuals has the potential to negatively impact productivity, disrupt University work and interfere with the work or rights of others. Therefore, all employees are expected to exercise responsible and ethical behavior when using the University's Information Technology facilities.

The institution regularly updates the IT infrastructural facilities and appropriately maintains the existing facilities which includes both Hardware and Software. Wi-Fi facility is an integral part of the efficient functioning of the institution which not only helps in seamless teaching-learning process including LMS, online class, entrance and examination through use of ICT. The institution supports its endeavors through adequate budgetary provision.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**4.3.3 Student - Computer ratio (Data for the latest completed academic year)****Response:** 0:1

File Description	Document
Student – computer ratio	<a href="#">View Document</a>

**4.3.4 Available bandwidth of internet connection in the Institution (Leased line)****Response:** A. ?1 GBPS

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

**4.3.5 Institution has the following Facilities for e-content development**

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

**Response:** A. All of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Links of photographs	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure****4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years****Response:** 1577.75**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
1864.15	2403.22	1712.84	1514.26	1015.19

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 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:

NIEPA is utilising the services of around 18 firms for performing maintenance work in library, sports complex, computer lab, classrooms, hostel etc. A list containing name of the firms engaged and services provided by them such as Sanitations services, Computer and IT equipment maintenance, AC maintenance, CCTV system maintenance, Catering services, Security services, Water Cooler & RO maintenance, EPABX maintenance, UPS maintenance, Photocopying and allied services, Library management software, pest control services, server maintenance, water tank cleaning services, web portal maintenance etc.

S.No.	Name of firm	Services provided
1.	M/s Laxmi Chand & Sons	Sanitation services
1.	M/s Corporate Infotech Pvt. Ltd.	Computer and IT equipment maintenance
1.	M/s Weather Control Engineers	Air-Conditioners maintenance
1.	M/s Globus Infocom	CCTV system maintenance
1.	M/s Food Pakiza	Catering services
1.	M/s Alert Enterprises	Security services
1.	M/s Ganpati Enterprises	Water Cooler & RO system
1.	M/s Gurusons Comm. Pvt. Ltd.	EPABX system
1.	M/s Uniline Energy Pvt. Ltd.	UPS Maintenance
1.	M/s Maxx Systems Pvt. Ltd.	UPS Maintenance
1.	M/s Shiv Shakti	Photocopying and allied services
1.	M/s Libsys Ltd.	Library Management System
1.	M/s Dynamic Pest & Rodent Control	Pest control services
1.	M/s Max Cleaner Pvt. Ltd.	Water tank cleaning services
1.	M/s Techtreno Sols Pvt. Ltd.	Blade Server
1.	M/s Dell Intl'l Services Pvt. Ltd.	Dell Server
1.	M/s HP India Pvt. Ltd.	HP Server
1.	M/s ADS Softek	Shaala Siddhi web portal

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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## 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 institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).**

**Response:** 98.47

**5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
25	31	32	31	21

File Description	Document
Upload self attested letter with the list of students sanctioned scholarship	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

**Response:** 100

**5.1.2.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
25	32	32	31	22



File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology**

**Response:** C. 2 of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees**

**Response:** A. All of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5.2 Student Progression

**5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

**Response:** 47

**5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg:**

**IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
5	4	3	6	2

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	8	6	10	8

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**5.2.2 Average percentage of placement of outgoing students during the last five years****Response:** 14.87**5.2.2.1 Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	3	3	3

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**5.2.3 Percentage of student progression to higher education (previous graduating batch).**

**Response:** 68**5.2.3.1 Number of outgoing student progressing to higher education.**

Response: 17

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**5.3 Student Participation and Activities**

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

**Response:** 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

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

**Response:**

Student council is an important platform consisting of students and supervised by seniors. The Student Council act as an umbrella body for all the clubs and committees on campus, ensuring their smooth functioning at each juncture. Apart from being the link between the students and the management, the Student Council is responsible for the brand enhancement of the campus and constantly strives towards making the experience of the student on campus comfortable and enriching. It is the responsibility of the Council to ensure that all events, activities and interactions on campus are conducted in a manner

acceptable to the culture and norms of the university. The Council will assist all clubs and committees on campus with their functioning and conducting of various other activities. It provides opportunity to students to develop their leadership skills, attitude, personality and many other aspects for holistic development. It operates with a sense of responsibility in dealing with the student concerned activities. The Institute also encourages participation of student representatives in various decisions making, academic and administrative committees, this enables them in acquiring better academic environment. Student opinions and suggestions are considered to take measures in view of students' perception. Institute puts efforts for the all-round development of a student. It contributes to educational spirit and community welfare. It is the voice of student body which help share student ideas, interests and concerns of education with the community. They often also help raise funds for institution wide activities such as social events, community projects and reforms.

Members of the student council acts as volunteers during foundation day and other major events in the university. They help in organizing seminar workshops and conferences. They also participate in public function, cultural activity, sports, debates and various competitions. Students are also allowed to give their feedback in mentor groups about teaching learning process and other activities of department in the university. Students are allowed to register their grievances and interact freely through these councils. They can suggest or complain regarding curriculum, support services and any other unfulfilled requirements. Students can also be nominated as members of disciplinary committee, anti-ragging committee and other such committees as the need arises. The functions and activities of a Student Council should support the aims and objectives of the Council and promote the development of the institution and the welfare of its students. Student council work closely with the administration, teachers and students and consult periodically with other students in the institution , further they involve as many students as possible in the activities of the Council. There is a wide range of activities that benefit the institution by an active student council. The Student Council has the freedom to represent the views of the Student body to the institute's management thereby promoting good communications practices within the institution. Moreover, the Student Council can contribute to the learning environment for students in the university by setting up study circles for students or organizing lunchtime activities such as language clubs. Assisting with induction and/or mentoring for new first-year students and many similar functions.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

**Response: 6**

#### 5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
1	7	7	7	8

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

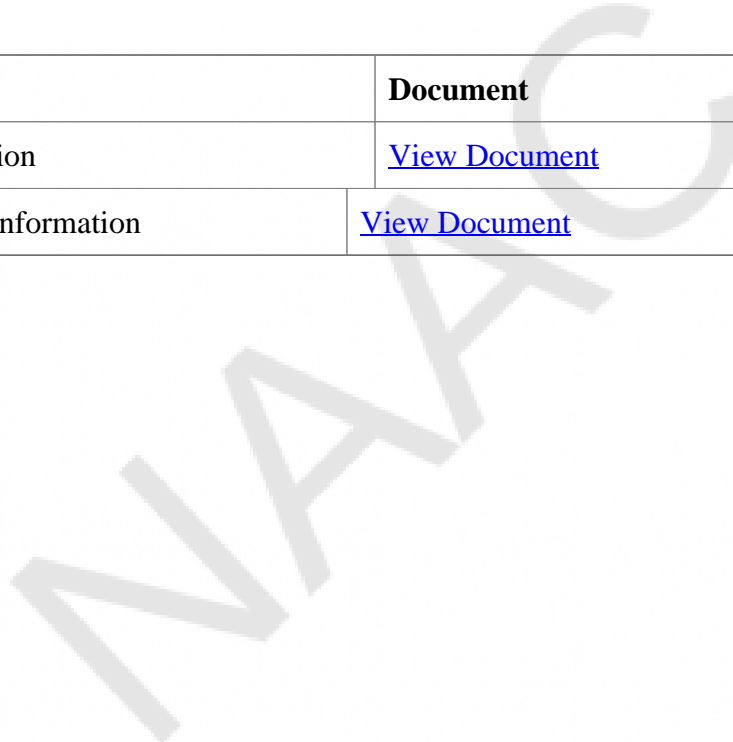
### 5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

#### Response:

Alumni are the ambassadors of their respective institute, championing its causes and trying to ensure that it continues to thrive. An active alumni network presents great opportunity to alumnus, present students as well as institute. It is important to facilitate a strong, healthy association between the alumni, teachers, and current students. The Alumni network is formed to strengthen the bond between alumni and the institution, which includes developing an active network of alumni. This Network acts as the linking bridge between the past and the present of NIEPA, endeavouring to build a better future for the students and the institute. It provides a platform for the alumni to network and interact with the students, faculty members and the management, thereby enhancing the educational experience at the institute and promoting brand NIEPA. It aims at creating and sustaining a mutually beneficial relationship between the institute and its alumni network. NIEPA intends to increase alumni engagement in various academic, cultural and social activities at the institute and beyond to ensure interaction between them and the students. This would help scholars to get a first-hand insight into the corporate world and the Alumni to network with their batch mates and friends. Current students can learn from the skills and experience of their seniors. Alumni can offer career support to the current students of the institution. The involvement of alumni in providing a competitive edge to the younger students can be invaluable for an institution's rank when it comes to graduate employability. All this attracts new students, in turn, adding to the institution's reputation and standing with potential students. At the same time, alumni network provides platform for young alumni to hone their leadership skills. The support of alumni is also crucial for the institute as these alumni could be of great help in providing mentorship to the present students. The NIEPA alumni are very passionate about their Alma Mater due to long years of enrolment for the twin research degrees conferred upon them. During this duration they actively immerse in most academic endeavours of the institution and develop feeling of co ownership of the university. There are various formal and informal channels of alumni connect in NIEPA. A formal alumni cell exists and is under the process of formal registration. Many meetings and programmes have been held despite the ensuing pandemic. The alumni have also raised some funds for the university which will be utilized for the registration and other activities under the umbrella of Alumni Association of NIEPA (AAN). Some of NIEPA alumni have become faculty at top ranked institutions like JNU, BITS, Pilani and NIEPA itself. The synergy from young doctorates drives innovation and entrepreneurship, both defining traits of a top university. All graduates from NIEPA are well employed. Some of them are well placed in prestigious academic organizations. They also contribute to the academic life of NIEPA.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

<b>5.4.2 Alumni contribution during the last five years (INR in Lakhs)</b>	
<b>Response:</b> E. <5 Lakhs	
File Description	Document
Any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>





## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

To become a centre of excellence in educational policy, planning and management by promoting advanced level teaching, research and capacity building in national and global contexts.

The mission of the university is to serve as a centre of excellence and a think tank in the field of education and to provide leadership on matters critical to educational policy, planning and administration. Further NIEPA contributes to the generation of research evidence on subjects of its mandate and strengthens the capacity to create responsive, participatory and accountable system of educational governance and management at all tiers of educational systems and structures. Moreover the institution helps to prepare plans, design programmes for implementation for the National Education Policy and for the overall development of Education at the national and sub-national level. As a university it is developing a generation of researchers to promote empirical research in the specialized field of education policy, planning and management. NIEPA also acts as a focal point for creating a network of institutions in India and abroad.

The university strives to achieve the aforesaid missions through strategic interventions aimed at bringing about substantial changes in the focus and orientations in its core mandates related to research programmes, teaching, capacity development activities and in extending policy support to Ministry of Education and other policy making bodies at the national and state levels.

The university has a clearly stated perspective plan (2020-2030) to fulfill its mission. The perspective plan has five strategic objectives followed by institutional strategies, interventional modalities and thematic/thrust areas. Some of the thrust areas include equity, diversity, inclusion, quality, employability, technology, governance, financing and leadership. The institution periodically organises staff retreat to review and refresh the strategies for achieving its mission through the perspective plan. All the strategic objectives are backed by performance indicator aligned to the results framework. The university is firmly marching ahead towards achieving its mission which will be a trail blazer both to the nation at large and education sector in particular. NIEPA's missions have the penumbra effect to alter not only the education sector but the development trajectories and discourse globally.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

The institute has constituted a number of academic and administrative committees comprising of both academic faculty and administrative staff such as Academic Council, Examination Committee, Housing Allotment committee, Steering Committee. Each committee is autonomous with specified functions. Faculty meeting is the regular feature and every month staff committee is held to discuss the academic, research, and administrative issues.

**(i) Research:**

The Project Management Unit (PMU) at NIEPA came into being on 2nd February 2014 with the broad agenda of supporting and managing in-house and sponsored research. PMU, headed by a faculty member, has the following responsibilities:

(i) Managing all activities of various projects undertaken in the University right from beginning of the submission of research proposal. It regularly monitors and document the progress of the project.

(ii) Handling all matters concerning the funding as well as accounting of these projects; and,

(iii) Recruitment and appointment of staff of all the projects. The research proposals are sent to the external experts who review the proposals prepared for research. Thus, there are multiple layers of review for all research conducted. Moreover, research is monitored by the PMU as mentioned above. To smoothen the recruitment of project staff, each department head constitutes a selection committee with the approval of Vice Chancellor and the interviews are conducted to start the project without administrative delay.

There are also Departmental Advisory Committees (DAC) which reviews the proposed research proposal and other academic activities of each Department annually. In the departmental advisory committees, all faculties, belonging to the particular department, attend the meetings thus bringing about decentralised, participative management, and transparency in functioning.

**(ii) Curriculum development and teaching**

Teaching and curriculum development are also highly decentralised and participatory in nature, and all faculty members are involved in various sub-committees which are engaged in curriculum revision. NIEPA's M.Phil. curriculum is revised annually before the start of each academic year. Most of the faculty members get opportunities to teach in the MPhil Program both in the core courses and optional courses.

Any changes proposed in the curriculum are discussed in the faculty meeting and approved by the Board of Studies.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>



## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed.

#### Response:

NIEPA enjoys fair amount of autonomy in research, teaching and training;

As stated in the Perspective Plan, NIEPA's thematic focus for research includes the following:

- a) Equity, diversity, and inclusion
- b) Quality and learning outcomes
- c) Technology in teaching learning
- d) Governance and Accountability

In tune with the perspective plan, the capacity building programmes and the research activities are designed and implemented. Keeping in view the diversity of our country, programmes are also conducted to meet the specific requirements of states. Large number of programmes is conducted every year in the North-Eastern states. To improve the quality and learning outcome, school leadership programme has been initiated since 2013 to build the capacity of school heads for the school improvement. Shaala Sidhi was launched with an aim of school assessment by the schools themselves and also the external agencies for improving the learning outcome. Administrative surveys are conducted to understand the administrative structure and reforms carried out by the states. The institute reaches out to education departments, SCERT, SIEMAT, DIETs, and also to the registrars and Vice Chancellors of the Universities. NIEPA has also started the online programme on School Leadership Development and Educational planning & Administration.

Each department undertakes research project and collects the empirical evidence which feeds into the capacity building programme e.g., CPRHE conducts research in the area of higher education and the findings are regularly published. Research publication for the year 2018-19 included IHER Report on Equity and on Teaching, Learning, and Quality. These publications were brought out by SAGE. CPRHE has produced nearly 32 research reports. These include 26 State reports and 6 synthesis reports. In addition to the CPRHE research studies, the Centre has carried out research studies on request by University Grants Commission (UGC) and Ministry of Human Resource Development (MHRD). There are two studies completed during this period – Study on Concentration and Undersupply of Higher and Technical Institutions in India and Fixation of Fees in Private Deemed to be Universities in India.

File Description	Document
Any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

#### **Response:**

NIEPA is organised in Eight Academic Departments and two Centres with Vice-Chancellor as the chief executive. NIEPA Governing Council is headed by the Hon'ble Minister of Education. It has a Board of Management, Academic Council, and Board of Studies comprising of eminent educationists to guide its programmes and activities.

#### ***Academic departments***

1. Department of Educational Planning; 2. Department of Educational Administration; 3. Department of Educational Finance; 4. Department of Educational Policy; 5. Department of School and Non-Formal Education; 6. Department of Higher and Professional Education; 7. Department of Educational Management Information System; and 8. Department of Training and Capacity Building in Education.

#### ***Centres***

1. National Centre for School Leadership, 2. Centre for Policy Research in Higher Education,

UIC, Shala Sidhi

#### **Grievance Redressal Mechanism**

NIEPA has launched the Integrated Grievance Registration and Monitoring System (iGRAMS). Apart from creating a central repository of grievance data, iGRAMS is a grievance redress monitoring tool for the NIEPA. iGRAMS provides a gateway to register grievances/complaints with the senior management in the NIEPA. Anyone including the NIEPA staff having grievances can register their complaints in the Integrated Grievance Registration and Monitoring System (iGRAMS) of NIEPA. As per the requirement, various users/managers within the iGRAMS can monitor and respond to the grievances. The system has the registration and response date too which will show the time taken to readdress the grievance.

A complaint registered through iGRAMS will flow to the NIEPA repository. Updating of status will be mirrored in the NIEPA system. iGRAMS enables the generation of reports on all criteria like ageing, status, nature of complaint, and any other parameter that is defined.

Thus, iGRAMS provides a standard platform to public/staff to resolve grievances and provides NIEPA with a tool to monitor the effectiveness of the grievance redress system.

#### ***Powers and Functions of the Academic Council***

The Academic Council is the principal academic body of the National Institute of Educational Planning and Administration (NIEPA) and is entrusted with the power and responsibility of exercising general supervision over the academic work of the Institute and to give direction regarding selection of candidates for research and other programmes (M. Phil., Ph.D., Post-Doctoral, etc.), methods of instructions, evaluation, research, and improvements in academic standards etc. All the academic activities conducted in

the previous year are reviewed by the academic council and also provides suggestions and approval on the forthcoming activities for the current academic year.

### ***Powers and Functions of the Finance Committee***

The Finance Committee meets at least twice a year to examine the accounts and to scrutinize proposals for expenditure.

The annual accounts and financial estimates of the NIEPA are placed before the Finance Committee for consideration, and thereafter submitted to the Board of Management together with the comments of the Finance Committee for approval.

The Finance Committee fixes limits of the total recurring expenditure and the total non-recurring expenditure of the year based on the income and resources of the Institute.

No expenditure other than that provided in the Budget can be incurred by the Institute without the approval of the Board of management.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link to Organogram of the University webpage	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### **6.2.3 Institution Implements e-governance covering following areas of operation**

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

**Response:** E. None of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## **6.3 Faculty Empowerment Strategies**

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

#### Response:

The institute has a well-defined performance appraisal system for teaching and non-teaching staff. The institute follows the UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education-2010’ & 2018 after the 7 th Pay Commission, the institute has developed a Self-Assessment Performa in line with the UGC Regulations. This Self- Assessment Performa, besides other criteria of eligibility as per the UGC Regulations, forms the basis for promotion of the faculty from one level to another. In case on non- teaching employees, the institute has been following its Recruitment Rules and Service Regulations which has been in consonance with the DoPT guidelines in case of non- teaching employees. Assessment of APARs is the main criteria for confirmation, promotion, review under FR 56 (j) for premature retirement, etc. APARs forms the basic requirement for all categories of Group ‘A’, ‘B’ and ‘C’ employees. Group ‘A’, ‘B’, and ‘C’ officers must submit a brief resume as Self-Appraisal, relating to the period of the report which is taken into account in case of promotion by DPC, besides the other eligibility criteria laid down in the Recruitment Rules of the Institute. The non-teaching staff has also been given several promotional opportunities like they can move from one level to another like MTS (Pay Level-1) to LDC (Pay Level-2), LDC (Pay Level-2) to UDC (Pay Level-4), UDC (Pay Level-4) to Assistant (Pay Level-6), Stenographer Grade-II (Pay Level-4) to Stenographer Grade-I (Pay Level-6), Stenographer Grade-I (Pay Level-6) to Private Secretary (Pay Level-7), Assistant (Pay Level-6) OR Private Secretary (Pay Level-7) to Section Officer (Pay Level-7), Private Secretary (Pay Level-7) to Sr. Private Secretary (Pay Level-8), and Section Officers (Pay Level-7) OR Private Secretary (Pay Level-7) to Administrative Officer (Pay Level-11) NIEPA adopts the effective welfare measures for the teaching and non-teaching staff. It extends all the benefits which are permissible under the rules and regulations like maternity, paternity and child care leave, extra-ordinary leave. Study leave is granted to academic staff. The institute also has facility of GPF, CPF, NPS etc. as per the eligibility of the regular employees. Other welfare measures include: Leave Travel Concession (LTC), Medical Reimbursement, Modified Assured Career Progression Scheme (MACP), Relief to the family of the deceased who died while in service, Compassionate Appointment, Group Savings Linked Insurance Claim (GSLIC), and Admissible Leave etc. Medical Facility is available for faculty and non-teaching staff. There is tie up for medical facilities with various hospitals in Delhi, NCR & Haryana & Diagnostic Centre Empaneled with University under CGHS Rate. Male and female doctors are available on alternate days at the NIEPA. In a nutshell, the institute has a well-defined and robust system to offer career development opportunities, provide admissible support to the staff, and thoroughly assess their performance to ensure accountability and productivity.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 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: 9.8****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**

2020-21	2019-20	2018-19	2017-18	2016-17
00	2	5	11	7

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

Other Upload Files	
1	<a href="#">View Document</a>

**6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.****Response: 2.4****6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
6	4	1	1	0

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**Response:** 5.88

**6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	4	6	2	1

File Description	Document
IQAC report summary	<a href="#">View Document</a>
Details of teachers attending professional development Programmes during the last five years (Data Template)	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

Currently, NIEPA's sources of income other than government grants are through academic receipts such as student fees, sale of publications and sale of prospectus. Apart from academic receipts other sources are; income from hostel room rent, licence fees, recovery of water charges, income from royalty, overhead costs from several projects, sale of tenders, sale of condemn items etc. As per NIEPA mandate, kind of programmes offered and clientele associated with NIEPA programmes; it is not feasible to charge fees or user charges across the courses except few. Therefore, internal resource generation would be confined to few possible sources. The memorandum of understanding (MoU) on 30 percent resource mobilisation identifies certain sources for resource generation such as; fees from M.Phil. and PhD courses and Post-graduate Diploma/Certificate courses, external funding for training programmes, sale of priced publications of NIEPA, charges for consultancy activities provided to different agencies, overhead charges on national and international research projects, training programmes for non-government educational institutions etc. With reference to the MoU on resource mobilisation, the fees and other charges will be reviewed by the board of the institution at least once a year and the rates will be linked with appropriate price indices which will be reviewed once in three years. Some additional resource generation strategies are in the pipeline for them future. NIEPA would start with Masters' programme and some short terms courses and training programmes which would add to internal resources of NIEPA. Contributions from alumni and other philanthropic donations will also be explored. A corpus fund would be created shortly which would also generate resources in terms of annual interests received from the deposits.



File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 5066.98

**6.4.2.1 Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
0	5045	6.01	7.97	8

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)**

**Response:** 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

##### Response:

NIEPA ensures optimal utilisation of resources through appropriate audit mechanisms. The SAR (audit) of NIEPA is being conducted regularly. The last being conducted in the month of Jan, 2022 for the F.Y. 2020-21. The report along with replies are put up before the Finance Committee and Boards of Management of the Institute before they are sent to the CAG. The SAR is also included in the Annual Report of the Institute which is then led before both houses of the Hon'ble Parliament.

The balance sheet format of the Institute is as per the format prescribed by MoE, GoI for autonomous bodies. According to the audit report NIEPA has maintained proper books of accounts and other relevant records. And the balance sheet is in agreement with the books of accounts. The financial statements provided by NIEPA are in conformity with the accounting principles followed in India. NIEPA is in the process of starting with an internal audit system.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

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

##### Response:

The faculty members of NIEPA are active researchers who conduct research from time to time, in order to improve the education system and contribute to the field of knowledge. The Project Management Unit (PMU) was constituted in NIEPA on 2nd Feb, 2014 with the agenda of supporting in-house and sponsored research. PMU provides administrative support for managing the undertaken projects. It undertakes three major responsibilities: Managing projects, handling funding and accounting of the projects, and recruitment of the required project staff. PMU has devised a proper structure to bring forth qualitative research work that is productive and valuable. Therefore, the following mechanism is used to monitor the whole research

1. RESEARCH PROPOSAL- Submission after approval of DAC



The research proposals are developed by the faculty members of NIEPA on dynamic themes and sent for approval. The researcher clarifies the study details, duration of the study, the estimated budget required, staff/ human resources required, etc. The Competent authority examines, approves and then the Academic council endorses the research study. Every step is channelized and formal notifications are used to notify the researchers and concerned authorities. In the past years, a number of research proposals have been submitted and approved by the competent authority. Also, the further monitoring process for the research work is clarified to the researcher. Quality of research work has to be maintained throughout the process therefore, external experts are nominated by the Vice-Chancellor and invited to review the research proposals. Eminent experts such as Prof. Mohammad Miyan, Prof. Vimala Ramchandran, Prof. D V L N Somayajulu, Prof. M. M. Pant, Prof. Sachidanand Sinha, etc. from across the country have reviewed the research proposals approved by the Competent authority of NIEPA. The external experts deeply focus on the context and rationale of the proposed study, research questions, specific objectives of the study, study design, methodology, sampling frame, data analysis framework, the timeline of implementation, and budget.

The research progress is monitored through a Quarterly progress report presented by the researcher at regular intervals of time. The PMU at NIEPA notifies the faculty members to provide Quarterly Progress Report of their completed or ongoing research projects. These reports are discussed in the faculty meetings with the Vice-Chancellor. These meetings keep the proposed time duration of the study on track and also provide valuable feedback to the researcher during the meetings.

The Internal Research review committee is set by the institution consisting of a chairman and some members. The committee exhaustively goes through the research work done by the faculty members in different areas and themes. The committee provides its suggestions and provides details of fine areas that need revision and to which the changes should be done. Extension Lecture is an important initiative to introduce the contemporary debates in the area of education policy, planning, and management to the fresh M.Phil./Ph.D. students. These lectures provide better insight to the scholars.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).**

**Response:** B. 4 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View Document</a>
Paste web link of Annual reports of University	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

#### Response:

IQAC, NIEPA has undertaken a number of tasks that have contributed significantly to the quality improvement of the institution and enhanced accountability. The faculty members of NIEPA conduct research studies that are managed and handled by Project Management Unit. With this strategic research monitoring process, the number and quality of both the projects and publications have increased significantly. Moreover, the constant reviewing of the work done has contributed to the enhanced quality of the results produced through the work undertaken. A feedback survey was conducted that paved the way for the establishment of an Alumni Cell along with Alumni Association of NIEPA. Different Departments constituting NIEPA hold the Departmental Advisory Committee meetings that reviews the work done in previous year to achieve the desired goals, and envisions the future action plan for the goals to be achieved in the

desired period of time. The institution has developed the Perspective Plan for 2020- 2030 which has provided direction to the tasks to be undertaken by the institution and reflect upon the vision and mission of the institution. In past years, Staff Retreat have been conducted by the institution in order to deliberate on various academic and administrative aspects of the institution and then decide the course of action to achieve the goals, thus making the system more efficient. The

audits have been conducted in order to monitor and improve the overall function of the institution. NIEPA conducts regular Academic Audit, where the research work of the scholars is timely tracked and monitored. This helps the scholars to do qualitative work as they get timely and appropriate feedback with the help of different committees and activities. Both in- house and external reviews improve the quality of research work the scholar produces. Administrative audit

examines the implementation of various administrative units for efficient functioning. It has allowed the concerned authorities to analyze the facilities available and proceedings of the departments, and improve the functioning of the institution. A number of educational efforts have been made for the scholars as well. The initiative of Extension lectures has allowed the scholars to interact with the experts provided an opportunity to openly discuss and debate, and increase their horizon of knowledge in various domains. Significant number of Educational Programmes- Workshops and Seminars is being conducted in the institution in alignment with the New Education Policy on appropriate themes for scholars and faculty. Memorandum of Understanding (MoU) have been signed with respect to collaboration with a number of higher educational institutions. The ICT unit at NIEPA coordinates with the subject teachers and the concerned faculty members to disseminate the courses through various media platforms. The department has taken up online classes during the Covid-19 restrictions imposed by the government. The e-governance facilities, academic sources and other database initiatives have helped the learners to continue their education from wherever possible.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

##### Response:

The institute makes every effort and takes various initiatives to promote gender equity in all aspects of its functioning including research, training and teaching activities. The empirical evidence generated by NIEPA enters into policy decisions and discussions and debates on the topic. NIEPA also organizes specific seminars/webinars on gender issues. The curriculum developed for the research students also reflect this priority concern of the university. While gender is a cross cutting theme across all courses, there are also optional courses offered specifically on gender issues.

Institute also made gender equity a part of the culture and functioning of their corporate life. The institute's leadership maintains and promotes gender equity in almost all the committees and functioning of the institute. It is heartening to report that there are more females than males among students, faculty, and employees of the institute. Most significantly, the institute has been seen and recognized as a distinct educational institute that maintains and practices gender equity and makes research and advocacy to ensure gender equity in all aspects of social life.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Annual gender sensitization action plan	<a href="#">View Document</a>

#### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

**Response:** B. 3 of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>

### 7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

#### **Response:**

Maintaining a clean and green campus has been one of the top agendas of university. University has adopted Swacch Bharat Abhiyan to further clean and green environment on campus. The University has taken significant initiatives for waste management. The university has Swachhata Abhiyaan Committee/maintenance committees, which plays a key role in monitoring cleanliness. The administration has adopted procedures to dispose obsolete and unusable items preventing accumulation of junk; allowing optimum utilization of space. Use of paper for routine correspondence is discouraged in all academic/administrative departments. The notices, order, circulars, are issued electronically through e-mail or on University web. Waste bins are placed across the campus at strategic locations and many departments maintain separate bins for biodegradable/ non-biodegradable wastes.

E-waste: Extreme care is taken in disposing e-wastes by forming disposal committees and assigning waste to authorized vendors for proper disposal. The University is in the process of installing e-waste bins at strategic locations within the campus. 3 Rain water harvesting structures and utilization in the campus leading to replenishing of ground water and water harvesting are important practices mandated by the government to enable recharging of ground water resources. The internal pathway and open areas are designed with appropriate slopes to help in collection and guiding drainage of rainwater to harvesting and recharge pits. The plantation drive is also encouraged to celebrate various occasions.

Students, faculty and staff use bicycles and Public Transport, to curtail the pollution. The campus roads are pedestrian friendly and it is a pleasure to walk in the lush green campus. The institution policies encourage in making the campus Plastic-free. Further the use of paper is discouraged and electronic transmission and connection is being resorted to. A small nursery in the backyard helps in home grown saplings and plantations. Various methods are adopted to optimize electricity and energy consumption on the campus. Solar panels have been installed on the rooftops which ensure utilization of green and renewable source of energy for office and guest house. LED, star rated power equipment are being used which gives better illumination and consume lesser electricity. While procuring electrical equipments stress is laid on better star rating standard for lesser electricity consumption Pits have been developed to treat dry waste, in the form of dry leaves, which are decomposed into manure. Social Media and e-mail communication is a preferred way of inter and intra-campus communication promoting e-governance and paper-less offices. A new green state of the art building is likely to come up on the campus for which all the compliances including environmental have been duly completed.

<b>File Description</b>	<b>Document</b>
Geotagged photographs of the facilities	<a href="#">View Document</a>

#### **7.1.4 Water conservation facilities available in the Institution:**

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

**Response:** B. 3 of the above

<b>File Description</b>	<b>Document</b>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **7.1.5 Green campus initiatives include:**

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. landscaping with trees and plants**

**Response:** A. Any 4 or All of the above

<b>File Description</b>	<b>Document</b>
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>

#### **7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**

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

**Response:** E. None of the above

### 7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

**Response:** A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Details of the Software procured for providing the assistance	<a href="#">View Document</a>

### 7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

**Response:**

The institution has a well-defined Code of Conduct for both teaching and non-teaching staff as well as students. The Institute feels pride in claiming that its teachers, staff and students follow a code of professional ethics to perform their duties and responsibilities with punctuality, discipline, cooperation, and collaboration. There are three primary sources from which form the basis of the Code of Conduct in the university. These documents are the Memorandum of Association; Recruitment Rules and Service Regulations (guiding document for all categories of staff), NIEPA's Policy Document on Code of Conduct and Ethics for Students and Teachers, and together with all guidelines, Circulars and Orders issued from time to time. As an informal mechanism, teachers, students, and non-teaching staff also follow the professional standards and code of conduct practiced by the eminent academicians in NIEPA. Academic and administrative auditing and review of teaching- learning processes through various mechanisms also promote accountability as well as adherence to code of conduct and professional ethics.

All stakeholders with the National Institute of Educational Planning and Administration are well aware that it is incumbent upon them to abide by the Code of Professional Ethics and Conduct. They try to adhere to the acceptable norms both of the society in general and institutions in particular. They manage their private life in consonance with the profession and the institution. Not only this, the scholars and faculty of NIEPA conduct research by following ethical practices.

All stakeholders of the Institute are responsible for protecting and taking reasonable steps to prevent the theft or misuse of or damage to the Institute assets, including all kinds of physical assets, movable and immovable property. Further, the stakeholders refrain from any form of harassment or unlawful discrimination.



The Institute is fully funded by the Ministry of Education, Government of India. Financial rules (GFRetc.) and accounting procedures are mandatorily complied with which further reinforces a code of conduct for accounts. The Account section prepares, examines, and analyses accounting records, financial statements, and other financial reports along with tax returns, ensuring compliance with payment, reporting, and other tax requirements. Further, the Account prepares tables of accounts, assigns entries to proper accounts, and duly reports to the Vice Chancellor regarding the financial status of the Institute at regular intervals.

In brief, all the stakeholders of NIEPA are duly apprised of the code of conduct and professional ethics and strictly observed and adhered to it. Any matter of breach in the code of conduct is brought immediately to the notice of the competent authorities. And the competent authority either issues a necessary warning or takes suitable action.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

**7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

**Response:**

This institute's faculty, students, and employees are familiar with and strong proponents of constitutional values and responsibilities. The institute takes pride to possess human resources familiar with human values and rights and carrying their duties as responsible citizens. Institute regularly organizes national days and events that help remind the faculty, students, and employees about their constitutional obligations and responsibilities. The different programmes organized by the institute make participants aware of human values, rights, duties, and responsibilities. The institute regularly organizes seminars, extension lectures, group discussions, project work, and formal and informal gatherings to keep students, employees, and all concerned glued to their constitutional responsibilities and advocate for this in all walks of life.

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

**Response:** D. 1 of the above



File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>

### 7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

#### Response:

The institute regularly celebrates national and international commemorative days, events, and festivals. As an institute of educational planning and administration, this is very much part of the institute's culture to organize different training and advocacy programs for various stakeholders. In a way, managing need-based programmes for a specific set of learners is an embedded culture of the institute. The institute firmly believes that organization and participation in different days, events, and festivals are among the best ways to have meaningful experiential learning and always look for such opportunities. The institute encourages and offers need-based financial and administrative support to organize different days, events, and festivals. Faculty, students, and employees of the institute feel very enthusiastic and happy to suggest, plan, organize, and participate in such programmes.

File Description	Document
Geotagged photographs of some of the events	<a href="#">View Document</a>
Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

#### Response:

#### Best Practice-1:

**Title: Promotion and monitoring of research for quality outcome**

#### Objectives of the practice

One of the major contributions of NIEPA has been knowledge generation and to remain as a think tank in the area of education policy, planning and administration. The university carries out large scale empirical

research to generate new knowledge and to contribute to evidence-based decision making in education. The institute gives utmost importance to carrying out cutting-edge research on various aspects of education development and management in India.

### **Context**

The institute conducts cutting-edge research on various aspects of education development and management. NIEPA's researches are evidence-based and generally feed into policy and planning of education system at various levels. Given the mandate, it is necessary that all the researches in NIEPA are promoted in all respects, provided necessary support including funding support on time and monitored for quality outcome and leading to completion of research cycle. Though there has not been any in research in NIEPA, the putting a system for promoting and monitoring research through a well-defined framework and process is a requisite of ensuring quality outcome in research. This is the context which has led to the development of the framework)

### **The Practice**

NIEPA has a clearly defined framework and process in place to ensure quality of research from its conceptualization to completion. All faculty members are encouraged to undertake research and are supported both financially and administratively to carry out field work and preparation of the report. The research process ensures academic freedom to deepen one's own area of specialization and ensure quality of the research process and product. The initial idea of a research project is presented by the faculty member in the departmental faculty meeting.

**Submission of Initial Research Proposal:** After discussions in the department the proposal is further developed highlighting the main aspects, rationale, and objectives of the study along with a tentative budget in their respective Departmental Advisory Committee (DAC) meeting. The DAC meetings are held annually and DAC consists of external experts. The DAC considers and discusses the proposal and forwards its recommendations regarding the proposal's acceptance.

**Submission of Detailed Research Proposal:** Based on the comments received by the DAC, the project coordinator is requested to submit a detailed research proposal having an extensive and updated literature review, elaboration of research questions, objectives and methodology and a comprehensive plan of action to the Vice Chancellor for further action. The Vice Chancellor after review sends the proposal for a review by the Internal Research Review (IRR) Committee. Based on the comments of the IRR committee the proposal is further revised and submitted for external review.

**Review of Research Proposal by an External Committee:** The detailed proposal is forwarded to a committee of external experts constituted by the Vice Chancellor for review and comments. The expert committee reviews the proposal and gives detailed comments and suggestions to better research proposals. The external review may be organized online or face to face or send for written comments.

**Research Advisory Committee:** Each major project may have a Advisory Committee which meets periodically to review the progress in the implementation of the project. After the first Advisory Committee meeting, the project coordinator comes up with a final research proposal and starts implementation of the project.

**Instruments Development Meetings:** The project coordinator also organizes instrument development

meetings consisting of external experts. The developed instruments are presented and discussed before the invited experts for their views and comments. This process helps in ensuring the reliability and validity of the developed tools.

**Project Management Unit (PMU):** The institute has established a PMU that takes care of all the research projects carried out by the faculty members. The PMU is responsible for selecting and recruiting the needed project staff for every project. Besides, PMU cooperates with every research coordinator and closely monitors the progress of each research project. Every research project coordinator must submit a quarterly review report to PMU detailing the progress and achievements of the research project. The PMU compiles all such reports and presents them before Vice Chancellor for his information and feedback.

**Second Research Advisory Committee meeting:** The second expert committee occurs in the mid of the research process. The project coordinator reports the research progress and discusses the challenges and difficulties encountered while conducting the research. The expert committee guides and suggest for mid-term corrections, if needed.

**Third Research Advisory Committee meeting:** The project coordinator presents the draft synthesis report of the research project before the third expert group meeting. The expert committee thoroughly reviews the submitted report and gives detailed comments to finalize it.

**Finalization of the Research Report and Submission to the Institute:** The coordinator reviews and finalizes the research report based on the comments and suggestions received in the third expert group meeting. The reviewed report is then Submitted to Vice chancellor/Registrar. .

**Internal Review of the Research Report:** The Vice Cahncellor sends the Research Report for review by the IRR Committee. The internal review committee thoroughly examines the submitted report and gives critical observations regarding its final acceptance.

**Final Acceptance of the Research Report and Decision about its Publication:** The conclusive acceptance of the report is based on satisfactorily answering all the suggestions and observations by the internal review committee. The report is finally accepted once the committee feels satisfied with the report. Besides final acceptance of the report, the committee also recommends whether it is a fit for NIEPA publication, a national level publication, or an international level publication. Accordingly, the coordinator proceeds and initiates the publishing process.

**Publication of Synthesis Papers and Policy Briefs:** The journey of any research project does not end after submission and final acceptance of the research report in NIEPA. Instead, the institute insists that every research project coordinator publish at least two synthesis papers and two policy briefs related to their research for broader dissemination and use by all concerned.

Thus, right from the drafting of the proposal to conducting the research and publishing it, the Institute plays a pivotal role through its various mechanisms. The valuable inputs received from the experts time to time during the research is also a great learning exercise for the faculty member who gains deeper insights on the research area and also the nuances of conducting large scale empirical research studies. All these mechanisms and processes help ensure that all the research projects have gone through a rigorous review process by the external and internal experts. Through this practice, the NIEPA ensures high quality of every project and usability in broader educational contexts.

## **Evidence of Success**

This practice has taken shape and has led to quality research output and research-based publications. The number of research studies completed and ongoing. Evidence of success can be seen from the list of researches and publications reflected in the Criteria 3.4 & 3.4. 6 of the SSR of NIEPA. Important links: <http://www.niepa.ac.in/PMU1.aspx#>;

## **Institutional Best Practice:2**

### **Title of the Practice**

### **National Scheme of Awards for Innovations and Good Practices in Educational Administration**

### **Objectives of the Practice**

The aim of this initiative is twofold: a) to bring positive changes within the school education system by recognising the grassroot level innovations in government schooling system and motivating the officers; b) to widely disseminate the innovations through conference and various other platforms so as to maximise its effect which may lead to replication of the innovations in similar contexts.

(repetition The major objectives of the National Scheme of Awards for Innovations and Good Practices in Educational Administration are to recognise grass root level innovations and good practices initiated by the district and block level educational administrators and widely disseminate those innovations and good practices across the States and Union Territories)

. Based on the merit of the case and following a multi-stage evaluation process, awards are given to the selected District and Block Level Education Officers in a national awards function in New Delhi coinciding with a two-day conference on innovations in educational administration of DEOs and BEOs. The Scheme was launched in 2014 with the objective to encourage innovations and good practices in educational administration for improving the functioning of the public system of education.

### **The Context**

Though a variety of innovations takes place at the field level of educational administration, there is hardly any mechanism to recognise and document those innovations. Since no systematic attempt has been made to recognise grassroots innovations in educational administration, most of them are either unnoticed or remain localised with a little impact factor. In this context, the NIEPA endeavours to create space for recognising innovations in educational administration and management at the field level through a National Scheme of Awards for Innovations and Good Practices in Educational Administration and Management.

### **The Practice**

The NIEPA as a premier institution of educational planning, policy, and administration does not see school education and higher education in the isolated framework. The synergy and continuum between school education and higher education is imperative in order to ensure quality with equity. The strong foundations led by the school education can only pave way to a successful higher education. Ensuring quality and equity at the level of school education replicates in the higher enrolment, less drop-out, and representation from various sections of the society in the higher education. Hence, the NIEPA pays equal attention to

school education and higher education and encourage faculties and researcher to maintain balance in terms of research and policy intervention in both the domains of school education and higher education. Against this backdrop, the National Scheme of Awards for Innovations and Good Practices in Educational Administration at the school education level was planned and implemented by the NIEPA to bring positive and sustainable changes within the system.

The practice of the National Scheme of Awards for Innovations and Good Practices attempt to ensure the wide-spread dissemination and documentation of the innovation initiated by the Block and the District levels education officers in their respective places.

The impact and effort to ensure the recognition and dissemination of the educational innovation and good practices can be gauged with the fact that since the launch of the Awards Scheme in 2014, a number of cases have been shared with us. Out of the cases nominated for the awards 222 (Two hundred and twenty) cases of innovations and good practices have been shared during the last four rounds of conferences and awards functions organised by the NIEPA. More than 500 District and Block Level Education Officers from different states and UTs have participated in the function in previous years, besides a good number of resource persons and education experts. On all the occasions the Honourable Minister for Human Resource Development (Now Ministry of Education), Govt. of India, have graced the occasion and distributed the awards to selected officers.

For recognising the efforts made by the public school system officials at the grassroot level, the NIEPA does a careful scrutiny and multi-stage screening by expert committees of the innovation cases considered for the awards and certificate of recognition. The Screening and Evaluation Committee consists of large number of experts who have supported in the process at different stages.

### **Evidence of Success**

The success of these innovations and good practices is measured through scale, context, sustainability, replicability, and uniqueness of the cases. Scale of innovation refers to the coverage. Even if coverage is small but the initiative is able to make visible impact, the case is given adequate consideration. Sustainability involves the continuity of the initiative and maintaining the established system even if the officer is posted elsewhere through community involvement or other factors. Additionally, replicability can be measured in terms of whether the innovation will be restricted to a particular district or block or it can be replicated in other places having similar contexts.

There are some cases worth mentioning regarding the evidence of the successful implementation of educational innovations and replicated in different corners of the country. Creation of self-sufficient organic kitchen garden with healthy and disease-free vegetable seedling for the MDM is one such evidence. The initiatives for establishing kitchen garden are now more frequent practice to ensure the healthy MDM at schools. Celebrating students' birthday in government schools is another initiative that has been successful and widely appreciated by the teachers, students, and parents. Cases related to initiatives taken by education officers from different states for community-mobilisation and community-participation in the public education system remained one of the most successful interventions in the field of educational innovation and good practices. Community-mobilisation and community-participation ensures the stockholding of communities in the overall public education system and initiatives taken by education officers substantiate it in the context of measures of successful cases. Furthermore, initiatives related to use of IT in governance and promotion of e-governance has resulted in enormous increase in transparency and accountability within the system.

Several such initiatives had profound positive impact on the overall image of the government school system among different stakeholders. It is worth mentioning that wider dissemination of these cases has resulted in replication of cases by the officers in their respective district and blocks, thereby, resulting in desired changes within the system.

### **Problems Encountered and Resources Required**

The successful implementation of the National Scheme of Awards for Innovations and Good Practices demands systematic and well-defined resources. The main problem encountered for successful implementation is to ensure the comprehensive representation of the cases from all states of India. Given the linguistic, regional, and cultural diversities, it is a daunting and time-consuming task to bring all cases at the same level for multi-stage evaluation and further awarding of the nominated cases. It requires huge academic, administrative, and financial resources. The NIEPA puts a great effort to ensure all resources are in place and made available to address these challenges and has been successful till now because of the systematic and efficient resource and fund allocation. It is pertinent to highlight here that the entire exercise requires active participation of each and every section of the Institute and this has been a matter of great pride for the Institute to come together as a team and work together to achieve the aims of the scheme.

In a nutshell, the National Scheme of Awards for Innovations and Good Practices in Educational Administration is an attempt to reinstate the faith of people and communities in the public education system and the Institute has been playing a pivotal role in ensuring it and attempting to bring positive changes within the system. [ Link: <http://www.niepa.ac.in/InnovationAwards.aspx>]

<b>File Description</b>	<b>Document</b>
Best practices in the Institutional web site	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## **7.3 Institutional Distinctiveness**

### **7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

#### **Response:**

The National Institute of Educational Planning and Administration (NIEPA) is unique university in India.

Unlike many other universities, NIEPA has been not only acting as a think tank in the field of educational policy and planning in addition to the responsibilities of teaching and research but also carries out research, undertakes capacity development activities and extends planning and policy support to the Union Ministry of Education, UGC, NITI Aayog, Education Departments of the State Governments, State Institutes of Educational Management and Training (SIEMAT), State Councils of Educational Research and Training (SCERT) and State Councils of Higher Education (SCHE).

### **Training and capacity development**

Uniqueness and distinctness of NIEPA may be traced back to its context and background of establishment. NIEPA was set up in 1962 as the UNESCO Regional Centre for the Training of Educational Planners and Administrators for the Asian region. Even after the government of India took over the Institute in 1970 and its conferment of the status of a Deemed to be a university by the UGC in 2006, its role in capacity development and training continued. The capacity development programmes have given NIEPA a very high level of international visibility and credibility. It launched a long-term International Diploma programme – International Diploma in Educational Planning and Administration (IDEPA) – in 1985. Educational Administrators from the developing countries from all regions - Africa, Asia, Latin America and Caribbeans – participate in this annual programme. NIEPA has already trained a large number of educational planners and administrators from developing countries. In addition to this long-term Diploma programme the university, at the request of Ministry of External Affairs, organizes several short duration international programmes of one month duration

NIEPA facilitates capacity reinforcement in the area of educational planning and Administration in the country. It introduced a six-month long national programme – Diploma in Educational Planning and Administration (DEPA) – in 1982. It transformed into a one year long Postgraduate Diploma (PGDEPA) programme in 2014. The university has trained a large number of educational planners and Administrators under this programme. In addition to this, NIEPA organizes more than 100 short duration training courses (1 - 2 weeks duration) on educational planning and administration. The training programmes are targeted towards those working at the decentralized levels and heads of institutions at school and higher education levels. NIEPA trains more than 1500 educational administrators under these training programmes annually.

### **Policy Support**

NIEPA has always been playing an important role in the national education policy formulation and in designing several national educational programmes. The support extended by the Institute fall under three categories: a) create an empirical research base for evidence-based decision making; b) preparing background and basic documents as inputs for discussions and policy; and c) participation in the deliberations through the meetings the university organizes and participating in the meetings organised by the Ministry. The discussions leading to the 1986 education policy was based on the document titled *Challenges of Education* prepared by NIEPA. NIEPA played a crucial role in the formulation of 1986 Policy- both at the stage of the preparation of the policy document and for developing implementation plans.

The TSR Subramaniam Committee (2015-16) was hosted in NIEPA. NIEPA played a lead role in the preparation of the initial document for the thematic discussions leading to the Committee Report in 2016. NIEPA also played a lead role in the preparation of the draft National Education Policy (DNEP) in 2019 which became the discussion document for the NEP 2020. The crucial role played by NIEPA faculty member in leading discussions and drafting the documents has been prominently acknowledged by Dr.

Kasthurirangan in his introduction to the DNEP. Apart from these instances of national policies on education, the support extended by NIEPA to several CUBE meetings, to reforms measures initiated at the Ministry/Planning Commission (now NITI AYOOG)/ UGC level is important and unparalleled.

The university played a very significant role in the designing of several national programmes. The District Primary Education Programme (DPEP) designed and developed by NIEPA in the 1990s is the largest external funded education project in the world. When the project was extended to upper primary education as SSA, NIEPA prepared the basic research document (later published as a book). NIEPA played similar important academic role when RMSA was launched. It is also important to recognize the role NIEPA played in the preparation of documents and organization of consultation meetings for the 73rd Constitutional amendment on Panchayat Raj and its role in education. Another crucial role was in the preparations leading to the RTE in 2008-2010. The School leadership programme started in 2012 and the *Shaala Siddhi* programme started in 2015 are other examples of designing and delivering national programmes by NIEPA. Another unique contribution is development of the District Information system for Education (UDISE) which became UDISE and one of the largest data sources in education in the world. An exercise in carrying out educational administration surveys in another example of evolving a culture of evidence-based education reforms.

All these engagements involved conceptualization of the programme, translation of the idea in terms of concept notes and preparation of documents for discussions and developing methodologies to operationalize the programme at the local and institutional levels through capacity development programmes. NIEPA also takes these programmes to the state levels through two regular meetings organized annually for the Directors of State Institute of management and training (SIEMATs) and Chairmen/Vice Chairmen of the State Councils of Higher Education (SCHE).

NIEPA publishes Policy Briefs based on the research carried out by the Institute. These Policy Briefs are the basis for organizing policy dialogues and also extending support to policy and planning at different levels including reforms at the institutional levels.

These are national roles played by the university which, perhaps, no other university has ever played. These are certainly in addition to the normal university roles of teaching and research in the university.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>



## 5. CONCLUSION

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### Additional Information :

NIEPA is a uniqueness and distinctive university with a very rich legacy of its contribution. The seminal contribution of NIEPA in the area of educational, policy, planning and administration is nationally and internationally recognized. The robust data base created over the years is a treasure for the researchers and basis for taking informed decision- making by policy makers and planners. The Ministry has selected the institution, among the other 15 high ranked institutions to offer the LEAP programme for the Academic Leaders. Two rounds of Programme in collaboration of Oxford (completed) and Harvard (contract signed and in process) are other distinctive recognition of the institution. In recognition of its status the Ministry of Education, Government of India, gave important responsibilities of National Resource Centre for the teachers of higher education.

Unparallel contributions of NIEPA in policy support to the governments and capacity building to education officers hardly get reflected in the prevailing framework of institutional assessment and accreditation. Similarly, a large number of policy research and evaluative studies are important contributions of NIEPA is unparallel within the university system. The institution plays a national role. Despite the stated fact, the various aspects of the institution and its seminal contribution do not get captured in the normal format of the NAAC proforma, the case of NIEPA needs to be considered in the framework of a unique and distinctive institution.

### Concluding Remarks :

National Institute of Educational Planning and Administration (NIEPA) is a premier and unique institution fully funded and supported by the Ministry of Education, Government of India. Uniqueness and distinctness of NIEPA may be traced back to its context and background of establishment in 1962 as the UNESCO Regional Centre for the Training of Educational Planners and Administrators for the Asian region. The Government of India took over in 1970 and renamed and retained it as the premier institution for research and training of educational administrators in India. The capacity development programmes have given NIEPA a very high level of international visibility and credibility. The institution was conferred the status of a Deemed to be University in 2006 with an added mandate of awarding degree. It offers M.Phil. and doctoral level research degrees, training programmes for national and international participants and carry out empirical research and extends support to policy and planning of education in India. Two long -term diploma programmes are being run by the Institution (Postgraduate Graduate Diploma in Educational and Administration and International Diploma in Educational Planning and Administration (PGDEPA and IDEPA.)

Unlike many other universities, NIEPA is primarily a Research University deeply engaged in policy-oriented and evidence- based research. Research done in NIEPA feeds into policymaking and planning of various aspects of education, including administration. NIEPA has well-qualified, nationally and internationally acclaimed multidisciplinary faculty committed to research, teaching, and training. Its strong collaboration and linkages with international agencies and institutions., robust database (UDISE) on school education of all the states and UTs, excellent research facilities, a rich library with a very specialised collection of books, journals, and documents on policy, planning, finance and administration; and secured and stable financial support from the Ministry of Education are important aspects of efficient institutional functioning and excellence.

NAAC

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.3	<p><b>Average Percentage of students enrolled in the courses under 1.3.2 above.</b></p> <p>1.3.3.1. <b>Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>32</td> <td>32</td> <td>31</td> <td>22</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>64</td> <td>64</td> <td>62</td> <td>44</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	25	32	32	31	22	2020-21	2019-20	2018-19	2017-18	2016-17	50	64	64	62	44
2020-21	2019-20	2018-19	2017-18	2016-17																	
25	32	32	31	22																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
50	64	64	62	44																	
1.4.2	<p><b>Feedback processes of the institution may be classified as follows:</b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website</p> <p>Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website</p>																				
2.1.2	<p><b>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years</b></p> <p><b>(Excluding Supernumerary Seats)</b></p> <p>2.1.2.1. <b>Number of actual students admitted from the reserved categories year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>10</td> <td>13</td> <td>08</td> <td>08</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>10</td> <td>10</td> <td>09</td> <td>08</td> </tr> </tbody> </table> <p>Remark : Values as per data provided</p>	2020-21	2019-20	2018-19	2017-18	2016-17	16	10	13	08	08	2020-21	2019-20	2018-19	2017-18	2016-17	10	10	10	09	08
2020-21	2019-20	2018-19	2017-18	2016-17																	
16	10	13	08	08																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
10	10	10	09	08																	
2.4.3	<p><b>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</b></p>																				

**2.4.3.1. Total experience of full-time teachers**

Answer before DVV Verification : 1052

Answer after DVV Verification: 1006

Remark : Values excluding experience of teachers on deputation , deceased , transferred

**2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years****2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	8	4	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	6	4	2

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1165371	349014	00	2081912	1404545 0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
11.65	3.49	00	20.81	140.45

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

Answer before DVV Verification:

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2020-21	2019-20	2018-19	2017-18	2016-17
1809238 9	8581865 0	6971611 1	4759207 0	6438447 5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
180.92	858.18	697.16	475.92	643.84

3.4.7 **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. Any other Government Initiatives
6. For Institutional LMS

Answer before DVV Verification : B. Any 4 of the above

Answer After DVV Verification: D. Any 2 of the above

3.7.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	5	5	1	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

4.2.2 **Institution has access to the following:**

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

**5. Databases****6. Remote access to e-resources**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per data provided

**4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3679293.00	1397266.00	2651876.00	1387457.00	1671910.00

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
36.79	139.72	26.51	138.74	167.19

**5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability**

**1. Soft skills****2. Language and communication skills****3. Life skills (Yoga, physical fitness, health and hygiene)****4. Awareness of trends in technology**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

**5.3.3 Average number of sports and cultural events / competitions organised by the institution per year**

**5.3.3.1. Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
16	22	22	22	22

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	7	7	7	8

Remark : Values after excluding from data events that are national and international in nature like World Tobacco Day , Teacher's Day , Republic day ,etc

6.2.3	<p><b>Institution Implements e-governance covering following areas of operation</b></p> <ol style="list-style-type: none"> <li>1. <b>Administration</b></li> <li>2. <b>Finance and Accounts</b></li> <li>3. <b>Student Admission and Support</b></li> <li>4. <b>Examination</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above</p>
6.5.2	<p><b>Institution has adopted the following for Quality assurance</b></p> <ol style="list-style-type: none"> <li>1. <b>Academic Administrative Audit (AAA) and follow up action taken</b></li> <li>2. <b>Confernces, Seminars, Workshops on quality conducted</b></li> <li>3. <b>Collaborative quality initiatives with other institution(s)</b></li> <li>4. <b>Orientation programme on quality issues for teachers and students</b></li> <li>5. <b>Participation in NIRF</b></li> <li>6. <b>Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).</b></li> </ol> <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. 4 of the above</p>
7.1.2	<p><b>The Institution has facilities for alternate sources of energy and energy conservation measures</b></p> <ol style="list-style-type: none"> <li>1. <b>Solar energy</b></li> <li>2. <b>Biogas plant</b></li> <li>3. <b>Wheeling to the Grid</b></li> <li>4. <b>Sensor-based energy conservation</b></li> <li>5. <b>Use of LED bulbs/ power efficient equipment</b></li> </ol> <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : Values as per data provided</p>
7.1.5	<p><b>Green campus initiatives include:</b></p>

	<ol style="list-style-type: none"> <li>1. <b>Restricted entry of automobiles</b></li> <li>2. <b>Use of Bicycles/ Battery powered vehicles</b></li> <li>3. <b>Pedestrian Friendly pathways</b></li> <li>4. <b>Ban on use of Plastic</b></li> <li>5. <b>landscaping with trees and plants</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: A. Any 4 or All of the above</p>
7.1.6	<p><b>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</b></p> <ol style="list-style-type: none"> <li>1. <b>Green audit</b></li> <li>2. <b>Energy audit</b></li> <li>3. <b>Environment audit</b></li> <li>4. <b>Clean and green campus recognitions / awards</b></li> <li>5. <b>Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: E. None of the above</p>
7.1.10	<p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</b></p> <ol style="list-style-type: none"> <li>1. <b>The Code of Conduct is displayed on the website</b></li> <li>2. <b>There is a committee to monitor adherence to the Code of Conduct</b></li> <li>3. <b>Institution organizes professional ethics programmes for students, teachers, administrators and other staff</b></li> <li>4. <b>Annual awareness programmes on Code of Conduct are organized</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. 1 of the above</p>

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of eligible applications received for admissions to all the programs year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>160</td> <td>166</td> <td>288</td> <td>277</td> <td>307</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>215</td> <td>239</td> <td>277</td> <td>316</td> <td>284</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	160	166	288	277	307	2020-21	2019-20	2018-19	2017-18	2016-17	215	239	277	316	284
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