SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

INDIRA GANDHI INSTITUTE OF DEVELOPMENT RESEARCH

GEN. A. K. VAIDYA MARG GOREGAON EAST
400065
www.igidr.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

History/Backgrounds

Indira Gandhi Institute of Development Research (IGIDR) is an advanced research institute established and fully funded by the Reserve Bank of India for carrying out research on development issues from a multi-disciplinary point of view.

IGIDR was registered as an autonomous society on November 14, 1986 and as a public trust in January 1987. On December 28, 1987 the campus was inaugurated by Late. Shri Rajiv Gandhi, the then Prime Minister of India.

Subsequently in 1995, the Institute was recognized as a Deemed University under Section 3 of the UGC Act. Since then it has been awarded the highest National Assessment and Accreditation Council (NAAC) rating of A++ (under the old methodology) given to Indian academic institutions.

Starting as a purely research institution, it rapidly developed into a full-fledged teaching cum research organisation when it launched a Ph.D. program in the field of development studies in 1990. The objective of the Ph.D. programme is to produce researchers with diverse disciplinary backgrounds who can address issues of economics, energy and environment policies. In 1995, the institute initiated the M. Phil programme. The M.Sc. programme commenced in 2003 to introduce students to the world of research at an earlier stage.

At present the Institute has about 150 employees and students that include about 26 full time faculty members, 24 non-academic staff and about 90 M.Sc./M.Phil/Ph.D students.

Vision

The Vision of IGIDR is to emerge as an institute of academic excellence with relevance and integrity. It will seek to consolidate its existing status as an nodal centre for research activities, teaching, capacity building and documentation and information dissemination activities in all the fields of development.

Mission

The aims and objectives of the Institute are to promote and conduct research on economic issues from a broad inter- disciplinary perspective (Development, technological, and ecological). It aspires to gain insights into the process of development and alternative policy options and to further disseminate the knowledge acquired.

The primary objectives of the Institute are :

- **To promote and conduct research on economics and in a particular development.**
- **To promote co-operative endeavour and interaction between research scholars and institutions in India and abroad.**

- **To undertake projects or activity which renders itself useful for the furtherance of development and social welfare.**
- **To carry out training for advanced degrees viz. Master's and Doctorate award.**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Research: IGIDR faculty have specialized and established themselves as leading researchers in their respective areas of specialization in India. They have contributed to academic and development policy debates at both national and international level.

Teaching: Over the years, IGIDR as an organization has evolved to become a full-fledged teaching cum research institution. The strength of IGIDR lies in its interdisciplinary approach to teaching and research right from the Masters level to the Ph.D. programme. It is a unique programme in economics and development policy in India that admits students from diverse disciplinary backgrounds that span economics, engineering, mathematics, statistics and physical sciences. The course structure has been designed to impart analytical and empirical skills to analyze development problems from an economist's perspective. Students have written their theses on a wide range of issues covering economics, energy and environment.

Institutional Weakness

As with any organization, despite being a highly reputed and accredited institution, there are several areas that have scope for further improvement. These are listed as follows:

- IGIDR suffers from lack of strong access to think tank network because of geographical location disadvantage relative to other institutes and limited knowledge sharing.
- IGIDR faculty research covers a wide range of economic issues and the areas of specialization within the Institute are diverse. It suffers from lack of critical faculty size in individual research areas limiting collaborative work and restricting scaling up of research output in individual areas. In the short term, hosting reputed faculty who can offer courses and contribute to research can help bridge the gaps in faculty specialization.
- The opportunities for capacity building through external linkages for students and faculty are rather limited. It is important that proactive steps be taken for building such linkages and funds allocated

Institutional Opportunity

Academic Freedom: One of the major sources of strength of IGIDR is the intellectual freedom each faculty member enjoys in deciding on his/her research agenda and activity. The overall research objectives of the Institute, set internally with inputs from external experts (mostly identified by faculty), are broadly defined in terms of topical developmental issues and the faculty members have the freedom to identify the specific issues of interest. Research students too enjoy this freedom.

Continuous Evaluation: The performance of IGIDR as a deemed university and premier research institution is subject to both internal and external evaluation. Internal evaluation consists of submitting activity reports pertaining to work undertaken by faculty to the Board of Management twice a year. Teaching evaluations are conducted for every course offered. Outside evaluations involve periodic review by the Board of Management appointed committee as well as by the National Assessment and Accreditation Council (NAAC). IGIDR has been awarded the highest rating of **"A"** Grade by the NAAC. Finally, faculty evaluations and promotions at IGIDR follow international best practice based on his/her research publications, teaching, supervision and other academic and non-academic output. Academic decisions, including curriculum development, solely rest with the Academic Council with no external interference.

Institutional Challenge

IGIDR's reputation as an advanced teaching and research institute has enabled many of the initiatives to take-off without much difficulty. However, these programs require performance evaluations, system evolution and continued funding to become sustainable over time and to expand their coverage across beneficiaries. Among the organizational commitments made by IGIDR in this regard are:

- To continue to maintain its autonomy, strengthening of its internal decentralized decision making systems, and preserving its independence in setting the research agenda
- To critically analyze the existing systems in light of changing academic and policy environment, and IGIDR's own long term commitments and to make modifications where necessary such as curriculum changes and teaching systems or evolve altogether new systems in light of globalized academia
- To explore novel and meaningful ways of interaction with outside experts whereby a steady flow of new ideas and processes into / out of IGIDR is maintained so as to stay on top, for example establishment of adjunct and short term positions or periodic video conferencing of lectures or debates
- To be able to evolve systems that would allow it to maintain and augment its international network and positioning, for example facilitating systems for international collaboration
- To constantly upgrade its library, online resources and IT architecture in line with its evolving needs
- To develop special systems geared towards policy outreach, for example public relations systems and presence in the capital city

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

?Employability–The core courses are designed to ensure that students get a thorough grounding in the theories and analytical tools that are commonly used by economists. By updating the core courses contents frequently, the Institute ensures that students are up to date with the latest developments in areas such as **Decision Theory, Econometrics, and Time Series** which improves their employability.

? Innovation –The innovation in the curriculum is reflected in the range of optional courses offered by the Institute's faculty based on their research interests. Some of these optional courses are unique to IGIDR in the country. Almost all of them involve combine a regular lectures with readings based on important journal articles.

? Research–Almost all the courses offered in IGIDR have a research component wherein students are required to work on a Term Paper – either individually or in teams. These term papers are evaluated and given due weightage in the final evaluation of the student's performance.

Teaching-learning and Evaluation

A systematic study on this aspect has not been carried out. Nevertheless, available data show that the Institute's students irrespective of their social / economic / academic background are usually successful in getting employment (in industry / government / other academic and research organisations) or in their pursuit of higher studies either in the Institute itself or in reputed foreign universities. This is true of the M.Sc. students as well as the research students in the M.Phil. / Ph.D. programme.

The Institute has a very high teacher-student ratio. Further, the faculty members maintain an informal atmosphere and actively encourage students to have one-to-one meetings outside lecture hours. This allows the faculty to provide additional inputs to advanced learners in the form of guided readings, extra lectures on topics outside of the regular curricula. such students are also provided an opportunity to work with faculty as research interns / research assistants.

Research, Innovations and Extension

The research agenda of the Institute is guided by policy concerns, by individual faculty members' research interests and by projects from national and international sponsors.The output of such research is disseminated as IGIDR publications in the form of discussion papers, project reports, books, monographs and reprints of journal articles.

The following are the broad areas of research at IGIDR.

- Economic Reforms and Macroeconomic Policies.
- Public Economics.
- International Trade and Exchange Rates.
- Industrial Organisation, Industrial Economics.
- Game Theory.
- Financial Sector, Banking.
- Agricultural Economics, Food Policy.
- Poverty, Safety Nets, PDS, Rural Development.
- Labour Economics.
- Economic History.
- Energy and Infrastructure.
- Environmental Studies, Climate Change Issues

IGIDR faculty undertake projects funded by national and international organizations, provided they are consistent with the Institute's objectives. Project work enables access to and wide dissemination of data,

provides an interface between academia and policy makers, and facilitates growth of a network with other institutions and researchers.

http://www.igidr.ac.in/research-publications/publication-2/annual-report/

Infrastructure and Learning Resources

The Institute is located on a 14 acre site on a hilslide in Goregaon (east),

The whole campus is connected through LAN and WiFi, the institute has Internet leased line of 150 mbps for Internet connection.

The institute has four class rooms and two seminar rooms, one conference hall and one auditorium 500 seats equipped with the facilities like Projector, Document Camera, Wi-Fi, Digital class and Video conferencing system.

Hostel and Guest House, Recreation facility, Computer Centre and Library
Club library, table tennis, badminton court, lawn tennis, jogging track, fully equipped gymnasium, swimming pool, children's park Institute's premises.

Need-based scholarships are available for Masters students as per Institute's norms.

The salient feature of the M.Sc. option is the creation of a **SLOW TRACK** alternative. The student voluntarily chooses this alternative after making an ex-post determination of the difficulty level of courses.

Student Support and Progression

Research in IGIDR is driven by the academic interest of the faculty members and research students (M.Phil. / Ph.D.). The Institute's perception of emerging analytical and policy issues in the national and international context and sponsored projects reflecting importance of current empirical issues. The Institute's conscious aim has been to encourage the use of economic analysis to further understanding of developmental issues, with a fine balance between theory and practice. The Institute strives to provide state-of-the-art research facilities, and the right environment to the faculty and students to excel in their research pursuit.

Need-based scholarships are available for Masters students as per Institute's norms.

The salient feature of the M.Sc. option is the creation of a SLOW TRACK alternative. The student voluntarily chooses this alternative after making an ex-post determination of the difficulty level of courses.

Governance, Leadership and Management

Planning and Monitoring Board

Faculty Recruitment Advisory Committee

Infrastructure Development Core Committee

Ph.D. Colloquia

Seminar

Executive Committee (Academic)

Post-Doctoral Fellowship

IT Systems and Office Technology*

Visiting Masters Students Programme

Student's Welfare and Grievance Committee (SWGC)*

Alumni Committee

Macro Economics and Finance Committee

Research Ethics Committee

Canteen Committee

Library *

Visiting Scholars

Student Placement *

Institutional Values and Best Practices

1. **The Best Practice**

- COMPULSORY attendance of the Orientation Courses by those students as recommended by the Admissions Committee with minimum 85% attendance in EACH course. The requirement of compulsory attendance to be mentioned in the admission offer letter.
- Orientation Program for bonding and acclimatization of new students.
- Periodic workshops for improved writing, citation standards, communicating and other personal skills.
- All students to meet teaching Assistants regularly.
- All students to meet faculty Mentors regularly.

The Institute has constituted a Students Welfare and Grievance Cell which deals with this matter.

Need-based scholarships are available for Masters students as per Institute's norms.

The salient feature of the M.Sc. option is the creation of a SLOW TRACK alternative. The student voluntarily chooses this alternative after making an ex-post determination of the difficulty level of courses.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	INDIRA GANDHI INSTITUTE OF DEVELOPMENT RESEARCH
Address	Gen. A. K. Vaidya Marg Goregaon East
City	Mumbai
State	Maharashtra
Pin	400065
Website	www.igidr.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	S. Mahendra Dev	022-28416200	8097171963	022-2840275 2	registrar@igidr.ac.i n
Dean	Jayati Sarkar	022-28416520	9870237869	022-2841639 9	dean@igidr.ac.in

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	05-12-1995
Status Prior to Establishment,If applicable	Other
Establishment Date	15-01-1987
Any Other, Please Specify	University

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

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

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Programmes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	Gen. A. K. Vaidya Marg G oregaon East	Urban	14	5620051	Three		

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

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				20				4				2
Recruited	16	4	0	20	3	1	0	4	0	2	0	2
Yet to Recruit				0				0				0
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				22
Recruited	10	12	0	22
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				6
Recruited	4	2	0	6
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	16	4	0	3	1	0	0	2	0	26
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Part Time Teachers										
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Distinguished Academicians Appointed As

	Male	**Female**	**Others**	**Total**
Emeritus Professor	1	0	0	1
Adjunct Professor	0	0	0	0
Visiting Professor	0	1	0	1

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Not Applicable	Not Applicable	Not Applicable

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	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	2	8	0	0	10
	Female	0	6	0	0	6
	Others	0	0	0	0	0
PG	Male	0	14	0	0	14
	Female	0	16	0	0	16
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	05-12-1995
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	3
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	95.15	A++	peerteam report 2002.pdf
Cycle 2	Accreditation	3.64	A	peerteam report 2011.pdf
Cycle 3	Accreditation	2.75	B+	

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Doctoral Phd	No File Found
Pg	No File Found
Pre Doctoral Mphil	No File Found

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2016-17	2015-16	2014-15	2013-14	2012-13
03	03	03	03	03

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

Response: 03

3.2 Students

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
48	42	35	37	37

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

2016-17	2015-16	2014-15	2013-14	2012-13
32	34	29	27	25

Total number of outgoing / final year students

Response: 147

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

2016-17	2015-16	2014-15	2013-14	2012-13
44	37	29	28	30

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

2016-17	2015-16	2014-15	2013-14	2012-13
01	01	08	01	01

3.3 Teachers

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

2016-17	2015-16	2014-15	2013-14	2012-13
22	22	23	24	22

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

Response: 22

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

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

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

Response: 24

Number of teachers recognized as guides during the last five years

Response: 24

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

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

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

Response: 482

3.4 Institution

22-11-2018 12:27:53

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

2016-17	2015-16	2014-15	2013-14	2012-13
2961	2631	2808	2525	2013

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

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

Total number of classrooms and seminar halls

Response: 08

Total number of computers in the campus for academic purpose

Response: 109

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

2016-17	2015-16	2014-15	2013-14	2012-13
2579	1796	2246	1442	2725

Annual lighting power requirement (in KWH)

Response: 1331665

Annual power requirement of the institution (in KWH)

Response: 1331665

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

Yes. The Institute has a systematic process for design, development and frequent review of the curriculum. The syllabus of various courses is reviewed and revised every 5 years by the concerned faculty member by involving external experts in the concerned courses.

For each of the core course subjects, a sub-committee of the concerned teachers along with external experts in that subject is formed. This sub-committee reviews the current syllabus and recommends appropriate revisions to update the course content to keep pace with the latest developments / trends in that subject. The sub-committee also reviews the reference / reading lists for the subject and recommends appropriate changes to reflect the proposed new syllabus. The sub-committee then gives a report to the Dean, Academic Affairs.

The reports of all such sub-committees are then presented by the Dean to the Academic Council for deliberations and final approval. The concerned teachers also brief the Academic Council on the logic / reasoning behind the changes recommended by the sub-committees. Following the approval of the Academic Council, the new syllabus comes into force from the subsequent Academic Year.

With regard to the Optional Courses, it must be noted that these courses are based primarily on the research interests of individual faculty members who are offering these courses. Hence, for the Optional Courses, the design and content are largely left to the judgement of the teacher offering that course.

File Description	Document
Link for Additional Information	[View Document]()

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

Response: 100

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

Response: 03

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

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

Response: 70.16

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

2016-17	2015-16	2014-15	2013-14	2012-13
21	11	15	14	18

File Description	Document
Program/ Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Average percentage of courses having focus on employability/ entrepreneurship	[View Document](#)
Any additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 27.27

1.2.1.1 How many new courses are introduced within the last five years

Response: 06

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

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

Response: 03

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

The aims and objectives of the Institute are to promote and conduct research on Economicissues from a broad inter- disciplinary perspective (Development, technological, social, political and ecological). It aspires to gain insights into the process of development and alternative policy options and to further disseminate the knowledge acquired.

Special emphasis has always been laid on the following areas:

- The comparative study of development and policy in different regions and countries.
- The influence of international trading, financial and economic systems on countries.
- The examination of energy, technology and environment problems in global setting.
- The analytical foundations of the positions adopted by India and other developing countries in international forums and negotiations with respect to millenium development goals, human resources and Gender.
- Economic and technological cooperation among developing countries and India's development experience and policies.

- Planning techniques and methodology.
- Issues in the choice of technology and social well being including poverty and inequality.
- The role of innovation and diffusion of technology in development.
- Resource utilisation and environment implications of technological alternatives.
- Social, legal, organisational and institutional aspects of development.
- The Institute serves as a centre for promoting co-operative endeavour and interaction in research activities between Indian scholars and institutions as well as between Indian and foreign scholars and institutions in Philosophy, Politics, Law and Economics with a focus on Ethics, Moral and Political Philosophy.

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

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

Response: 0

1.3.2.1 How many new value-added courses are added within the last 5 years	
File Description	**Document**
List of value added courses	[View Document](#)
Brochure or any other document relating to value added courses	[View Document](#)
Any additional information	[View Document](#)

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 0

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

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

File Description	Document
List of students enrolled	[View Document](#)
Any additional information	[View Document](#)

1.3.4 Percentage of students undertaking field projects / internships

Response: 62.5

1.3.4.1 Number of students undertaking field projects or internships

Response: 30

File Description	Document
List of programs and number of students undertaking field projects / internships	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise
A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: D. Any 1 of above

File Description	Document	
URL for stakeholder feedback report	[View Document](#)	

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
Any additional information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 85.66

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

2016-17	2015-16	2014-15	2013-14	2012-13
44	34	28	34	31

File Description	Document
List of students (other states and countries)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 64.35

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

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

File Description	Document
Demand Ratio (Average of Last five years)	[View Document](#)
Any additional information	[View Document](#)

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

Response: 34.78

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

2016-17	2015-16	2014-15	2013-14	2012-13
10	05	07	10	08

File Description	Document
Average percentage of seats filled against seats reserved	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

All India entrance exam is conducted for admissions, Merit, entrance test and interview.An internal committee of faculty design the entrance test, and draw the list of candidates to be called for interviews. Interviews are conducted by a panel drawn from internal faculty and external experts. Final selection is based on overall performance in entrance test and interviews

Orientation / induction programmes and Preporatory clases are conducted for freshers during the first and second week of the start of the Academic Year. During these programmes students are explained the various rules of the Institute, the academic progression possibilities available to students, the "Slow-track" option available to academically weaker students, the placement programme, the Institute's Library, Computer Centre, the network and other digital databases available in the Institute, the system of student mentoring, Research Assistant-ship programme, the Institute's tie-up with external medical and emergency service providers, etc.

In particular, anti-ragging rules and various institutional mechanisms available for addressing student welfare, including sexual harassment, are also explainedduring these induction programmes.

The Dean (Academic Affairs), Dean (Student Affairs), Registrar, Student Office in-charge, Chief Librarian, Systems Analyst, along with some faculty members and concerned administrative staff are involved in this.

The salient feature of the M.Sc. option is the creation of a SLOW TRACK alternative. The student voluntarily chooses this alternative after making an ex-post determination of the difficulty level of courses. Apart fiom this, NONE of the existing minimum academic benchmarks are revised for earning the M.Sc. degree.

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

2.2.2 Student - Full time teacher ratio

Response: 2

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 2.08

2.2.3.1 Number of differently abled students on rolls

Response: 1

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

The Institute has a very high teacher-student ratio. Further, the faculty members maintain an informal atmosphere and actively encourage students to have one-to-one meetings outside lecture hours. This allows the faculty to provide additional inputs to advanced learners in the form of guided readings, extra lectures on topics outside of the regular curricula. Often, such students are also provided an opportunity to work with faculty as research interns / research assistants. This has enabled some of the students to publish joint-authored papers in refereed national / international journals.

Term papers, quizzing, etc. are part of the course evaluation scheme.

Institute regularly invites experts to give guest lectures, seminars which are compulsory for research students. Also, workshops and conferences are regularly held which are open to student participation including presenting papers.

However, students are encouraged to use diverse resources including e-learning resources available on the internet. The Institute's Library actively provides updated information on such content. Besides unlimited high speed internet access is provided 24x7x365 by the Institute to all students.

All fresh students are provided faculty mentors, who have helped students in their course choices and career decision.

The Institute organises several conferences, workshops, seminars, guest lectures every year which are open to all students. Students are also encouraged to present papers in these events, and also in conferences held at other Institutions in / outside India. The Institute also makes available some financial assistance to students for this purpose.

Orientation / induction programmes are conducted for freshers during the first and second week of the start of the Academic Year. During these programmes students are explained the various rules of the Institute, the academic progression possibilities available to students, the "Slow-track" option available to academically weaker students, the placement programme, the Institute's Library, Computer Centre, the network and other digital databases available in the Institute, the system of student mentoring, Research Assistant-ship programme, the Institute's tie-up with external medical and emergency service providers, etc.

In particular, anti-ragging rules and various institutional mechanisms available for addressing student welfare, including sexual harassment, are also explainedduring these induction programmes.

The Dean (Academic Affairs), Dean (Student Affairs), Registrar, Student Office in-charge, Chief Librarian, Systems Analyst, along with some faculty members and concerned administrative staff are involved in this.

File Description	Document
Link for Additional Information	[View Document](#)

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

Response: 108.33

2.3.2.1 Number of teachers using ICT

Response: 26

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

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

Response: 2.09

2.3.3.1 Number of mentors

Response: 23

File Description	Document
Year wise list of number of students, full time teachers and mentor/mentee ratio	[View Document](#)

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document](#)
Any additional information	[View Document](#)

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

Response: 100

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

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

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	[View Document](#)
Any additional information	[View Document](#)

2.4.3 Teaching experience per full time teacher in number of years

Response: 16.25

2.4.3.1 Total experience of full-time teachers

Response: 390

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	[View Document](#)

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

Response: 25

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

2016-17	2015-16	2014-15	2013-14	2012-13
01	01	0	02	02

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

Response: 100

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

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

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	[View Document](#)
Any additional information	[View Document](#)

2.5 Evaluation Process and Reforms

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

Response: 30

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

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

File Description	Document
List of programs and date of last semester and date of declaration of result	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0

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

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

File Description	Document
Number of complaints and total number of students appeared year wise	[View Document](#)
Any additional information	[View Document](#)

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

Response: 60

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

years

2016-17	2015-16	2014-15	2013-14	2012-13
01	01	08	0	0

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

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

Response:

Assessment for Coursework (M.Sc. Students only)

a) The Institute follows a relative grading system. For every credit course taken by the student, he/she is assigned a letter grade based on his/her combined performance in all the assessments during the course. The grades are described by the following letters and corresponding numerical points

Each course will be graded in accordance with the following grading scheme:

LETTER GRADE:	A	A-	B+	B	B-
GRADE POINTS:	4	3.75	3.25	3	2.75

b) The "percentage equivalents of grades" are as follows: This is only indicative. It varies from course to course.

A = 4.00 - Equal to or more than 80%
A- = 3.75 - Equal to or more than 75% but less than 80%
B+ = 3.25 - Equal to or more than 65% but less than 75%
B = 3.00 - Equal to or more than 60% but less than 65%
B- = 2.75 - Equal to or more than 55% but less than 60%
C+ = 2.25 - Equal to or more than 45% but less than 55%
C = 2.00 - Equal to or more than 40% but less than 45%
F = 0.00 - Less than 40%.

c) The passing grade for an individual course will be "C (2.00)."

d) The assessment of a student's performance is done with the help of two numbers, Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA). GPA is the average of the grade points obtained in all

the courses taken by the student in a given semester. The CGPA is the

average of the grade points obtained in all the courses taken by the student, in two or more semesters, since his/her admission to the Institute.

Assessment for Coursework (M.Phil/Ph.D.)

His/Her CGPA must be as follows:
i) At the end of First Semester of the First year the minimum CGPA of "C+(2.25)"

ii) At the end of the each subsequent semester the CGPA of at least "B-(2.75)" to be eligible for registering for M.Phil and a CGPA of at least B(3.0) to be eligible for the Ph.D. programme.

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

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

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

C. Only student registration and result processing

D. Only result processing

Response: E. Only manual methodology

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

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The Institute regularly assesses the outcomes of all programs and courses through a special meeting of the entire faculty (including the Director of the Institute) convened at the end of each semester to discuss the student performance in each course and program. Teachers of the courses taught in a semester provide feedback on all students to the Director and to other faculty members. Apart from taking stock of overall outcomes, the faculty also discuss in detail specific cases / problems, if any, that the teachers faced during the semester. After approval of the Director and the faculty, outcomes are then communicated personally to all the students by the Student Office. Semester-wise transcripts are provided to students confidentially. The list of student who have completed all requirements of the program and have been awarded their Degree (M.Sc. / M.Phil. / Ph.D.) are displayed on the Institute's website.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

Outcomes in terms of student pass percentages in each course and in each program, grade distribution within a batch, and various other student performance parameters are assessed against the student feedback on each course. Various problems and issues encountered by students are identified and measures are taken to address them. For example, the introduction of the Slow-Track option for M.Sc. program is a direct

offshoot of such assessment. Similarly, rules relating to various timelines that students are required to maintain are also frequently assessed and changes made whenever it is felt necessary.

File Description	Document
Link for Additional Information	[View Document](#)

2.6.3 Average pass percentage of Students

Response: 75.61

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

Response: 93

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

Response: 123

File Description	Document
List of programs and number of students passed and appeared in the final year examination	[View Document](#)
Any additional information	[View Document](#)
Link for annual report	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 2.83

File Description	Document
Database of all currently enrolled students	[View Document](#)
Any additional information	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document

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

Response: 0

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

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

File Description	Document
List of teachers receiving grant and details of grant received	View Document

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

Response: 64

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

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

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File Description	Document
List of teachers and their international fellowship details	[View Document](#)

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

Response: 9

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

2016-17	2015-16	2014-15	2013-14	2012-13
01	02	02	02	02

File Description	Document
List of research fellows and their fellowship details	[View Document](#)
Any additional information	[View Document](#)

3.1.5 University has the following facilities

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

Any four facilities exist

Three of the facilities exist

Two of the facilities exist

One of the facilities exist

Response: Two of the facilities exist

File Description	Document
List of facilities provided by the university and their year of establishment	[View Document](#)
Link to videos and photographs geotagged	[View Document](#)

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

Response: 0

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

File Description	Document
List of departments and award details	[View Document](#)

3.2 Resource Mobilization for Research

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

Response: 219.89

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

2016-17	2015-16	2014-15	2013-14	2012-13
2.6260802	43.233334	71.309258	18.465626	84.254081

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

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

Response: 196.91

3.2.2.1 Total Grants for research projects sponsored by the government sources year-wise during the last

five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
36.43185	13.900000	66.03446	25.05600	55.4923

File Description	Document
List of project and grant details	[View Document](#)
e-copies of the grant award letters for research projects sponsored by government	[View Document](#)
Any additional information	[View Document](#)

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

Response: 7.29

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

Response: 35

File Description	Document
List of research projects and funding details	[View Document](#)
Link for funding agency website	[View Document](#)

3.3 Innovation Ecosystem

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

Response:

Institue does support initial to creation & transfer of knowledge through various process,

The research agenda of IGIDR is guided by contemporary policy concerns, individual faculty members' research interests, and through sponsored projects. Theoretical as well as empirical research undertaken over the years cover a wide range of topics and themes such as macroeconomics, banking and finance, household finance and financial sector regulation, poverty, inequality and human development, food security and agriculture, industrial organisation and corporate governance, international finance and trade, development economics, public economics, institutional and law and economics, energy and environment policy, urban economics and migration, and city planning.

File Description	Document
link for additional information	[View Document](#)

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

Response: 218

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

2016-17	2015-16	2014-15	2013-14	2012-13
52	40	34	53	39

File Description	Document
List of workshops/seminars during the last 5 years	[View Document](#)
Any additional information	[View Document](#)

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

Response: 8

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

2016-17	2015-16	2014-15	2013-14	2012-13
02	01	01	03	01

File Description	Document
List of innovation and award details	[View Document](#)

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 0

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

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

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	[View Document](#)

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

Response: Yes

File Description	Document
List of Awardees and Award details	[View Document](#)
Any additional information	[View Document](#)

3.4.3 Number of Patents published/awarded during the last five years

Response: 0

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

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

File Description	Document
List of patents and year it was awarded	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0.75

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

Response: 18

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
Any additional information	[View Document](#)
URL to the research page on HEI web site	[View Document](#)

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

Response: 0

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

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

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)

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

Response: 3.83

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

2016-17	2015-16	2014-15	2013-14	2012-13
09	24	09	26	24

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

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

Response: 3.61

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

Response: 205

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

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

Response: 12

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

Response: 482

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

Response: 204

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the University	View Document
Any additional information	View Document

3.5 Consultancy

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

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	[View Document](#)
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	[View Document](#)
Any additional information	[View Document](#)
URL of the consultancy policy document	[View Document](#)

3.5.2 Revenue generated from consultancy during the last five years

Response: 31.29

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

2016-17	2015-16	2014-15	2013-14	2012-13
6.13	0.23	6.00	15.94	2.99

File Description	Document
List of consultants and revenue generated by them	[View Document](#)

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 31.29

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

2016-17	2015-16	2014-15	2013-14	2012-13
6.13176	.22500	6.00169	15.93523	2.99820

File Description	Document
List of teacher consultants and revenue generated by them	View Document

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Our students are sensitized on various social issues this is reflected in the research of M.Pil/ Phd. students. In the recent year our students have carried out primary surveys pertaining to issues such as **malnutrition in rural areas, agriculture pathways, Health and Education and slum resettlement and livelihood**

Sohini Paul. "Micro-Finance in Urban Slums of India: A Case Study" Survey done in Mumbai 2000

Priya Rampal - Situational Analysis of Pulse Production and Consumption in India

Upasak Das - MGNREGA WORKS AND THEIR IMPACTS A Rapid Assessment in Maharashtra 2014

Andaleeb Rahman - Revival of Rural PDS: Expansion and Outreach. . Indira Gandhi Institute of Development Research, Mumbai. April 2014

Runu Bhakta - Health and Education in Rural and Urban areas - 2012

Parul Saboo - Health and Education in Rural and Urban areas - 2012

Sreya Bhattacharya - Slum resettlement - 2012

File Description	Document	
link for additional information	View Document	

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

Response: 0

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

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

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)
e-copy of the award letters	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0

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

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

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	[View Document](#)

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

Response: 18.28

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

2016-17	2015-16	2014-15	2013-14	2012-13
02	02	09	10	11

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	[View Document]

3.7 Collaboration

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

Response: 4

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

2016-17	2015-16	2014-15	2013-14	2012-13
04	04	04	04	04

File Description	Document
Number of Collaborative activities for research, faculty etc.	[View Document]
Copies of collaboration	[View Document]

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

Response: 0

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

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

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

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

Response: 180

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2016-17	2015-16	2014-15	2013-14	2012-13
36	36	36	36	36

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

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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:

The Institute is located on a 14 acre site on a hilslide in Goregaon (east), 15 minutes by public bus from the Goregaon railway station in Mumbai's suburban and 20 minutes drive from Mumbai's national and international airports. The architecture of the campus is inspired by the historical Elephanta and Jogeshwari caves and includes office and residential buildings for research and administrative staff, seminar rooms, auditorium, library, computer centre, cafeteria and guest house.

The students and staff of the Institute are provided accommodation on campus. The whole campus is connected through LAN and WiFi, and the institute has Internet leased line of 150 mbps for Internet connection. The Internet service is free and available 24×7 with backup ISP.

Classroom and Seminar Halls and Auditorium:
The institute has four class rooms and two seminar rooms, one conference hall and one auditorium equipped with the facilities like Projector, Document Camera, Wi-Fi, Digital class and Video conferencing system. The seating capacity of Auditorium is around 500.

Hostel and Guest House:
Students are provided hostel accommodation on the campus. The institute also has a guest house with 50 rooms.

Recreation facility:
Recreation facilities include Club library, table tennis, badminton court, lawn tennis, jogging track, fully equipped gymnasium, swimming pool and a children's park within the Institute's premises.

Computer Centre and Library:
The IT facilities at IGIDR Include a state-of-the-art Computer Center and the IGIDR library is one of the leading professional research and reference libraries in the country.

The employees and students are covered under group mediclaim. A visiting doctor is also available on working days for consultation for the benefit of people residing on campus. The Institute also has subsidised canteen facilities for the students and employees.

The IGIDR library is rapidly building up to be one of the leading professional research and reference libraries in the country. All bibliographic details of books, journals and CD-ROM databases are accessible through the campus-wide Ethernet network. The library has over 40,000 printed documents, and it subscribes to over 460 national and international journals. It has established contacts with over 100 national and international organizations for exchange of the Institute's publications and inter-library loan arrangement.

The library of the Institute aims to be a leading research library in the fields of development studies,

development economics, energy and environmental studies, general economics and Indian economy. It also aims to build a comprehensive collection of back volumes of journals in the field of Economics and related areas.

IGIDR library caters to the institute's research and teaching activities. However, it is open to other academic users for reference. Visitors are requested to bring an official letter from their librarian. For further information, please contact the Chief Librarian(gkm@igidr.ac.in) .

File Description	Document
Link for Additional Information	View Document

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

Response:

The institute has facilities for cultural activities and **recreation facility for indoor games such as** Club library, table tennis, badminton court, lawn tennis, jogging track, fully equipped gymnasium, swimming pool and a children's park within the Institute's premises.

The cultural activities such as Republic day, Independance Day, Annual Day, Annual Picnic, and all major festivals are conducted within the institute.

The students and staff of the Institute are provided accommodation on campus. The whole campus is connected through LAN and WiFi, and the institute has Internet leased line of 150 mbps for Internet connection. The Internet service is free and available 24×7 with backup ISP.

File Description	Document
link for additional information	View Document

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

Response: 75

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 06

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)
Any additional information	[View Document](#)
Link for additional information which is optional	[View Document](#)

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

Response: 77.55

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

2016-17	2015-16	2014-15	2013-14	2012-13
1528	1111	1600	1442	2600

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)
Any additional information	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

Library

 (1)   Central (as on March 31, 2017)

- No. of Books: 44103
- No. of Statistical Publications: 10466

- No. of Back Volumes of Journals: 17273
- No. of Working Papers:29487 (Print); 19444 (Electronic)

(e)   No. of Journals: 459

(f)   Details of e-journals: 360 (Science Direct, Oxford Uni Pr, Taylor and Francis,

Springer, Sage and others)

(g)   No. of Databases: 5

(h)   Magazines: 19

(i)   Other facilities:

-E-Library (http://elibrary.igidr.ac.in) - Intranet

-Institutional Repository (http://oii.igidr.ac.in:8080/xmlui) - Internet

-Open Index Initiative (Database of articles published in Indian Social Science

Journals, Working Papers and Theses and Dissertations published by Indian

Social Science Research Institutes) [http://oii.igidr.ac.in] - Internet

-Computer facilities to access Library Catalogue, E-Resources and Internet

(2)   Details of Departmental Libraries: NIL

(list to be placed as Annexure)

IGIDR library does have an Advisory Committee. There are 9 members, including the Convenor and Chief Librarian as coordinator. Out of 9 members, there are 2 student members. The committee from time to time meets to decide on collection building and offer suggestion for improving the infra-structure and building collection. It mainlyplays an advisory and advocacy role to fully support teaching, learning and activities of the institute.

The committeeduring 2014 advocated shifting journals subscription from print to electronic journals in order to facilitate online access on campus wide network. It also suggested subscription to Jstor, Science Direct and back issues of journals , John Wiley, Taylor and Francis, Springer, Oxford UniPr, Cambridge Uni Pr, Sage etc

?Total area of the library (in Sq. Mts.)?: 1858

*Total seating capacity: 100

?Working hours (on working days, on holidays, before examination,

during examination, during vacation)

 Reference: 8.00 am to 12.30 (mid night 16 and half hours)

During Examinations: 8.00 am to 4.00 am (20 hours a day)

?Layout of the library (individual reading carrels, lounge area for

browsing and relaxed reading, IT zone for accessing e-resources)

*Lounge: 150 Sq. Mts.

Reading Space with cubicles/tables: 700 Sq. Mts.

File Description	Document
link for additional information	[View Document](#)

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

Response:

Yes

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

    Library has around 1000 rare books donated by eminent
economists/personalities.

Library

(1)   Central (as on March 31, 2017)

- No. of Books: 44103
- No. of Statistical Publications: 10466
- No. of Back Volumes of Journals: 17273
- No. of Working Papers:29487 (Print); 19444 (Electronic)

(e)   No. of Journals: 459

(f)   Details of e-journals: 360 (Science Direct, Oxford Uni Pr, Taylor and Francis,

Springer, Sage and others)

(g)   No. of Databases: 5

(h)   Magazines: 19

File Description	Document
link for additional information	[View Document](#)

4.2.3 Does the institution have the following

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

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 2 of the above

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

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

Response: 243.44

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

2016-17	2015-16	2014-15	2013-14	2012-13
282.88	264.98	248.10	227.03	194.23

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

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

4.2.6 Percentage per day usage of library by teachers and students

Response: 187.5

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

Response: 135

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.2.7 E-content is developed by teachers :

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

Any 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: None of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG)	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Hardware Infrastructure

The computer center is equipped with high-end servers like HP ITANIUM, HP NAS, AMD OPETRON, Sun Ultrasparc. The Center also provides total backup solution for user's data through various backup devices viz., DAT, CD/DVD writer, and LTO-2 tape drive. Centralized storage server provides automatic data backup & restore facility of user's Data.

Institute has around 150 nos of Intel based Desktops/Workstations , enterprise level CISCO switches and routers, Firewall for campus wide network and Internet connectivity. In addition to several HP Deskjet printers in the faculty and staff offices, the printing facilities also include high-speed Network HP Laser

printers, in each office block including the Computer Center.

HP color scanners, visualizers and plasma panel, LCD projectors have been provided to assist the users in creating and presenting multimedia presentations. The Institute also has a Video Conference Systems.

Software

While servers are powered by LINUX, Windows 2008/2003 Server Operating systems, the workstations are loaded with Linux (viz, Ubuntu, Fedora) , Windows 7/XP OS and Antivirus.

The center provides all standard Econometrics and Statistical packages such as Eviews, Gauss, Stata, Mathematica, SAS, RATS, CATS, LIMDEP, MATLAB and GAMS both under Unix/Linux and windows environment. Office automation packages like Open Office, MS Office, LATEX and Adobe Acrobat are also available both under Unix/Linux and Windows environment. In addition to the above software, the institute subscribes to various corporate databases such as PROWESS, INDIASTAT, CAPITAL LINE, WITS and number of other national and international databases.The center is also equipped with digitizer fitted with GIS Software MAPINFO to carry out GIS related projects.

The Computer Center conducts various training and orientation seminar on several computer related topics, software, databases and on new IT technologies implemented at Institute to enhance and upgrade the computer skills of the user community of IGIDR.

File Description	Document
link for additional information	[View Document](#)

4.3.2 Student - Computer ratio

Response: 0.44

File Description	Document
Student - Computer ratio	[View Document](#)
Any additional information	[View Document](#)

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
?1 GBPS

500 MBPS - 1 GBPS

50 MBPS-250 MBPS

250 MBPS-500 MBPS

Response: 50 MBPS-250 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	[View Document](#)

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

Response: No

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

4.4 Maintenance of Campus Infrastructure

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

Response: 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
2579	1796	2246	1442	2725

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)

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

Response:

Yes, Institute forms the committees with systems and procedures for maintaining and utilizing physical,

academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

There is an Estate office for maintaining the campus cleanliness and repairs is formed, Gardeners, Housekeeping, Water supply maintainance, Electricity maintainance, IT maintainance teams are recruited within the institute.

The students and staff of the Institute are provided accommodation on campus. The whole campus is connected through LAN and WiFi, and the institute has Internet leased line of 150 mbps for Internet connection. The Internet service is free and available 24×7 with backup ISP.

File Description	Document
link for additional information	View Document
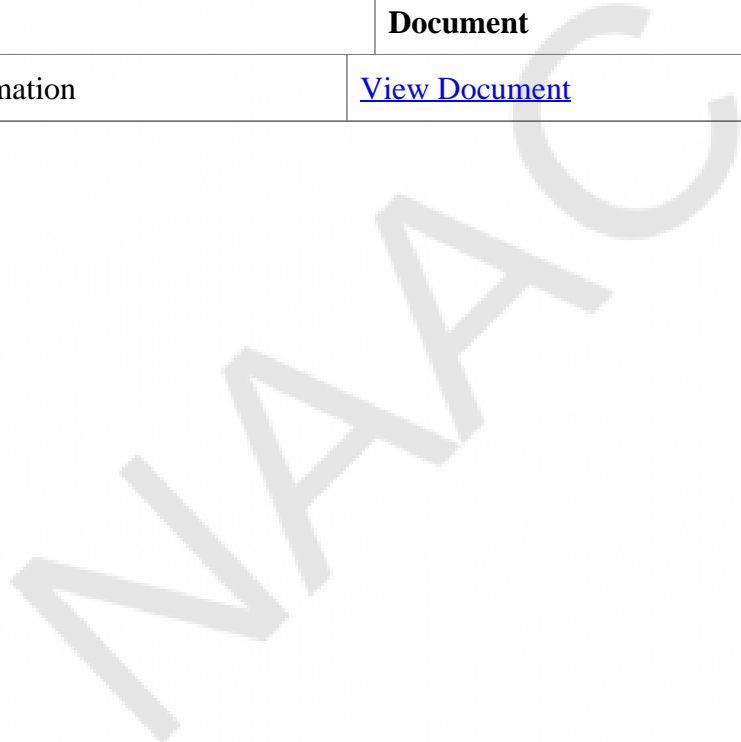
Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 16.67

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

2016-17	2015-16	2014-15	2013-14	2012-13
06	10	07	04	06

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)

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

Response: 17.05

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

2016-17	2015-16	2014-15	2013-14	2012-13
06	04	07	10	06

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	[View Document](#)
Any additional information	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. **Guidance for competitive examinations**

2.Career Counselling
3.Soft skill development
4.Remedial coaching
5.Language lab
6.Bridge courses
7.Yoga and Meditation
8.Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: Any 4 of the above

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

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

Response: 98.21

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

2016-17	2015-16	2014-15	2013-14	2012-13
46	40	35	37	37

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

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

Response:

a)	Erasmus Mundus European Masters Program on Law and Economics (EMLE)						

8 students of the Erasmus Mundus European Masters Program on Law and Economics (EMLE) have joined Programme on Law and Economics run by the consortium consisting of Universities of Aix-en-Province, Bologna August 31, 2014.

This is part of IGIDR's collaborations with European Union (as a partner in Erasmus Mundus Programs) and Un education (he India-EU Strategic Partnership Joint Action Plan).

They are also provided accommodation on campus during this period.

b)	University of Bayreuth						

This is a part of IGIDR's collaborations with European Union and universities therein, and lies within the purview Joint Action Plan).

Students come to IGIDR to attend one semester coursework during the August-December or January-May Semeste

Four students attended coursework during the August-December 2014 Semester at IGIDR.

c)	IGIDR-IDRC Program						

This is part of IGIDR-IDRC (International Development Research Centre) Program on "Capacity building in incl lies within the purview of the academic collaborative agreements between India and Asian countries as part of SA and returning, medical insurance, book grant, conference participation grant and accommodation on IGIDR campu

1 Visiting Doctoral Fellow from Myanmar will be joining, 2 Post-Doctoral Fellow from Sri Lanka, 3 M.Phil Fellows from Nepal and Afghanistan and 2 M.Sc Fellows from Nepal and Bangladesh have joined the IGIDR-IDRC Program in 2015.

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

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

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

Response: 68.84

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

2016-17	2015-16	2014-15	2013-14	2012-13
22	18	21	20	19

File Description	Document
Self attested list of students placed	[View Document](#)
Details of student placement during the last five years	[View Document](#)

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

Response: 34.38

5.2.2.1 Number of outgoing students progressing to higher education

Response: 11

File Description	Document
Details of student progression to higher education	[View Document](#)

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

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

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

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

2016-17	2015-16	2014-15	2013-14	2012-13
32	34	29	27	25

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	<u>View Document</u>

5.3 Student Participation and Activities

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

Response: 0

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

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

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

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

Response:

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution are as follows - List of IGIDR Internal Advisory Committees with

effect from January, 2018 till 31st December, 2019

1. Canteen Committee
2. Library
3. IT Systems and Office Technology
4. Student Placement3
5. Student Welfare and Grievance Committee

6. Complaints/Redressal committee for the prevention of Sexual Harassment

 Alumni matters will be under the purview of the Student Placement Committee.

File Description	Document
Link for Aditional Information	[View Document](#)

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

Response: 25

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

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

File Description	Document
Number of sports and cultural activities / competitions organised per year	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years - This is not applicbale for our institute however there is an alumni held every year where students arrange functions.

Following is th Alumni Committee*
Dean (Stud. Affairs (Convener)
Dean (Acad. Affairs)
Nelson D'Souza
Rupayan Pal
Sudhakar Yedla
Susan Thomas
Shovan Ray
Fabina D'Mello
(in attendance)

File Description	Document
Link for Additional Information	[View Document](#)

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

50 Lakhs -100 Lakhs

20 Lakhs -50 Lakhs

5 Lakhs -20 Lakhs

Response: <5 Lakhs

File Description	Document
Alumni association audited statements	[View Document](#)

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

Response: 5

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

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

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Strengths

Organizational Design and Functionality: Since its inception, the organizational structure of IGIDR has been designed to support top quality teaching and research activities. A formal standard structure is in place starting at the base with Assistant Professor and moving up to the position of Senior Professor, with the Director at the helm of the organization. The Director in turn reports to the Board of Management headed by the Governor of the Reserve Bank of India; the members include two IGIDR faculty representatives (by rotation) and illustrious external academics. Functionally, however, the strength of the Institute lies in its flat structure, and its democratic transparent and decentralized decision making process. This is accomplished through three decision stages, first at the committee level, then at faculty meetings and finally at the meeting of the Academic Council. Academic Council is the ultimate decision making body on all academic matters constituting of faculty members and five external academicians. The committee positions, including the position of the Dean are normally rotated every two years.

Research: IGIDR faculty have specialized and established themselves as leading researchers in their respective areas of specialization in India. They have contributed to academic and development policy debates at both national and international level.

Teaching: Over the years, IGIDR as an organization has evolved to become a full-fledged teaching cum research institution. The strength of IGIDR lies in its interdisciplinary approach to teaching and research right from the Masters level to the Ph.D. programme. It is a unique programme in economics and development policy in India that admits students from diverse disciplinary backgrounds that span economics, engineering, mathematics, statistics and physical sciences. The course structure has been designed to impart analytical and empirical skills to analyze development problems from an economist's perspective. Students have written their theses on a wide range of issues covering economics, energy and environment.

Academic Freedom: One of the major sources of strength of IGIDR is the intellectual freedom each faculty member enjoys in deciding on his/her research agenda and activity. The overall research objectives of the Institute, set internally with inputs from external experts (mostly identified by faculty), are broadly defined in terms of topical developmental issues and the faculty members have the freedom to identify the specific issues of interest. Research students too enjoy this freedom.

Continuous Evaluation: The performance of IGIDR as a deemed university and premier research institution is subject to both internal and external evaluation. Internal evaluation consists of submitting activity reports pertaining to work undertaken by faculty to the Board of Management twice a year. Teaching evaluations are conducted for every course offered. Outside evaluations involve periodic review by the Board of

Management appointed committee as well as by the National Assessment and Accreditation Council (NAAC). IGIDR has been awarded the highest rating of **"A"** Grade by the NAAC. Finally, faculty evaluations and promotions at IGIDR follow international best practice based on his/her research publications, teaching, supervision and other academic and non-academic output. Academic decisions, including curriculum development,

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.1.2 The institution practices decentralization and participative management

Response:

- IGIDR research identification process:A decentralized system for faculty and students ensures a free intellectual market of research ideas, within the broad parameters of Development. Thrust areas, evolved internally through brainstorming, with external expert inputs through Academic Council, Research Advisory Committees and discussion meetings, allow us to identify national lacuna and form flexible research groups to focus on them. Externally defined research projects are accepted if they are found to augment IGIDR's vision.

Organizational Design and Functionality: Since its inception, the organizational structure of IGIDR has been designed to support top quality teaching and research activities. A formal standard structure is in place starting at the base with Assistant Professor and moving up to the position of Senior Professor, with the Director at the helm of the organization. The Director in turn reports to the Board of Management headed by the Governor of the Reserve Bank of India; the members include two IGIDR faculty representatives (by rotation) and illustrious external academics. Functionally, however, the strength of the Institute lies in its flat structure, and its democratic transparent and decentralized decision making process. This is accomplished through three decision stages, first at the committee level, then at faculty meetings and finally at the meeting of the Academic Council. Academic Council is the ultimate decision making body on all academic matters constituting of faculty members and five external academicians. The committee positions, including the position of the Dean are normally rotated every two years.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.2 Strategy Development and Deployment

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

Response:

IGIDR's reputation as an advanced teaching and research institute has enabled many of the initiatives to take-off without much difficulty. However, these programs require performance evaluations, system evolution and continued funding to become sustainable over time and to expand their coverage across beneficiaries.

- To continue to maintain its autonomy, strengthening of its internal decentralized decision making systems, and preserving its independence in setting the research agenda
- To critically analyze the existing systems in light of changing academic and policy environment, and IGIDR's own long term commitments and to make modifications where necessary such as curriculum changes and teaching systems or evolve altogether new systems in light of globalized academia
- To explore novel and meaningful ways of interaction with outside experts whereby a steady flow of new ideas and processes into / out of IGIDR is maintained so as to stay on top, for example establishment of adjunct and short term positions or periodic video conferencing of lectures or debates
- To be able to evolve systems that would allow it to maintain and augment its international network and positioning, for example facilitating systems for international collaboration
- To constantly upgrade its library, online resources and IT architecture in line with its evolving needs
- To develop special systems geared towards policy outreach, for example public relations systems and presence in the capital city

File Description	Document
Any additional information	[View Document](#)

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

Response:

Please refer to our Byelaws for Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Planning and Monitoring Board

Prof. S. Mahendra Dev Director, IGIDR, Mumbai - **Chairman**

Mr. Jai Mohan Pandit - **Secretary -** Registrar & C.A.O, IGIDR, Mumbai

Internal members

Dr. Rajendra Vaidya Professor, IGIDR, Mumbai - **Member**

Dr. P.G. Babu Professor, IGIDR, Mumbai **- Member**

Dr. Sudhakara Reddy Professor, IGIDR, Mumbai - **Member**

Dr. Subrata Sarkar Professor, IGIDR, Mumbai

Dr. G. Mythili Professor, IGIDR, Mumbai - **Member**

Dr. Sudhakar Yedla Professor, IGIDR, Mumbai - **Member**

Dr. Sripad Motiram Professor, IGIDR, Mumbai - **Member**

External members	**Member**
Prof. Prabhat Patnaik	**Member**
Emeritus Professor, JNU (UGC Nominee)	**Member**
Prof. Pulin Nayak (Retired)	
Professor, Delhi School of Economics	
Prof. Pulapre Balakrishnan	
Professor of Economics, Ashoka University	

File Description	Document
Any additional information	[View Document](#)
Link to Organogram of the University webpage	[View Document](#)
Link for Additional Information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

    1.Planning and Development

2.Administration

3.Finance and Accounts

4.Student Admission and Support

5.Examination

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)
Any additional information	[View Document](#)

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

Response:

Yes,

Minutes of the meeting of the Macroeconomics sub-group on core course structure 25th July 2016
Meetings attended by:
Romar Correa
Chetan Ghate
Rajendra Vaidya
Rajeswari Sengupta
Taniya Ghosh
Ashima Goyal-Coordinator
Based on inputs form external members, internal discussion, and comments from the group,
members decided to structure the core courses on the following principles:
I. Students must acquire essential concepts and tool kits
2. This should be independent of who is teaching
3. Text books to be used must be clearly identified
4. Students must be motivated by reference to real world 'big questions'
5. Such applications can help develop macroeconomic intuition
6. Macro I can start with a more heuristic approach to techniques
7. The mathematics course must be a prerequisite for doing Macro II.

8. The two courses must be well integrated to cover the required portion

9. Examination will be based on a mid-term and a final exam

10. Assignments and TAs will be used to give them exposure to data, software, and estimations

Syllabi structured accordingly are given below. There are also suggestions for mathematics topics that should be taught before the students do Macro II.

Macroeconomics-I

Course Outline

Semester 1,2016

This course will motivate students to a study of Macroeconomics using the major workhorse frameworks of the discipline. Its focus will be on the long run and short run determination of output, employment and prices. The course will also look into the role of stabilizing macroeconomic (fiscal, monetary and exchange rate) policies for both advanced and emerging economies.

Introduction

The drama of Macroeconomics using stylized facts and events from around the world

Introduction to National Accounts

Introduction to Economic Growth

The Solow Model

The Ramsey Cass Koopmans Model

Introductionto EndogenousGrowth Theory

File Description	Document
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

The Institute extends various welfare measures for teachin and non-teaching staff. Some of them are extending the Inusrance cover like Medical Insurance policy for them and their dependent family members. Personal accident policy for the employee as well as Term Insurance policy. There are also in-house visiting doctors who visit the Institute thrice a week. We have also a tie-up with the ambulance facility which is utlized in case of emergency in the campus. We also extend various other measures to teaching and non-teaching staff. We have a Gymnasium, Recreation Center, Swimming Pool, Lawn Tennis Court in our campus which is used by the teaching and the non-teaching staff. Also, various cultural events and sports events are arrange for them alogwith a annual picnic. We also organize a medical check-up camp for them once in two years.

File Description	Document
Any additional information	View Document

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

Response: 100

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

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

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

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

Response: 24

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

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

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

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

years

Response: 100

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

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

File Description	Document
IQAC report summary	[View Document]
Details of teachers attending professional development programs during the last five years	[View Document]

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

Response:

THere is an appraisal system for non teaching staff. The **Performance Appraisal Report** is an important document. It provides the basic and vital inputs for further development of an officer. The officer reported upon, the**Reporting** Authority and Reviewing Authority should therefore, undertake the duty of filling up the form with a high sense of responsibility.

Performance appraisal should be used as a tool for career planning and training, rather than a mere judgmental exercise. Reporting Authorities should realize that the objective is to develop an officer so that he/she realizes his/her true potential. It is not meant to be a faultfinding process but a developmental tool. The Reporting Authority and the Reviewing Authority should not shy away from reporting shortcomings in performance, attitudes or overall personality of the officer reported upon.

File Description	Document
Any additional information	[View Document]

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Yes, Institution conducts internal and external financial audits regularly. After finalization of the accounts

of the institute it is being audited by statutory auditor of the institute.

The accounts of the Fund shall be made up yearly as at the 31st March and an audited statement of the accounts as at that date will be submitted to a meeting of the Administrators to be held not later than 31st August in every year, and a copy of such statement shall be made available to members as soon as possible after such meeting.

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

Response: 0

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

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

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

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

Response:

Every year in advance the Institute prepares the budget estimate for the future year keeping in mind the overall expenditure of the Institute including manpower planning, various research activities, Infrastructure development, support management and other resources that are required for the management of the Institute. The budget estimates are vetted by the finance committee and then approved by the board of management. The budget estimate based on the recommendation of the fiance committee is also approved by the board of management. The majority of funds are contributed by the Reserve Bank of India.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

- Members noted that the proposals of the Academic Affairs Committee have been approved by the Academic Council with some slight modifications. Members were then informed that following the Academic Council's approval, rules relating to optional course requirements have been modified for the M.Sc./M.Phil./Ph.D. programmes, and Fields of Specialization have been introduced into these programmes. Members were also informed that these changes would come into effect from the forthcoming Academic Year 2016-17 onwards.
- The members were informed that the recommendations made by the IQAC relating to Grade Improvement (Not Slow Track), Research Methodology course and Seminar Series course have been accepted by the Academic Council and same will be implemented as per the procedures from the forthcoming Academic Year 2016-17 onwards.
- A proposal based on the recommendations made by the expert committee for revision of syllabus of M.Sc. Programme was prepared. The members deliberated the proposal and agreed to the proposal. It was decided to place it before the Academic Council for approval of the members.
- The Dean apprised the members about BRICS-Network University (BRICS-NU) initiative. After deliberations members opined that IGIDR can consider participating in some of the activities in this initiative. It was decided to place the proposal during the next meeting of the Academic Council for finalization.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

The plan of action chalked out by the IQAC in the beginning of the year towards quality   enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
Rules relating to continuing in the second part of Sequential Core Courses	Rules were set for sequence for the subjects as to the basic subjects to be studied and cleared first before taking up the higher level subjects.
Revision and sequencing of core courses for	It was decided to reduce the number of core courses for M.Sc

M.Sc. Programme.	introduce more flexibility in the programme. Subsequently, it wa that 'Public Economics' may be dropped from 'Core Cours included it under 'Optional'.
Revision of M.Sc. Programme rules relating to re-examination of students who failed in a particular course	The rules were successfully revised allowing the students to between exams.
Rules pertaining to taking a course again with a view to improve grades	Rules were framed and implemented for the students taking up cour improvement. However, 75% attendance was set as compulsory r Similarly, it was also decided that Mid-term and Final Examinatio compulsory for such students for evaluation.
Operationalized of Research Methodology course	For the Research Methodology Course, a committee was for coordinator was made in-charge to run the course.
Operational issues relating to Seminar Series	It was decided to spread out Seminar Series Course over the entire the Direct M.Phil / Ph.D students. Subsequently, it was also decid seminars conducted by the internal faculty and students may be Seminar Series Course along with seminars organized by th Coordinator and Director's Office. 75% attendance was made com all the seminars.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 1.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
01	02	01	01	03

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document](#)
IQAC link	[View Document](#)

6.5.4 Quality assurance initiatives of the institution include

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for**

improvements
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 1 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	[View Document](#)
Annual reports of University	[View Document](#)

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

Response:

- Academic review including:
  - New academic programmes and Initiatives:building on current strengths,
  - Expansion of teaching/research programs, increase in faculty-student ratio;
  - Enlarging the student intake,
  - Measures to attract the best talent for teaching/research,
  - Improving the research and quality of the selection test to be held for the purpose;
  - Possibility of funding all students pursuing studies/research in the Institute etc.
- Physical infrastructure of the Institute- progress in the past, current status and the way ahead, etc.,
- Any other suggestions

File Description	Document
Any additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 0

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

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

File Description	Document
List of gender equity promotion programs organized by the institution	[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as
a) Safety and Security
b) Counselling
c) Common Room

Response:

ANTI – RAGGNG

UGC vide their circular date June 17, 2009 has made the following regulations for curbing the menace of ragging in higher educational institutions:

Measures to be taken by Institutions:

Every public declaration for admission of students to any course of study shall expressly provide that ragging is totally prohibited in the institution and anyone found guilty of ragging is liable to be punished.

The brochure of admission/instruction booklet or the prospectus, whether in print or electronic format, shall prominently print these Regulations in full.

The application form for admission shall contain an affidavit as provided in the English language in Annexure I to these Regulations, to be filled up and signed by the applicant to the effect that he/she has read and understood the provisions of these Regulations.

The application form for admission shall contain an affidavit as provided in the English language in

Annexure I to these Regulations, to be filled up and signed by the parent/guardians of the applicant to the effect that he/she has read and understood the provisions of these Regulations.

The application for admission shall be accompanied by a document in the form of Character Certificate to be issued by the school or institution last attended by the applicant.

A student seeking admission to a hostel forming part of the institution shall have to submit additional affidavits countersigned by his/her parents/guardians in the form prescribed in Annexure I and Annexure II to these Regulations respectively along with his/her application.

Before the commencement of the academic session, the Head of the Institution shall convene and address a meeting of various functionaries to discuss the measures to be taken to prevent ragging in the institution.

The institution shall prominently display posters depicting the provisions of penal law applicable to incidents of ragging on Notice Boards of all departments, hostels and other buildings.

Every student admitted shall be given a printed leaflet detailing to whom he/she has to turn to for help and guidance for various purposes including addresses and telephone numbers of the Anti-Ragging Helpline, wardens, Head of the Institution, etc.

Every institution shall constitute a Committee to be known as the Anti-Ragging Committee to be nominated and headed by the Head of the Institution.

Each hostel or a place where groups of students reside shall have a full-time Warden, to be appointed by the institution.

File Description	Document
Any additional information	View Document

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

Response: 100

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

Response: 1331665

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 100

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

Response: 1331665

File Description	Document
Details of lighting power requirements met through LED bulbs	[View Document](#)

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Institute has taken various initiative for installing rain water harvesting sturctture and other intitative in the campus. The Rain harvesting system have been installed in Hostel. Along with the rain harvesting system Institute has also taken measures to install the Organic Waste Converter machine which has a capacity of 100kg. The garden waste and the canteen waste from the campus is converted by this machine into manure and is utilized for the gardening. There is also a waste water management system installed in the campus by which the sewage treatement is done and the treated water is used for the garden and the flush system.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Institute has taken various initiative for installing rain water harvesting sturctture and other intitative in the campus. The Rain harvesting system have been installed in Hostel. Along with the rain harvesting system Institute has also taken measures to install the Organic Waste Converter machine which has a capacity of 100kg. The garden waste and the canteen waste from the campus is converted by this machine into manure and is utilized for the gardening. There is also a waste water management system installed in the campus by which the sewage treatement is done and the treated water is used for the garden and the flush system.

7.1.7 Green Practices

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

Response:

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

14 acres campus

Institute has taken various initiative for installing rain water harvesting sturctture and other intitative in the campus. The Rain harvesting system have been installed in Hostel. Along with the rain harvesting system Institute has also taken measures to install the Organic Waste Converter machine which has a capacity of 100kg. The garden waste and the canteen waste from the campus is converted by this machine into manure and is utilized for the gardening. There is also a waste water management system installed in the campus by which the sewage treatement is done and the treated water is used for the garden and the flush system.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 1.18

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

2016-17	2015-16	2014-15	2013-14	2012-13
27	25	22	25	20

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: B. At least 6 of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document](#)
link to photos and videos of facilities for Divyangjan	[View Document](#)

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

Response: 0

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

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

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

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

Response: 0

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

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

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

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	

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

Response: Yes

File Description	Document
Any additional information	

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

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	[View Document](#)

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

Response: No

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

Response: Yes

File Description	Document
Any additional information	[View Document](#)

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

Response: 20

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

2016-17	2015-16	2014-15	2013-14	2012-13
04	04	04	04	04

File Description	Document
List of activities conducted for promotion of universal values	[View Document](#)
Any additional information	[View Document](#)

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

Response:

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

Yes Institute initiates various programmes activities to organize the national festivals of important nature. We celebrate Republic day, Independence Day, Gandhi Jayanti and various other festivals.

Various events are celebrated on this occasion in the campus together by staff, faculty and students.

National Festivals are celebrated with enthusiasm. Our students are on a mission towards better India. They come together breaking the boundaries of religion and caste. Thoughts of great Indian personalities sowed into the young minds through the exhibitions and programmes conducted on these days. Every year our institute organizes the national festivals and birth / death anniversaries of the great Indian personalities

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

Response:

Our Institute compeletly believes in maintaining complete transparency in its financial, academic, administrative & auxiliary functions. Institute appoints external auditors every year and the finacial statement are audited every year by a certified auditor. There are various committees appointed who ensures the compete transparency in all the fields like fianance, academic, administrative and auxiliary functions. The information regarding the Institute is freely made available to the public through our website. We publish all the related information in our Annual Report every year which is also uploaded on our website. As the College is under RTI all the information is made available to the public.

7.2 Best Practices

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

Response:

Best Practices of 2012-2013

1. **Title of the Practice**

Creation of an alternative option of "SLOW TRACK" for weaker students pursuing M.Sc. Program.

1. **Objectives of the Practice**

- To encourage and give an opportunity to weaker students for continuation of their study programme.

1. **The Context**

- The salient feature of the M.Sc. program is the option of creation of a SLOW TRACK alternative program. The student voluntarily chooses this alternative after making an ex-post determination of the difficulty level of courses. However, NONE of the existing minimum academic benchmarks are revised for earning the M.Sc. degree.
- A student will have a maximum of THREE YEARS to complete all the sixteen courses for the M.Sc. Program.
- A student can register for a maximum of FOUR courses in a semester.
- A student can DROP up to a maximum of TWO courses in a semester.
- The last date for a student to drop a course will be 31st October for the August-December semester and 31st March for January-May semester.
- A student MUST complete at least TWO courses in a semester.
- A student MUST complete course No. 5000 (Mathematics for Economics) in the FIRST semester.
- A student can take Econometrics II, Microeconomics II or Macroeconomics II only after she/he has PASSED Economics I, Microeconomics I, Macroeconomics I, respectively.
- A student must have the prerequisites for taking elective courses that is set by the concerned faculty.

1. **The Practice**

- COMPULSORY attendance of the Orientation Courses by those students as recommended by the Admissions Committee with minimum 75% attendance in EACH course. The requirement of compulsory attendance to be mentioned in the admission offer letter.
- Orientation Program for bonding and acclimatization of new students.
- Periodic workshops for improved writing, citation standards, communicating and other personal skills.
- All students to meet Research Assistants regularly.
- All students to meet Mentors regularly.
- Possibility of starting evening classes to be taught by Ph.D. students.

1. **Evidence of Success**

1. **Problems Encountered and Resources Required**

Not Applicable

Best Practices of 2015-2016

1.   Title of the Practice

Renovation of Infrastructure

2.   Objectives of the Practice

Based on the recommendations of the Review Committee headed by Dr. Bimal Jalan and also due to the wear and tear over the years, climatic toll on the buildings and in order to make the campus barrier free and friendly to the Physically Challenged, it was decided to upgrade the Institute to modern and international standards. The renovation works taken up for the infrastructure of the institute to be continued through 2015-16

3.   The Context

4.   The Practice

With the above objective in mind, a Consultant Architect and also an Infrastructure Committee was appointed to look into all the aspects of the issues. The internal infra committee serves as a channel through which the infrastructure issues across the Institute are captured and shaped into a prioritized agenda. The role of the committee also involves deliberating upon the proposals submitted by the architects cum projects managers and submitting its recommendations. The committee consists of total 8 members, including the Registrar as the Convener, 5 faculty members and 1 non-faculty member.

Accordingly the Institute is executing the whole project based on the recommendations of the Infrastructure Committee. The payment to the contractors is released based on the recommendations of the architects cum project managers, Infra Secretariat and the internal committee. While as payment to the architects cum project managers is released based on the recommendations of the Infra Secretariat and the Infra Committee. Infrastructure Secretariat consists of Project Managers, Technical Financial Advisor cum Chief Accountant, Administrative Officer, Civil Engineer, Electrical Engineer, etc.,

The institute has also established a full in-house estate team to ensure maintenance as well as preventive maintenance of Civil, Electrical and other related jobs. We have hired an Estate Officer/Engineer and also one Assistant Electrical Engineer(expected to join in the first week of July).

5.   Evidence of Success

The following work has been completed & expenditure disbursed till March 31st, 2016.

• Barrier Free construction (Part)

• Repair & Renovation of Residential building E (Part)

• Renovation of Conference Room (Part)

• Installation of AV system in conference & Projectors in Seminar 4

• Repair & Renovation of RB I (Part)

• Replacing Façade tiles with Texture paint (Part)

• Lifts for RB 1, 2 & 3 (Part)

• Installation of CCTV & Wi-Fi in the campus (Part)

• P/S New Chairs for Conference

• Furnishing of Office Interiors in the Stilts below & Parking Area For the Administration building (Part)

• Repair of Septic tank behind 'A' building

• Miscellaneous works such as Minor Interior Renovation work in the Library,

Sliding Gate installation at Main entrance gate, Construction of organic waste plant.

The total expenditure for the year 2014-15 for the above mentioned work was Rs 12.28 crore as against a total budget provision of Rs 16 crore.

6. Problems encountered and Resources Required

1. Inhouse Hospital facility for the students

2. Additional hostel facility

File Description	Document
Any additional information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

[IGIDR's](#) influence in policy debates/decisions of national and international importance

IGIDR's distinctive impact has come from faculty publications, participation in committees, discussions in public fora and media that sought to bring in fact- and context-based non-ideological inputs to complex issues that arose as the economy opened out yet sought to forge its own balanced growth path. The uniqueness of IGIDR's contributions arises from academic freedom, supportive non-hierarchical democratic systems, high quality support from administration, computing centre, library, resources and accountability. Some of the major areas of IGIDR's contribution to national and international policy discourse are presented below.

The work done on `Decision Making Framework' (with K.J. Arrow et al.) for IPCC second assessment report on climate change impact resulted in citations to IGIDR faculty from the Prime Minister of India on account of Nobel Prize to IPCC. Continued IGIDR input into CDMs, demand side management, framework for National resource Accounting (which became an integral part of the National Environmental Action Plan of India), and strategy briefs on Clean Water, Sustainable Wetlands, Land and Forests, Air pollution and health, Environmental and Economic Decision making prepared under UNDP's

Capacity 21 program have influenced country's policymaking.

The East Asian crisis did not change the fact that many of these economies had experienced three decades of rapid growth. The study of these economies in 90s, which resulted in two monographs, evolved a common framework which was then applied to India; it also studied the restructuring experiences of Asian tigers and put it in perspective for the Indian crisis and subsequent reform process.

Food and agricultural policies are undergoing changes due to trade integration under WTO. Studies of policies of output price support, input price subsidies and their impact on agricultural prices, productivity and rural employment; Challenges for food security, targeted public distribution system and rural employment guarantee scheme to reduce poverty risk and vulnerability resulted in output that can be categorized into three different viewpoints within IGIDR, an advertisement for its research culture.

IGIDR has been at the forefront of CGE modelling with the focus on growth and welfare impacts of various agricultural and rural development policies with regard to trade, output pricing, input subsidies, irrigation, trade agreements and regional integration. Currently, it is developing and maintaining a CGE model (along with the underlying SAM) of India for the Planning Commission. The objective is to use this model to provide inputs to various issues of policy concern to the Government such as impact of oil price rise, and effect of economic slowdown.

IGIDR designed and implemented the risk management system used for the first exchange-traded derivatives in India at the NSE.

IGIDR produced the first Ph.D on adapting inflation targeting to the Indian context long before the country formally adopted flexible inflation targeting.

In a series of state development reports prepared for the Planning Commission, IGIDR took stock of the state economic development, identified the problems and constraints to development, and the potential for policy intervention. They covered economic profile of the state, including poverty, fiscal structure, and focused on agriculture, industry, and services among other things.

The increasing incidence of farmers' suicides is symptomatic of a larger agrarian crisis. IGIDR's work identifies that the systemic risk faced by cotton growing Vidarbha farmers are yield, price, credit, income, and weather uncertainties. A primary survey spread across 100 villages comparing suicide case households with non-suicide controls indicates relatively higher outstanding debt, higher family size (particularly female members), lower assets (particularly bullocks) and lower value of produce. Based on the suggestions, a number of policies have been implemented by the state government. This work made it to NY Times front page and led to Radhakrishna Committee Report for Central Government.

IGIDR has played a key role in the bankruptcy reforms of the last two years. Faculty from the Institute were part of the Bankruptcy Law Reforms Committee, which was given the task of creating a legal framework to improve the insolvency and bankruptcy processes with a mandate to draft a single law. The Finance Research Group, IGIDR was the research secretariat that was given the mandate to design and draft this new legal framework. The rationale and design of the law was written at the IGIDR, and was presented to the Ministry of Finance as Volume 1 of the Report of the Bankruptcy Law Reforms Committee.

File Description	Document
Any additional information	View Document

5. CONCLUSION

Additional Information :

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Concluding Remarks :

Since its inception, IGIDR has been in the forefront of academic research and teaching. The Institute's vision has been to continue on this path of excellence, building on its current strength and exploring new opportunities. Some of the potential avenues to explore in the future are:

1. Introduction of new academic programmes and initiatives

2. Expansion of teaching and research programmes

3. Continue to attract the best talent for teaching and research

4. Development of joint Degree Programmes with other national and international institutions.

5. Identify cutting edge research areas in which India is lacking behind and develop strategies in collaboration with other national and international institutes to address them.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years 1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years Answer before DVV Verification: <table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>22</td><td>22</td><td>23</td><td>24</td><td>22</td></tr></table> Answer After DVV Verification : <table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>21</td><td>11</td><td>15</td><td>14</td><td>18</td></tr></table>
1.3.4	Percentage of students undertaking field projects / internships 1.3.4.1. Number of students undertaking field projects or internships Answer before DVV Verification : 109 Answer after DVV Verification: 30 Remark : As per supporting documents provided by HEI
2.1.2	Demand Ratio(Average of last five years) 2.1.2.1. Number of seats available year-wise during the last five years Answer before DVV Verification: <table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>50</td><td>50</td><td>35</td><td>35</td><td>35</td></tr></table> Answer After DVV Verification : <table><tr><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td><td>2012-13</td></tr><tr><td>50</td><td>50</td><td>35</td><td>35</td><td>35</td></tr></table>
2.2.3	Percentage of differently abled students (Divyangjan) on rolls 2.2.3.1. Number of differently abled students on rolls Answer before DVV Verification : 02 Answer after DVV Verification: 1 Remark : As per supporting documents attached by the HEI.

2.3.3	Ratio of students to mentor for academic and stress related issues 2.3.3.1. Number of mentors Answer before DVV Verification : 24 Answer after DVV Verification: 23 Remark : As per supporting documents attached.
2.5.3	Average percentage of applications for revaluation leading to change in marks during the last five years 2.5.3.1. Number of applications for revaluation leading to change in marks year-wise during the last five years Answer before DVV Verification:

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
01	01	08	01	01

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
01	01	08	0	0

Remark : Data mismatch for 2016-17 with the supporting document attached.

3.2.3	Number of research projects per teacher funded, by government and non-government agencies, during the last five year 3.2.3.1. Number of research projects funded by government and non-government agencies during the last five years Answer before DVV Verification : 31 Answer after DVV Verification: 35 Remark : Supporting document provided by HEI does not match.
3.4.7	Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index 3.4.7.1. Total number of citations received by publications in the last 5 years, which are included in online databases such as SCOPUS, web of science or PubMed/ Indian Citation Index Answer before DVV Verification : 203 Answer after DVV Verification: 205
3.4.8	Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution 3.4.8.1. Number of citations received by individual research publications in the last 5 years

	Answer before DVV Verification : 482 3.4.8.2. Number of publications receiving proportionately maximum number of citation in the last five years Answer before DVV Verification : 203 Answer after DVV Verification: 204

3.5.2	Revenue generated from consultancy during the last five years
	
	  3.5.2.1. Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)
	   Answer before DVV Verification:
	
		2016-17	2015-16	2014-15	2013-14	2012-13

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6.13	0.23	6.00	15.94	2.99 | Answer After DVV Verification : | 2016-17	2015-16	2014-15	2013-14	2012-13
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6.13	0.23	6.00	15.94	2.99	

3.7.3	Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)
	
	  3.7.3.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)
	   Answer before DVV Verification:
	
		2016-17	2015-16	2014-15	2013-14	2012-13

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35	35	35	35	35 | Answer After DVV Verification : | 2016-17	2015-16	2014-15	2013-14	2012-13
---	---	---	---	---
36	36	36	36	36	 Remark : Supporting document provided by HEI does not match.

4.1.3	Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc
	
	  4.1.3.1. Number of classrooms and seminar halls with ICT facilities
	   Answer before DVV Verification : 08
	   Answer after DVV Verification: 06

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
2579	1796	2246	1444	2725

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
1528	1111	1600	1442	2600

Remark : Data mismatch for 2013-14 with the supporting document attached.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
247.89	229.98	213.1	192.04	161.52

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
282.88	264.98	248.10	227.03	194.23

Remark : Supporting document provided by HEI does not match.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
2579	1796	2246	1444	2725

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
2579	1796	2246	1442	2725

Remark : Data mismatch for 2013-14 with the supporting document attached.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
32	34	29	27	25

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
22	18	21	20	19

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

7.1.8	Average percentage expenditure on green initiatives and waste management excluding salary

component during the last five years

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
27	21	22	24	20

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
27	25	22	25	20

Remark : Data mismatch for 2014-15 and 2015-16 with the supporting document attached.

2.Extended Profile Deviations

ID	Extended Questions
1.5	Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs) Answer before DVV Verification: table1 Answer After DVV Verification: table2

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
2579	1796	2246	1444	2725

Answer After DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
2579	1796	2246	1442	2725