



## YEARLY STATUS REPORT - 2021-2022

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	<b>INDIRA GANDHI INSTITUTE OF DEVELOPMENT RESEARCH</b>
• Name of the Head of the institution	<b>Prof. S. Mahendra Dev</b>
• Designation	<b>Director and Vice-Chancellor</b>
• Does the institution function from its own campus?	<b>Yes</b>
• Phone no./Alternate phone no.	<b>02269096200</b>
• Mobile no	<b>9819393757</b>
• Registered e-mail	<b>registrar@igidr.ac.in</b>
• Alternate e-mail address	<b>jmpandit@igidr.ac.in</b>

• City/Town	Mumbai
• State/UT	Maharashtra
• Pin Code	400065
<b>2.Institutional status</b>	
• University	Deemed
• Type of Institution	Co-education
• Location	Urban
• Name of the IQAC Co-ordinator/Director	Dr. Jayati Sarkar
• Phone no./Alternate phone no	02269096520
• Mobile	9870237869
• IQAC e-mail address	iqac_email@igidr.ac.in
• Alternate Email address	registrar@igidr.ac.in
<b>3.Website address (Web link of the AQAR (Previous Academic Year)</b>	<a href="http://www.igidr.ac.in/aqar/aqar2020-21.pdf">http://www.igidr.ac.in/aqar/aqar2020-21.pdf</a>
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://www.igidr.ac.in/academic-programmes/academic-calendar/">http://www.igidr.ac.in/academic-programmes/academic-calendar/</a>
<b>5.Accreditation Details</b>	

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A++	95.15	2002	01/10/2002	30/09/2007
Cycle 2	A	3.64	2011	16/09/2011	15/09/2016
Cycle 3	B+	2.75	2018	02/11/2018	01/11/2023

<b>6.Date of Establishment of IQAC</b>	<b>02/09/2010</b>
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<b>7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.</b>
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Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil

<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>
<b>9.No. of IQAC meetings held during the year</b>	<b>4</b>
<ul style="list-style-type: none"> <li>The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)</li> </ul>	<b>Yes</b>
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>	
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>	

1. Introduction of quality initiatives: Annual online training sessions for administrative staff covering various topics to enhance the skills of staff, update their knowledge on the job, and also develop their ability in various aspects. 2. Online activities planned for students, faculty, staff and IGIDR Community at large in view of the pandemic such as Yoga Programme, meditation, workshops on mental health, counselling and the like. 3. Exploring the use of various tools to enhance interaction and discussion during virtual lectures and presentations, particularly in view of the Covid-19 pandemic. 4. On-going strategic planning to explore possible activities going forward that are consistent with all aspects of NAAC requirements and compliance.

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

Plan of Action	Achievements/Outcomes
<p>1. Introduction of quality initiatives: Annual online training sessions for administrative staff covering various topics that would help to enhance the skills of staff, update their knowledge on the job, and also develop their ability in various aspects.</p>	<p>1. Training Sessions for administrative staff: Training sessions were conducted at IGIDR over a period of two months, between June 3 and August 5, 2021. The sessions covered various topics that will help to enhance the skills of staff, update their knowledge on the job, and also develop their ability in various aspects.</p>
<p>2. Online activities should be planned for students, faculty, staff and IGIDR Community at large in view of the pandemic such as Yoga Programme, meditation, workshops on mental health, counselling and the like.</p>	<p>2. Webinars conducted on Mental-well being of IGIDR students, staff and faculty and the community at large. A webinar was conducted on July 5, 2021 for Staff and Faculty members.</p>
<p>3. Like in the year 2020, and particularly in the context of the ongoing pandemic, special focus to be given to conducting webinars and other online programmes at the Institute with open access to students and faculty or other academic institutions around the country. Reputed resource persons to be invited for such programme to ensure high quality and members of the Institute can consider different technology</p>	<p>3. Weekly online seminar series introduced on account of Covid-19 pandemic. Online webinar on Intellectual Property Rights conducted on November 24, 2021, titled Copyright, Fair Use, and Open Access, featuring well known resource person. The 19th Macroeconomics and Finance conference was conducted virtually over three days with wide participation across different locations and time zone.</p>

platforms for hosting virtual seminars/webinars for a wider reach.	
4. Training programmes for capacity building: Resumption of training programmes in 2021 to the extent possible which were suspended due to Covid-19 pandemic and country-wide lock down in 2020.	4. Notwithstanding the lockdown of the campus continuing throughout the year 2021, and the adverse impact of the Delta wave of Covid 19 for almost the first half of the year, the Institute could resume training programmes for capacity building in a limited way. The training programme for the Probationary Officers of the Indian Statistical Service was conducted online during April 26-May 14, 2021. 32 officers received training on statistics, econometric, macroeconomics, microeconomics and issues in development.

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name	Date of meeting(s)
Academic Council	20/02/2023

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

No

15. Whether institutional data submitted to AISHE

Year	Date of Submission
2021	22/02/2023

16. Multidisciplinary / interdisciplinary

IGIDR offers specialization in its M.Sc. and Ph.D. programs in the following fields - (i) Macroeconomics, Finance and Growth (ii) Microeconomics Theory and Applications (iii) Econometric Theory and Applications (iv) Development Theory and Policy, and (v) Energy and Environment Theory and Policy. Underlying the specializations are core courses and elective courses. IGIDR also offers value-added courses in data science. Courses related to poverty,

energy and environment are designed and taught keeping in mind the multidisciplinary issues involved in these areas. IGIDR is considering offering specialized Masters's degrees in some of these fields of specialization.

IGIDR offers a mix of quantitative courses. IGIDR offers courses in mathematics, statistics, and econometrics. IGIDR also offers courses in energy and environment. IGIDR offers a course in climate science, economics, and policy to integrate the concepts in science with economics and policy. In 2021, some of the Multidisciplinary / interdisciplinary courses that are in line with NEP are "Climate Change, Science, Economics and Policy", "Contemporary Issues in Human Development and Policy" and "Foundations of Spectral Analysis", "Political Economy of Institutions and Development" and "Socio Economic and Policy Issue in Energy and Environment -I" This is part of the ongoing efforts to transform IGIDR into a holistic multidisciplinary institution.

IGIDR's faculty recognize the importance of undertaking research at the intersection of environment and poverty, environment and health, climate change and labor market outcomes, climate change and migration. IGIDR faculty are also working on the issue of SDGS in urban India.

Since its inception, IGIDR has been organizing various academic events (seminars, conferences, training, etc.) from multiple disciplines. The conference participants are drawn from various specializations, including economics, energy, environment, political science, and sociology. IGIDR also holds a Ph.D. colloquium where students from various universities present their research which is at the nascent stage and also research which is close to completion. IGIDR has started training programs on big data and data science. IGIDR has also been training officials from the Indian Economic Service, the Indian Statistical Service and the Reserve Bank of India. As part of these programs, the content is focused on economics and a range of issues related to humanities and social science on sustainable development.

In 2021 IGIDR set up an internal committee to explore plans for implementing NEP 2020. Among these, the committee examined the possibility of a tie-up with other institutions to bring expand the scope of multi-disciplinarity in the academic programs of the Institute.

#### **17.Academic bank of credits (ABC):**

IGIDR till now has not participated in the Academic Bank of Credits. The Institute will deliberate on its participation in Academic Bank of Credits in the near future.

#### **18.Skill development:**

IGIDR encourages all its master students to intern during the summer at the end of the first year. IGIDR believes that the internship is an integral process of the Masters program. All Ph.D. students from the second year of the Ph.D. program are required to work as research assistants or teaching assistants or project assistants to faculty members. IGIDR has also launched value-added courses in data science.

IGIDR faculty offer courses on poverty and well being as part of these courses students are exposed to debate that occurred at the framing of India's Constitution. As part of the course on Indian economy they are also exposed to provisions in the Constitution, for example, Fundamental Rights and Directive Principles which improve welfare of the citizens of India.

IGIDR encourages its students to engage with the IGIDR alumni. Many IGIDR alumni occupy senior positions in academia, in the corporate sector, in think tanks and civil society organizations. Regular interaction with them have helped current students in planning their life after Masters or after they graduate with their Ph.D. degrees. Students have benefitted from alumni discourses, where alumni speak about their experiences as students and professionals and also introduce students to specialised topics relevant for corporate and academic careers.

During the Covid pandemic, IGIDR built expertise in offering online instruction. During the pandemic, IGIDR held several seminars and international conferences in online mode. After the reopening of the campus, research seminars are held in hybrid mode, and the recordings are available on the internet. IGIDR is now working out the modalities for being part of the Swayam portal and also offering Massive Open Online Course (MOOC).

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

The integration of the Indian knowledge system currently is in terms of incorporating Indian economic history, institutions, social, economic and sustainable developmental issues in various courses in the M.Sc. and Ph.D. curricula.

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

The Institute focuses on outcome based education. The programme outcomes are mentioned broadly in the prospectus and course outlines highlight course outcomes. The objectives of IGIDR programmes have been to promote academic excellence with respect to research, teaching, and capacity building in economics and development policy. Adopting an interdisciplinary approach with economics at its core, the course structure in M.Sc. and Ph.D. programmes is designed to impart theoretical and empirical skills to analyse economic,

energy and environmental issues and other developmental problems. Course outcomes depend on the content of specific courses. For instance, as part of the courses on econometrics, students become comfortable in data and policy evaluation and arriving at a quantitative estimate of the costs and benefits of programs implemented by the Government of India. The central learning objective of the course on development economics is to understand and analyse theories and empirical evidence on economic development and structural transformation. Course outcomes in energy, environment and sustainable development include developing interdisciplinary perspectives and expertise on issues such as the application of tools for environmental management, gaining practical knowledge on economic principles of environmental valuation, energy and environment relationship, and impacts of climate change, climate change mitigation and climate policy

### 21.Distance education/online education:

IGIDR has been continuously investing in technology, both hardware and software, with one of the goals being to offer courses in distance learning mode in the near future. In recent years, particularly on account of the pandemic, the Institute has focused on developing infrastructure for online delivery of its academic programmes. Under the Institute's IT policy, it makes adequate budget provisions annually for the purchase of new IT hardware, software services, consumables and peripherals and updates and maintains facilities in line with requirements. Services related to Institutional Repository are provided through the library of the Institute. Over the years, the Institute has been developing infrastructure for learning resources which include classrooms and seminar halls equipped with LCD/ICT facilities. The library periodically upgrades e-server and e-resources access, and has introduced a remote access facility through INFED service of INFLIBNET. Classrooms are also being upgraded with video conferencing equipment to make hybrid classrooms for conducting online classes using ZOOM, MS Teams and Google Classroom. Focus on continual upgradation of infrastructure in line with the latest available technologies (both hardware and software) has enabled the conduct of webinars and live streaming of seminars and conferences and expansion of e-resources in the library. The next logical step would be to leverage the technological infrastructure to focus on offering courses in the distance learning mode.

## Extended Profile

### 1.Programme

1.1

Number of programmes offered during the year:

2



File Description	Documents
Data Template	<a href="#">View File</a>
1.2 Number of departments offering academic programmes	1
<b>2.Student</b>	
2.1 Number of students during the year	100
File Description	Documents
Data Template	<a href="#">View File</a>
2.2 Number of outgoing / final year students during the year:	39
File Description	Documents
Data Template	<a href="#">View File</a>
2.3 Number of students appeared in the University examination during the year	80
File Description	Documents
Data Template	<a href="#">View File</a>
2.4 Number of revaluation applications during the year	00
<b>3.Academic</b>	
3.1	29

Number of courses in all Programmes during the year		
<b>File Description</b>	<b>Documents</b>	
Data Template	<a href="#">View File</a>	
3.2		
Number of full time teachers during the year		25
<b>File Description</b>	<b>Documents</b>	
Data Template	<a href="#">View File</a>	
3.3		
Number of sanctioned posts during the year		35
<b>File Description</b>	<b>Documents</b>	
Data Template	<a href="#">View File</a>	
<b>4. Institution</b>		
4.1		
Number of eligible applications received for admissions to all the Programmes during the year		3461
<b>File Description</b>	<b>Documents</b>	
Data Template	<a href="#">View File</a>	
4.2		
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year		43
<b>File Description</b>	<b>Documents</b>	
Data Template	<a href="#">View File</a>	
4.3		
		07

Total number of classrooms and seminar halls	
4.4	112
Total number of computers in the campus for academic purpose	
4.5	1312.50
Total expenditure excluding salary during the year (INR in lakhs)	

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curriculum Design and Development

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

Yes. IGIDR's mission, as mentioned in the Institute's Prospectus and website, has been to promote academic excellence with respect to research, teaching, capacity building in economics and development policy adopting an interdisciplinary approach with economics at its core. The Institute in 2021 offered M.Sc. in Economics and Ph.D. in Development Studies. The two-year programme M.Sc. programme imparts students, through either 16 courses or 15 courses and a Master's thesis, rigorous and hands-on training in Economics. Courses incorporate local, national, regional and global dimensions of economic development, providing strong theoretical and empirical foundations. The fields of specialization are Microeconomics, Institutions and Trade; Macroeconomics, Finance and Growth; Econometric Theory and Applications; Energy and Environment; Development. Ph.D. programme in Development Studies, typically of 4-5 years duration, is designed to create academic researchers as well as professionals who are capable of conducting policy analysis, relating to national and global economic and development issues, from quantitative and inter-disciplinary perspective. To earn the Ph.D degree, students have to credit fourteen courses in different fields of economics four compulsory, ten electives with major and minor fields of specialisation subject to minimum grade requirement, pass a comprehensive examination, thereafter submit a Ph.D thesis.

File Description

Documents

Upload relevant supporting document	<a href="#">View File</a>
<b>1.1.2 - Number of Programmes where syllabus revision was carried out during the year</b>	
02	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year</b>	
<b>1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year</b>	
30	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>1.2 - Academic Flexibility</b>	
<b>1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year</b>	
02	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year</b>	
02	
File Description	Documents

Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 1.3 - Curriculum Enrichment

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

The Institute offers courses at the M.Sc. and Ph.D. levels on inculcating Gender Issues, Human Values and Environment and Sustainability. In 2021, full credit courses such as Economic Development, Institutional Economics, Political Economy of Institutions and Development, Indian Economy, and Contemporary Issues in Human Development and Policy were offered. These courses incorporate cross-cutting issues in gender, human values and social welfare in their course outlines and class lectures and discussions. Based on the core issues discussed in these courses, students have worked on research projects on topics related to gender and human values. There were also full credit courses offered to students on energy and environment covering science, economics and policy aspects and imparting knowledge on both theoretical and empirical issues in these fields. Courses which discuss core issues of energy, environment and sustainability are Energy and Environment I and II, Socio-economic and policy issues in energy and environment I and II, and Climate change economics and policy. In these courses, basics of environmental and sustainability science, environment and economy interactions, ecology-environment and human relationships, consumption patterns and environmental stress, climate change impacts and policy, scientific concepts on radiative forcing and global warming potential, and social cost of carbon.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

00

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

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

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

00

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

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

104

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus - semester wise / is received from Students Teachers Employers Alumni

- Any 3 of the above

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

1.4.2 - Feedback processes of the institution may be classified as follows

- Feedback collected, analysed and action taken and feedback available on website

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

#### 2.1.1 - Demand Ratio

**2.1.1.1 - Number of seats available during the year**

68

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)****2.1.2.1 - Number of actual students admitted from the reserved categories during the year**

17

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**2.2 - Catering to Student Diversity****2.2.1 - The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners**

At the time of joining the M.Sc. programme, every student by default is on the two-year normal track. The M.Sc. degree can also be earned on a slow track which gives a student the option of up to a maximum of three years from the date of joining the M.Sc. programme to complete the student's degree requirements. Students opt for the slow track after the institution assesses the learning capabilities and performance of the students and then encourages the students who have difficulty in meeting the performance benchmarks, to opt for the slow track. A student can complete the degree requirements under slow track at the end of Semester 5 or at the end of Semester 6, i.e., three years after joining the programme. Compared to the normal track where a student is required to earn a total of 48 credit units across four semesters, under the slow track, the total credits can be earned over six semesters. The eligibility requirements for the M.Sc. degree on slow track as well as the title of the degree awarded are identical to that under the normal track.

File Description	Documents
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Upload relevant supporting document	<a href="#">View File</a>
Link For Additional Information	Nil

### 2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
100	25

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 2.3 - Teaching- Learning Process

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

The teaching faculty of IGIDR uses a variety of student centric methods to enhance the quality of learning. Courses offered in both the M.Sc. and Ph.D. programmes have important teaching and evaluation components that encourage experiential learning, participative learning and teaching problem solving methodologies. A survey of faculty who offered courses during the period January 2021 to December 2021 reveals that 85 per cent used experiential learning, and 100 per cent used participative learning and have integrated problem solving methodologies in their courses. Experiential learning which encourages collaboration and exchange of ideas and direct experience is encouraged through research projects, in class presentations and discussions and giving real life examples while teaching abstract theoretical concepts. All courses taught have assignments/research projects that are given considerable weight in the total grade. Participative learning is promoted through class discussions and participations. For some courses, this form of learning is evaluated as part of the total course grade. Problem solving methodologies are integrated in all courses, and research projects are an important component of the course grade.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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



IGIDR uses Information and Communication Technology (ICT) to ensure effective teaching-learning process. All class rooms and conference rooms are enabled with ICT tools like LCDProjectors/Large LCD Screen & Audio system, document camera. Due to the Covid-19 pandemic, some class rooms were upgraded with video conference equipment to make hybrid class room for conducting online classes using ZOOM, MS Teams/Google Classroom. Further, all in one desktop with camera, laptops and pen tablets, headphones have been provided to faculty members to help conduct online courses. Necessary training has been provided on how to conduct online classes, assignments, and recording of lectures and uploading the same to Microsoft stream website. Faculty uploaded reading resources, assignments, and self-study materials, Ebooks for enhancing the learning process. Out of campus students and faculty accessed all software and online resources and databases through Hysecure VPN which are available on server at IGIDR data center. Softwares like SAS, Matlab, Eviews, Mathematica, STATA, Turnitin, as well as corporate databases like Capital line, Prowess and huge volumes of Digital Library resources, Online Journals, were made accessible to facilitate teaching and learning. Webinars, conferences/workshops were conducted online using Zoom, MS-Teams with live streaming through youtube.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

#### 2.3.3.1 - Number of mentors

25

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 2.4 - Teacher Profile and Quality

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

25

File Description	Documents
Upload the data template	<a href="#">View File</a>

Upload relevant supporting document	<a href="#">View File</a>
<b>2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. during the year</b>	
25	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>2.4.3 - Total teaching experience of full time teachers in the same institution during the year</b>	
<b>2.4.3.1 - Total experience of full-time teachers</b>	
17	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year</b>	
15	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>2.5 - Evaluation Process and Reforms</b>	
<b>2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year</b>	
13	
<b>2.5.1.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the year</b>	

13	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year</b>	
00	
File Description	Documents
Upload relevant supporting document	No File Uploaded
<b>2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution</b>	
<p>Institute uses a software for student office automation from IWEB for managing students lifecycle. During the pandemic, all the exams were conducted through online. Quizzes, assignments and openbook exams were conducted through MS teams or Zoom. The online video conference and meeting software/platform helped teachers to do online proctoring and enabled the students to upload the graded exam papers. Some of the mobile apps like Adobescan, Microsoft lens, clear scan helped students to scan their written papers in case of descriptive exams and upload the same to the above Teams platforms or share the same through Google drive for evaluation. In some cases faculty used Laser printer to print these submitted exam paper and evaluate where it is difficult to go through volume of online documents. Turnitin Software was used to check for plagiarism. All the internal and mid-term and end-semester exams were facilitated through IT integrations and saved most of the faculty time to conduct the exam and evaluate the same.</p>	
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
<b>2.5.4 - Status of automation of Examination division along with approved Examination Manual</b>	<b>E. Only manual methodology</b>
File Description	Documents

Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

## 2.6 - Student Performance and Learning Outcomes

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

Learning outcomes/graduate attributes of the academic programmes at the Indira Gandhi Institute of Development Research are clearly highlighted in the Prospectus, the Student Rule Book as well as individual course outlines. In the Prospectus of the Institute's academic programmes, the minimum requirements for admission in the Institute's M.Sc. and Ph.D. programmes are clearly highlighted. The curriculum under each programme is also explicitly mentioned. The Institute's prospectus is uploaded on the website for widespread dissemination of the academic programmes. The Graduate Programmes Rule book which is shared with all incoming students as well as existing students and uploaded on the Institute's intranet lays out in detail the learning outcomes as well as the assessment process. Information on programme degree requirements, minimum grade requirements, assessment procedures of courses and student theses, as well as information on normal track and slow track M.Sc. programmes designed based on student performances, is mentioned in the rule book. The rule book is discussed in detail by the Dean of Academic Affairs as part of the induction/orientation programme of incoming students every year. In 2021, due to the Covid-19 pandemic, this orientation was held online.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

In 2021, the academic programmes at IGIDR were M.Sc. in Economics, M.Phil. in Development Studies (discontinued from August 2020) and Ph.D. in Development Studies. During the year, 31 M.Sc. students graduated from the programme. For the award of the M.Sc. degree, a Cumulative Grade Point Average (CGPA) of 2.25 (C+) is required at the at the end of the M.Sc. coursework. The average CGPA of the graduating batch after two years in the programme was 3.30; 16 students were below average CGPA and 15 were above average. The maximum CGPA attained in the graduating class was 3.75 out of a maximum of 4 that is attainable. With regard to course outcomes, with the average grade being B (2.75), a large majority of

students (90 to 100 per cent) enrolled in each of the sixteen courses of the programme were above the average grade. One M.Sc. student on slow track also graduated, meeting the minimum requirements of the M.Sc. program. Six students received the M.Phil degree and one student received the Ph.D. degree in 2021. All of these students also met the minimum grade requirements of their respective programmes.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 2.6.3 - Number of students passed during the year

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

38

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 2.7 - Student Satisfaction Survey

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

[http://www.igidr.ac.in/aqar/AQAR2021/Student\\_Satisfaction\\_Survey\\_Report.pdf](http://www.igidr.ac.in/aqar/AQAR2021/Student_Satisfaction_Survey_Report.pdf)

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Promotion of Research and Facilities

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

Updation of library resources: (i) procurement of new books and renewal of journal subscriptions (ii) renewal of the subscription to databases (iii) upgradation of e-server and e-resources access. During the physical closure of the library during Covid-19, the library extended online help in meeting the resource requirements of users and introduced a remote access facility through INFED service of INFLIBNET.

Updation of computing resources: Due to covid-19, some classrooms were upgraded with video conference equipment to make hybrid classrooms for conducting online classes using ZOOM, MS Teams / Google Classroom. New all-in-one desktops with a camera, laptops, pen tablets, and headphones were provided to Faculty members to conduct online classes. All software, databases, digital library resources and online journals are updated at regular intervals.

Well-defined policy for the promotion of research is laid out in the Vision and Values statement, in the Director's message about IGIDR's vision and mission on the website, in the Draft IGIDR Strategy Document, and the Minimum Work Load policy for the faculty of the Institute. Information on outreach research programmes is uploaded.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

00

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

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

00

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

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

12

File Description	Documents
------------------	-----------

Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.1.5 - Institution has the following facilities to support research Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab Research/Statistical Databases Moot court Theatre Art Gallery</b>	<b>C. Any 2 of the above</b>
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
<b>3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year</b>	
00	
File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded
<b>3.2 - Resource Mobilization for Research</b>	
<b>3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)</b>	
1.49	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)</b>	
00	

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

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

0.04

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.3 - Innovation Ecosystem

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

IGIDR has been at the forefront of taking up initiatives for the creation and transfer of knowledge. It has served as an incubation centre for creating knowledge in theoretical and empirical economics and economic development issues. Faculty are involved in creating knowledge through cutting-edge research published in reputed national and international journals and presented at top conferences. The faculty memberships in high-profile national and international committees, research advisory boards and government committees serve as a channel for transferring their domain knowledge. The faculty are also involved in peer review of academic research. Faculty involvement in various international and national projects also serves as a means of creating and transferring knowledge. For instance, IGIDR housed 'System of Promoting Appropriate National Dynamism for Agriculture and Nutrition' to research linkages between agriculture, nutrition and health. In 2021, such involvement continued despite the constraints imposed by the pandemic. IGIDR programmes that involve the transfer of knowledge are the Visiting Students Programme, the Visiting Scholars Programme, Post-Doctoral Fellowships and the European Masters Law and Economics Programme. Flagship conferences such as the 19th Macroeconomics and Finance Conference 2021 and online seminars/webinars served as forums to facilitate the exchange of ideas among academic institutions and policy-making bodies.

File Description	Documents
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Upload relevant supporting document	<a href="#">View File</a>
<b>3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year</b>	
27	
<b>3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year</b>	
27	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year</b>	
<b>3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year</b>	
00	
File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded
<b>3.4 - Research Publications and Awards</b>	
<b>3.4.1 - The institution ensures implementation of its stated Code of Ethics for research</b>	
<b>3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following</b>	<b>B. Any 3 of the above</b>
<b>1. Inclusion of research ethics in the research methodology course work</b>	

2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)
3. Plagiarism check
4. Research Advisory Committee

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

D. Any 1 of the above

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

3.4.3 - Number of Patents published/awarded during the year

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

00

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

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

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

01

File Description	Documents
------------------	-----------

Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year</b>	
1.6	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.4.6 - Number of books and chapters in edited volumes published per teacher during the year</b>	
<b>3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year</b>	
0.28	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS</b>	<b>D. Any 2 of the above</b>
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed</b>	
Scopus	Web of Science

3.45	Nil
------	-----

File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	<a href="#">View File</a>

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

Scopus	Web of Science
6	Nil

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View File</a>
Any additional information	No File Uploaded

### 3.5 - Consultancy

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

Academic staff members of the Institute may take up consultancy work to allow them to interact with the outside world towards improving academic standards, to contribute towards better development policy and to broaden their vision. The following are some of the highlights of the Consultancy Rules. The work should normally fall within the purview of the research work of the Institute and the staff members' and it should not interfere with the discharge of their duties. Prior permission from the Director has to be taken and the faculty member concerned is required to give a copy of the Consultancy Report along with the expenditure statement of the Consultancy work to the Director. In case any facilities of the institute are required, all direct expenses will be deducted from the income from consultancy and only the net income will be considered as the share of the consultant. The consultant is required to pay to the Institute 30% of the net fees received which will be credited to a separate account in the Institute. A maximum of 52 working days in a year is allowed for Consultancy work.

File Description	Documents
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Upload relevant supporting document	<a href="#">View File</a>
<b>3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)</b>	
<b>3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)</b>	
<b>3.43</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>3.6 - Extension Activities</b>	
<b>3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year</b>	
<p>Extension activities could not be conducted throughout the year 2021 due to the closure of campus on account of the Covid-19 pandemic. However, the Institute's outreach programme KAAWISH, for the children of the support staff, led by the students continued online. Each student volunteer is assigned one student, and they conduct 1-2 hour long classes each week curated to the needs of their specific student. The classes are intended to help the kids enjoy the process of learning new skills and instill a sense of curiosity while pursuing new challenges. The volunteers often take up topics beyond the conventional academic bounds to promote holistic development, like the art of origami, classical music, painting, etc. Kaawish also encourage students to interact amongst themselves and participate in group activities and create social awareness.</p>	
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
<b>3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year</b>	
<b>3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year</b>	
<b>00</b>	

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

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

01

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

08

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.7 - Collaboration**

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

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

05

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

07

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 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.

The institute has developed infrastructure for learning resources which includes the physical facilities like Classrooms, Seminar rooms, Conference hall equipped with LCD/ICT facilities, computer centre and Library etc. There are total 04-Classrooms, 03-Seminar rooms, 01-Conference hall, library building, computer centre and student workstations.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

The institute has adequate facilities for cultural activities, events, games, sports, Gymnasium and Swimming pool etc. as mentioned below- Auditorium with a seating capacity around 500 people used for the cultural events and academic programs etc. Gymnasium: The Institute has well equipped gymnasium for community members. Swimming pool: the institute has swimming pool of size: 20Mtr X10Mtr with maximum depth of 5 Feet. The institute has outdoor Lawn tennis court cum basket ball court. The institute has recreation centre with facilities of indoor Badminton court, table tennis and community hall for multipurpose usage.

File Description	Documents
------------------	-----------

Upload relevant supporting document	<a href="#">View File</a>
<b>4.1.3 - Availability of general campus facilities and overall ambience</b>	
<p>The Institute has developed infrastructure for learning resources which includes multipurpose physical facilities like Classrooms, Seminar rooms, a Conference hall equipped with LCD/ICT facilities, a computer centre, and Library, etc. There are total 04-Classrooms, 03-Seminar rooms, 01-Conference hall, a library building, computer centre, and student workstations. The Institute has adequate facilities for cultural activities, events, games, sports, Gymnasium and Swimming pool etc. as mentioned below - an auditorium with a seating capacity of around 500 people used for cultural events and academic programs, etc.</p> <p>Gymnasium: The Institute has well-equipped gymnasium for community members. Swimming pool: the Institute has a swimming pool of 20Mtr X10Mtr with a maximum depth of 5 Feet. The Institute has an outdoor Lawn tennis court cum basketball court. The Institute has a recreation centre with an indoor Badminton court, table tennis, and community hall for multipurpose usage. The institute also has open areas, green lawns, walkways, natural trails and beautiful flora and fauna.</p>	
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
<b>4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)</b>	
14.79	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>4.2 - Library as a Learning Resource</b>	
<b>4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility</b>	
<p>The library has been fully automated using 'Koha' open source intergrated library managementsystem (ILMS). All the library functions such as Acquisition, Cataloguing, Circulation,OPAC, etc have been automated. Through which all the library reports and statistics aregenerated. Using its OPAC, links to all the library services have been provided. The library OPAC (Catalogue) is accessible within and outside the campus</p>	



(<http://opac.igidr.ac.in>), through which library users can access and know the resources available within in the library. The library also has a scanner to digitize materials as and when needed. The remote access facility for accessing e-resources off-campus was made available using INFLIBNET's INFED services (<http://idp.igidr.ac.in>).

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.2.2 - Institution has subscription for e-Library resources**  
Library has regular subscription for the following: e - journals e-books e-ShodhSindhu Shodhganga Databases

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

264.89

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

22819

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.3 - IT Infrastructure**

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

7

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

The institute has an IT policy that provides guidelines for using IT facilities. Every year adequate IT budget provisions are made to purchase new IT hardware, Software, services, consumables & peripherals and update and maintain facilities in line with requirements. In 2021-22, the provisioned budget was spent on procuring servers with hyper-convergence infrastructure, new desktops, renewal of software subscriptions and databases, AMC of computers and printers, and AV equipment. The servers, network equipment, and desktops are upgraded periodically. Only licensed versions or open-source software is installed on the user's computer. Internet access to all the users is provided, and non-productive sites are blocked during office hours. Institute has wi-fi and email policies. Services related to Institutional Repository are provided through the library of the institute. In the Institute network, computers are periodically scanned from the point of compliance with existing policies related to software and antivirus. Server logs are checked for non-compliance. Firewall logs and rules are implemented and checked. WiFi Manager dashboards are monitored to ensure Wi-Fi compliance, and Emails are periodically sent to educate the users about security and threat from the internet. The IT Helpdesk addresses complaints of users related to IT.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
100	55

#### 4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)

- 250 MBPS - 500 MBPS

File Description	Documents
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Upload relevant supporting document	<a href="#">View File</a>
<b>4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing</b>	<b>D. Any 1 of the above</b>
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Upload the data template	<a href="#">View File</a>
<b>4.4 - Maintenance of Campus Infrastructure</b>	
<b>4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year</b>	
<b>701.03</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>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.</b>	
<p>The Institute has an Annual maintenance contract (AMC) for all IT equipment and office automation software. Software subscriptions and internet lease lines are renewed and upgraded as per requirement. AMC contracts are processed through the purchase committee after the principal approval. After publishing the tender / RFP in newspapers and institute websites, competitive quotes were invited. Vendors were selected based on their techno-commercial bid evaluated by the purchase committee. Proprietary software/products are directly purchased from the OEM/ authorized agent/distributor in India. IT consumables are purchased through rate contracts by inviting competitive bids from authorized vendors. Estate Department maintains the campus infrastructure, including IT infrastructure, through Annual contracts with third-party contractors. Civil repair works and painting are scheduled after the assessment. The gym and swimming pool are utilized through the enrolment of community members and are availed as per rules. The library is open for 16.30 hours a day</p>	

and 360 days a year with extended timings during exams. Borrowing privileges are as per library rules with access to e-resources and datasets through campus network/VPN/Remote access 24x7. Resource sharing is through an established network with different academic and research libraries. The library undertakes regular cleaning and servicing of its physical infrastructure.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

15

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

50

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

D. Any 1of the above

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

- All of the above

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 5.2 - Student Progression

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

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

03

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

32

File Description	Documents
Upload the data template	<a href="#">View File</a>

Upload relevant supporting document	<a href="#">View File</a>
<b>5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year</b>	
07	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>5.3 - Student Participation and Activities</b>	
<b>5.3.1 - Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter - university/state/national/international events (award for a team event should be counted as one) during the year</b>	
00	
File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded
<b>5.3.2 - Presence of Student Council and its activities for institutional development and student welfare</b>	
<p>The institute has several committees for students' specific needs which are managed by the student volunteers along with the support of faculty and staff of the institute. The mentioned committee below couldn't get reformed during the time of the pandemic due to which it was not active. Alumni Committee, Class Representative, Computer Committee, Cultural Committee, Library Committee, Mess Committee, Movie Committee, Newsletter Committee, Placement Committee - <a href="http://www.igidr.ac.in/placement/placement-committee/">http://www.igidr.ac.in/placement/placement-committee/</a>, Sports Committee, Spic Macay, Student's Welfare and Grievance Committee, Complaints/Redressal Committee for the prevention of Sexual Harassment., Anti-Ragging Committee - <a href="http://www.igidr.ac.in/anti-ragging-committee/">http://www.igidr.ac.in/anti-ragging-committee/</a> There are several other committees of the Institute wherein the Student Representative acts as a member - Library Committee, IT System &amp; Office Technology, Student Placement, Canteen Committee, Student's Welfare &amp; Grievance Committee (SWGC), Internal Complaints Committee for the prevention of Sexual Harassment at workplace</p>	

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

00

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

### 5.4 - Alumni Engagement

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

The IGIDR alumni have contributed significantly to the Institute's advancement by offering their professional expertise as external members on select Institute committees, reviewing student theses, and providing existing students with career guidance and assistance. They have been especially crucial to "Alumni Discourses," a series of weekend webinars where the Institute's Alumni Committee invites alumni to speak about their experiences as students and professionals and advise the students on the various career options available to them after receiving their degrees. In 2021, there were fourwebinars, for the webinars, fouralumni from the M.Sc./M.Phil./Ph.D. programmes at IGIDR were invited to speak as special guests. In all sessions, invited alumni spoke with the students about their work experiences and how they overcame the difficulties of a higher education. A few speakers discussed how to choose a profession, how to manage work and life, how to transition from academia to the workforce, and Insight into the corporate world (Survival in corporate life, Evaluations, Promotions and Growth, Gender inequality in corporate domain). There was also a talk on Payments Crises and Consequences. Alumni also guided students interested in Ph.D. Webinars had a large audience and were engaging and intellectually stimulating.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. &lt;1Lakhs

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

Despite the ongoing challenges faced by the unprecedented Covid-19 pandemic which further intensified in the first two quarters of 2021, the Institute has sought to work towards furthering its vision and mission of being a nodal centre for research activities, teaching, capacity building and documentation and information dissemination activities in economics, with special focus on development studies. The governance structure has been set up in consonance with the vision and mission of the Institute. The highest governing body of the Institute is the Board of Management headed by the Governor of the Reserve Bank of India, with other members being the Director and Dean of Faculties, two faculty members of the Institute, and three eminent academicians as nominees of the Chairperson. The monitoring authorities are the Academic Council, the Planning and Monitoring Board and the Finance Committee. The Dean of Faculties is overseeing teaching and faculty related activities. The Dean Academic Affairs oversees the implementation of the Institute's academic programmes.

Internal committees comprising faculty of the Institute oversee different academic activities of the Institute. An Internal Quality Assurance Cell of the Institute, constituted as per NAAC guidelines periodically evaluate and introduce quality related initiatives of the Institute.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

Since its inception, IGIDR has followed a decentralized and participative management of its various academic and non-academic activities. Every two years, the Director of the Institute appoints internal committees to plan and implement the various activities of the institute. Along with large number of faculty committees overseeing the academic programmes, are



committees with both faculty and staff, some have students too and some have representation from all stakeholders. For example, while the executive committee, Faculty Recruitment Advisory Committee, Visiting Ph.D Scholars Programme have faculty members only, committees such as Internal Complaints committee for prevention of Sexual Harassment at workplace, Student Welfare & Grievance Committee (SWGEC) have student representatives along with faculty members. Committees such as Procurement and Purchase Committee, Social Welfare/Cultural Events Organizing Committee have representation from faculty, administration and students. Some of the committees such as Internal Complaints committee for prevention of Sexual Harassment at workplace, have external members too as per statutory requirement. The IQAC too has representations from all stakeholders. In the year 2021, there were 23 internal committees. Special working committees were also constituted for dealing with the Covid pandemic as well as examining the implications of the New Education Policy.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

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

1. The plan of publishing of a student-managed newsletter of the Institute initiated in 2019 and modalities finalized in 2020, fructified in 2021 with the online publication of the IGIDR newsletter, EconPrism. Two issues were published in April 2021 and October 2021.
2. The process of setting up Enterprise Resource Planning (ERP) at the Institute gained momentum in 2021 as the ERP Committee set up in 2020 formally initiated through advertisements the selection of a consultant and thereafter, the vendors.
3. Planning and Monitoring Board Meeting in February, 2021 to discuss the implications of New Education Policy (NEP) 2020 for IGIDR and the updated strategy document of the Institute. The discussion on NEP was based on the Report prepared by the Internal Committee to deliberate on the options available to IGIDR under NEP.
4. The Non-ResidentHonoraryDistinguishedFellowat IGIDR under which 18 internationally acclaimed economists will visit the Institute to spend some time to give seminars/series of lectures/interact with faculty and students. This would help in capacity building of the Institute and of other academics across the country through online platforms. The programme will also increase the visibility of the Institute as a nodal learning center.

File Description	Documents
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Upload relevant supporting document	<a href="#">View File</a>
<p>6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</p>	
<p>IGIDR's reputation as an advanced teaching and research institute has been possible because of its policies, administrative setup, appointment and service rules, and procedures. Systems have evolved over time to</p> <ol style="list-style-type: none"> <li>1. continue maintaining its autonomy, strengthening its internal decentralized decision making systems, and preserving its independence in setting the research agenda</li> <li>2. critically analyze existing systems in light of changing academic and policy environment (e.g. New Educational Policy), and in light of the ongoing pandemic, IGIDR's own long term commitments and modify where necessary such as curriculum changes and teaching systems or evolve new systems in light of globalized academia.</li> <li>3. explore novel and meaningful ways of interaction with outside experts whereby a steady flow of new ideas and processes into or out of IGIDR is maintained to stay on top, e.g. establishment of adjunct and short-term positions or online teaching and webinars.</li> <li>4. evolve systems that allow it to maintain and augment its international network and positioning, e.g. facilitating systems for international collaborations to constantly upgrade its library, online resources, IT architecture in line with its evolving needs to develop special systems towards tackling challenges during the pandemic and for a post-pandemic world.</li> </ol>	
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
<p><b>6.2.3 - Institution Implements e-governance in its areas of operations</b></p>	
<p><b>6.2.3.1 - e-governance is implemented covering following areas of operation</b></p> <ol style="list-style-type: none"> <li>1. Administration</li> <li>2. Finance and Accounts</li> <li>3. Student Admission and Support</li> </ol>	<p><b>A. All of the above</b></p>

#### 4. Examination

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 6.3 - Faculty Empowerment Strategies

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

The Institute has a well-designed performance appraisal system (PAS) and promotional avenues for employees. The PAS is in the form of self-assessment of faculty activities, with activity reports filed by faculty twice a year and Minimum Work Load filed annually. These activities, counting towards promotion, are reported to the board, and published in the Annual report. Non-teaching staff members submit their self-assessment in Annual Performance Report annually. Faculty promotions are based on a well-defined promotion policy. There is also a position of Emeritus Professor for distinguished retired Institute faculty. The Institute extends various welfare measures for teaching and non-teaching staff which include extending Insurance cover like Medical Insurance policy for them and their dependent family members, Personal accident policy for employees and Term Insurance policy, CPF, Gratuity, Leave encashment, Emergency loan & medical facility to employee & spouse post- retirement. The Institute has a tie-up with emergency ambulance facility. It also extends various other measures to teaching and non-teaching staff, such as a Gymnasium, Recreation Centre, Swimming Pool, Lawn Tennis Court. Cultural events, sports events, annual picnic, in-house visiting doctors, medical check-up camps are organized although these activities were suspended in 2021 due to the pandemic.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

06

File Description	Documents
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Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

11

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

02

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 6.4 - Financial Management and Resource Mobilization

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

A. Strategies for mobilization of funds: IGIDR, an advanced research institute and deemed university for carrying out teaching and research on development issues is fully funded by the Reserve Bank of India. IGIDR receives contributions from RBI for its recurring and non-recurring expenditure. It also undertakes sponsored research projects to generate funds by charging overheads and faculty time on the Project. The sources of funds for meeting the capital and Revenue expenditure are:

i. Contribution from RBI,

ii. Income from Internal Resources: a. Tuition fees, b. Application fees, c. License Fees, d. Consultation fees, e.Overhead Charges from Sponsored Research Projects, f. Accommodation

Charges, g. Interest on bank Fixed Deposits, h. Interest on Staff Loan, i. Interest on security deposits, j. Miscellaneous Income,

**B. Strategies for optimal utilization of resources:**

i. Institute prepares Budget for recurring and non-recurring expenditure and gets it approved from finance Committee and Board of Management, expenditure is incurred strictly in accordance with budgetary provision.

ii. Various internal committees, Procurement and Purchase Committee, Library Committee, Computer Committee, Infrastructure Development Committee etc. monitor and ensure judicious utilization of funds as per institute policy.

iii. Regular Internal Audit and Statutory Audits conducted for better financial controls.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

00

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

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

384.91

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**6.4.4 - Institution conducts internal and external financial audits regularly**

Institute is registered under Bombay Public Trust Act and statutory audit is carried as per Bombay Trust Act. During the Financial Year 2021-22 CA firm M/S R Devendra & Associates was appointed as a statutory auditor. They conduct the Audit in accordance with Standards on Auditing issued by the Institute of Chartered Accountants of India. The External Auditor expresses their opinion on the financial Statements of the Institution based on their Audit. The audit report with observation submitted to the institute, the institute complies with observation and put up for approval to the Finance Committee and Board of Management.

To have better internal control over the areas of accounts, finance & other specific areas regularly, an internal audit is carried out on a quarterly basis. CA firm M/S Goyal Parul & Co. was the internal auditor of the Institute for FY 2021-22. The scope of internal auditor includes the provision for verification of each and every financial transaction entries. The internal auditor submits its report to the Director as per terms of their appointment. The accounts department informs the internal auditor about consolidated compliances and gets the validation of their compliances from the internal auditor. The Quarterly Audit Reports along with compliance reports of the institute shall be placed before the Finance Committee and BoM for consideration.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 6.5 - Internal Quality Assurance System

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

1. Special focus was given to conducting webinars and other online programmes at the Institute with open access to students and faculty or other academic institutions. Reputed resource persons were invited for such programme to ensure high quality. The 19th Macroeconomics and Finance Conference was conducted virtually in December 2021 and involved national and international participants across different countries and time zones. The conference was carried live via youtube, and the recordings were uploaded for broader dissemination.
2. IQAC recommended exploring various tools to enhance interaction and discussion during virtual lectures and presentations. Faculty explored different forms of virtual interaction and different tools that could be used for virtual presentations in webinars and other online events.

3. Standard operating procedures were set up for all departments in the Institute for maintaining annual data and supporting documents related to the Annual Quality Assurance Report (AQAR) and the Self Study Report and sharing the data with the IQAC Secretariat.
4. Training Sessions for administrative staff: Training sessions were conducted at IGIDR over two months in 2021. The sessions covered various topics that will help enhance staff skills, update their knowledge on the job, and develop their ability in various aspects.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

E. Any 1of the above

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

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

1. IGIDR Newsletter: IGIDR has started the online publication of its newsletter, EconPrism. The first two issues were published in April 2021 and October 2021. The objectives of the newsletter are a) create awareness about essential work done at IGIDR, b) act as a platform that showcases academic and non-academic activities of IGIDR, and c) create synergy between institute activities and those of other academicians, policy makers, regulatory bodies and the corporate sector,
2. Introduction of quality initiatives for the administration: Annual online training sessions for administrative staff covering various topics that would help enhance



staff's skills, update their knowledge on the job, and develop their ability in various aspects.

3. Setting up a web link for faculty policy writings in the press and other media outlets as part of the IGIDR website: IGIDR launched a microsite in December 2021 on its website to feature research and policy contributions of former members of the faculty. It was inaugurated with the policy writings, research and other academic activities at IGIDR of former faculty, the late Dr. Subir Gokarn.
4. Webinars on mental-well being: Webinars on mental well-being were conducted for IGIDR students, staff and faculty and the community at large.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

Due to the unprecedented lockdown of the campus during the better part of 2021 on account of the Delta Covid-19 wave, no specific programmes could be conducted to promote gender equity. However, this was built into our online orientation and mentoring programmes of students to the extent possible. The Internal Complaints Committee of the Institute was operational during the year and students had online access to the committee.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
Annual gender sensitization action plan(s)	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	<a href="#">b. Counseling e. Segregated accommodation for women students in student hostel and presence of woman hostel in-charge</a>

#### 7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy

C. Any 2 of the above



### conservation Use of LED bulbs/ power-efficient equipment

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

**Organic Waste Converter:** The Institute has installed an organic waste converter (Compost machine) of 100 Kg. Capacity for converting degradable (solid/liquid) wastes like canteen/kitchen waste, garden waste, etc., to prepare manure used for gardening on campus.  
**Sewage Treatment Plant:** The Institute has a sewage treatment plant with a capacity of 35 KLD to consume wastewater, and treated wastewater is used for the flush system. The institute has developed and maintained landscaping, greenery/gardens on the campus

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways

C. Any 2 of the above

4. Ban on use of plastic
5. Landscaping

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

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

E. None of the above

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

B. Any 3 of the above

File Description	Documents
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Upload relevant supporting document	<a href="#">View File</a>
<p>7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)</p>	
<p>Diversity in all forms is in-built into IGIDR as students, faculty and staff of the Institute are drawn from all across India. Since its inception, the Institute has promoted and celebrated social, cultural, and linguistic diversity through celebrating various national, regional and local commemorative occasions and festivals such as Republic Day, Independence Day, Holi, Navratri, Ganpati, Christmas, and Women's Day. The entire campus community celebrates Annual Day. Picnics, internal sports, and other cultural events are planned throughout the year to foster inclusivity and create strong bonds among all stakeholders of the Institute.</p> <p>In 2021, on account of the Covid-19 pandemic, none of these events could be celebrated on campus or organized online. One of the reasons for this was that the academic session was compressed with round-the-hour online classes and assessments. The immediate focus was to help students, faculty, and staff navigate these challenges.</p>	
File Description	Documents
Upload relevant supporting document	No File Uploaded
<p>7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:</p>	
<p>At IGIDR, the students, staff &amp; faculty members have been aware of their constitutional obligations: values, rights, duties, and responsibilities of citizens. The Institute celebrates Independence Day &amp; Republic Day to pay respect to the freedom fighters and leaders to whom the nation owes its independence and to reaffirm allegiance to the Indian constitution. The value of voluntary service is inculcated in the community. An example of this is KAAWISH - the Institute's student led outreach programme for the children of the support staff. Support is extended to the kids in regards to their education, and extracurricular activities and engaging them in social and cultural activities. Owing to the ongoing pandemic in 2021, not many activities could be conducted and not many occasions could be celebrated on campus.</p>	
<p>7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of</p>	<p>Any 2 of the above</p>

Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

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

IGIDR annually celebrates Republic Day, Independence Day, and festivals like Saraswati Puja, Ganesh Utsav, and Navaratri. However, due to the ongoing pandemic, the Institute could not celebrate most of these events in 2021. Only on the occasion of Republic Day, the security guards of the Institute hoisted the Indian flag in the Institute premises.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 7.2 - Best Practices

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

#### 1. Conversations on Research (CORE) – IGIDR PhD. Colloquium

2. To foster excellence in research by stimulating interactions among young researchers and to enhance capacity building across institutions.

3. CORE is part of the Institute's outreach activity across all academic institutions in the country. Unique in terms of its capacity building value and in providing mentoring opportunities in an HEI, IGIDR.

4. A platform to doctoral students of Economics and allied fields across the country to present their on-going research and gain valuable feedback and mentoring.

Valuable networking opportunities for participants with academicians, alumni and fellow researchers.

Panel discussions with experts on post PhD.thesis publications and career options.

Such platforms on economics are relatively few in India.

5. Longevity of Core: Since 2016 (2020 and 2021 excluded due to pandemic). Till the year 2021, the CORE provided platform for 101 researchers in 81 universities with wide geographical coverage. Efforts are under way to create a CORE alumni group.

Details of programme and participants since 2016: <http://www.igidr.ac.in/core2022/>

6. Due to increasing popularity of CoRe, there are much more applications than number of presenters who can be accommodated. Frequency of CORE can be bi-annual, requiring additional resources for travel, boarding & lodging.

[http://www.igidr.ac.in/aqar/AQAR2021/institutional\\_best\\_practices.pdf](http://www.igidr.ac.in/aqar/AQAR2021/institutional_best_practices.pdf)

### 7.3 - Institutional Distinctiveness

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

One of the priority and thrust areas of IGIDR is cutting-edge, high-quality research in economics and development studies. This is evident from the large number of research publications by faculty and students in theoretical and applied economics, published in peer-reviewed, reputed national and international journals, edited books and monographs. In the year 2021, a total of 47 papers were published.

Faculty at IGIDR are specialized in a wide range of fields, reflected in the diversity of the research output. spanning various areas. The thrust on research activities at the Institute is also reflected in the conference participation of faculty and research students and the nomination of faculty as members of policy-making bodies, committees, and professional academic bodies. Our faculty either edits or is on the editorial boards of or contributes to internationally reputed academic journals Incentives for producing high-quality research are given to faculty in terms of professional development funds and awarding different points for research by publication quality under the minimum workload policy. The Institute carries out funded research projects for various international/national organizations. IGIDR conducts capacity-building workshops and conferences such as the Conference on Macroeconomics and Finance and the Conference on Development.

[http://www.igidr.ac.in/aqar/AQAR2021/Institutional\\_Distinctiveness.pdf](http://www.igidr.ac.in/aqar/AQAR2021/Institutional_Distinctiveness.pdf)

### 7.3.2 - Plan of action for the next academic year

1. Address the learning deficiencies of the student batches affected by COVID.
2. Resume in-person seminars and capacity building and training programme.
3. Launch skill-oriented and employment-oriented courses.
4. Constitute internal committees for understanding how IGIDR needs to prepare in light of NEP.
5. Concerted and planned efforts to ensure greater visibility and more systematic dissemination of information
6. Conduct value-added activities such as yoga, mental health, and gender sensitization.
7. Interaction of IGIDR students with alumni to learn about developments in the corporate sector and academia