



YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	INDIRA GANDHI INSTITUTE OF DEVELOPMENT RESEARCH
• Name of the Head of the institution	Prof. Basanta K. Pradhan; Prof. S. Mahendra Dev (Director till 30.09.2022); Shri Jose J Kattoor (Interim Director w.e.f.01.10.2022 till 08.02.2023)
• Designation	Director and Vice-Chancellor
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	2269096200
• Mobile no	9819393757
• Registered e-mail	registrar@igidr.ac.in
• Alternate e-mail address	jmpandit@igidr.ac.in
• City/Town	Mumbai
• State/UT	Maharashtra
• Pin Code	400065
2.Institutional status	
• University	Deemed
• Type of Institution	Co-education

• Location	Urban				
• Name of the IQAC Co-ordinator/Director	Dr. Jayati Sarkar, IQAC Co-ordinator				
• Phone no./Alternate phone no	2269096520				
• Mobile	9870237869				
• IQAC e-mail address	iqacnaac@igidr.ac.in				
• Alternate Email address	registrar@igidr.ac.in				
3.Website address (Web link of the AQAR (Previous Academic Year))	http://www.igidr.ac.in/aqar/aqar2021-22.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.igidr.ac.in/academic-programmes/academic-calendar/				
5.Accreditation Details					
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
6.Date of Establishment of IQAC	02/09/2010				
7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
00	00	00	00	00	
8.Whether composition of IQAC as per latest NAAC guidelines	Yes				
• Upload latest notification of formation of IQAC	View File				

9.No. of IQAC meetings held during the year	4
<ul style="list-style-type: none"> 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) 	Yes
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> If yes, mention the amount 	
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
1. Energy Audit and Green/Environment Audit conducted on the campus and sustainable activities on campus.	
2. Yoga sessions conducted as part of value added activities for students, along with the participation of faculty, staff, and IGIDR community at large. Month long session of training programmes for staff. Overall proactive measures to further institute quality culture in the Institute.	
3. Documentation of the various programmes/activities leading to quality improvement and submission of a de-brief document at the end of every Institute event by the event convener.	
4. On-going strategic planning to explore possible activities going forward that are consistent with all aspects of NAAC requirements and compliance.	
5. Preparation of Annual Calendar of Institute events and training activities at the beginning of the year which will be of value to faculty, students and staff and conducting the events and activities accordingly.	
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 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: Six training sessions were conducted at IGIDR, between 23rd November 2022 and 30th December 2022. The sessions covered various topics such as personal growth and professional development, sustainability practices in educational institutions and skills for the 21st-century workplace.</p>
<p>2. Once the campus opens post pandemic, offline activities should be resumed in a phased manner for students, faculty, staff and IGIDR community at large. These include extracurricular activities, Institute Annual Day and other significant annual commemorations and celebrations.</p>	<p>2. Once students, faculty and staff returned on campus, several annual activities were resumed. Renaissance '22 (Cultural Week) , Synergy'22 (Sports Week) and Annual Day of the Institute were organised in April and May 2022 by the IGIDR Social/Cultural Events Committee. Among other on campus activities that added value were the first edition of Corporate Colloquium with the objective of providing students with an opportunity to gain a clearer understanding of the corporate world organised by the Placement Committee, Yoga sessions held for a month during 28th November'2022 and 26th December'2022 and gender sensitization programme "Prevention and Redressal on Sexual Harassment of Women at Workplace" on Thursday' 29th December'2022.</p>
<p>3. Conduct of Energy Audit and Green/Environment Audit on the campus and sustainable activities on campus.</p>	<p>3. The process of conducting Energy Audit and Green/Environment Audit on the campus and sustainable activities on campus was</p>

	<p>initiated in the second half of 2022. The Green Audit, Energy Audit and Environmental Audits were done and the relevant reports were submitted in December 2022.</p>
<p>4. Documentation of the various programmes/ activities leading to quality improvement and submission of de-brief document at the end of every Institute event by the event convener.</p>	<p>4. A debrief of any event conducted at IGIDR needs to be prepared by the convener of the event and submitted to the IQAC. The debrief included all documents relating to the event, including (i) the prospectus (ii) a list of participants along with their affiliations (iii) geotagged photographs/videos (iv) any other information deemed relevant, and (v) an event report. The event report, signed by the faculty convener covered the objective(s) of the event, description of the proceedings, event highlights, outcome of the event, and feedback and observations for the future. Debrief documents were submitted for the year 2022.</p>
<p>5. Resumption of Institute's various outreach and training programmes on offline mode as the pandemic eases out and the campus reopens.</p>	<p>5. Among the outreach and training activities that were conducted were (i) Two Summer Schools on Econometrics and Machine Learning, June 7-11, 2022 and Sept 6-10, 2022 (ii) Geo-statistical Methods for Economic Analysis (GSMEA) Workshop, June 20-24, 2022 (iii) Indian Association of Social Science Institutions (IASSI) Conference, June 13-15 June 2022 (iv) Ph.D. Colloquium 2022: Conversations on Research (CoRe): November 1-4, 2022 (v) Visiting Scholars Programme and</p>

	<p style="text-align: center;">Post Doctoral Fellowship Programme 2022 (vi) Second Biennial Conference on Development (vii) Training Programme for RBI Officers and Probationary Officers of Indian Statistical Service.</p>				
13. Whether the AQAR was placed before statutory body?	Yes				
<ul style="list-style-type: none"> Name of the statutory body 					
<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Name</th> <th style="width: 50%;">Date of meeting(s)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Academic Council</td> <td style="text-align: center;">01/09/2023</td> </tr> </tbody> </table>		Name	Date of meeting(s)	Academic Council	01/09/2023
Name	Date of meeting(s)				
Academic Council	01/09/2023				
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					
<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Year</th> <th style="width: 50%;">Date of Submission</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2021</td> <td style="text-align: center;">22/02/2023</td> </tr> </tbody> </table>		Year	Date of Submission	2021	22/02/2023
Year	Date of Submission				
2021	22/02/2023				
16. Multidisciplinary / interdisciplinary					
<p>IGIDR offers academic programs that enable specialization in the following interrelated fields, with the underlying emphasis on Economics:</p> <p>(i) Macroeconomics, Finance and Growth (ii) Microeconomic Theory and Applications (iii) Econometric Theory and Applications (iv) Development Theory and Policy, and (v) Energy and Environment Theory and Policy. Core courses and courses built on tools provide the necessary grounding for the optional specialized courses. IGIDR also offers cutting edge courses in data science and programming. Courses related to human resources, poverty, energy and environment are designed and taught keeping in mind the multidisciplinary issues involved in these areas. IGIDR is in the process of designing five specialized Masters's degrees in some of these fields of specialization.</p> <p>IGIDR offers essential quantitative courses in mathematics,</p>					

statistics, and econometrics. In terms of contemporary complex policy issues, IGIDR also offers courses in energy and environment such as "Climate science, Economics, and Policy" to integrate the concepts in science with economics and policy. In 2022, apart from the above mentioned courses, some of the Multidisciplinary / interdisciplinary courses that are in line with NEP are "Contemporary Issues in Human Development and Policy", "Foundations of Spectral Analysis", "Political Economy of Institutions and Development" and "Socio Economic and Policy Issue in Energy and Environment -I and II". This is part of the ongoing effort to further build on IGIDR's original objective of being an interdisciplinary 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, capacity building training programs and specialized workshops) at national and international level, from multiple perspectives. The conference participants are drawn from various specializations, including economics, energy, environment, political science, and Law. IGIDR also holds a annual 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.

The internal committee on NEP 2020 setup in 2022 is examining the possibility of multiple programs and distinct institute status along with collaborations with other synergetic institutions so as to 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's students to intern in industry, academia and think tanks 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 which enables "learning by doing". IGIDR has also launched credit courses and training programmes/workshops in data science and programming.

IGIDR faculty offer courses on political economy, poverty, and well being; as part of these courses, students are exposed to debates 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, Property 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 topical research topics relevant for corporate and academic careers. During the Covid pandemic, IGIDR built expertise in offering online instruction. 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 made 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 relevant to 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 syllabi 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 online education technology, both hardware and software. In recent years, 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. 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.

Extended Profile

1.Programme

1.1

2

Number of programmes offered during the year:

File Description	Documents
Data Template	View File

1.2	1
Number of departments offering academic programmes	
2.Student	
2.1	105
Number of students during the year	
File Description	Documents
Data Template	View File
2.2	52
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.3	120
Number of students appeared in the University examination during the year	
File Description	Documents
Data Template	View File
2.4	00
Number of revaluation applications during the year	
3.Academic	
3.1	30
Number of courses in all Programmes during the year	
File Description	Documents
Data Template	View File
3.2	24
Number of full time teachers during the year	

File Description	Documents
Data Template	View File
3.3 Number of sanctioned posts during the year	35
File Description	Documents
Data Template	View File
4.Institution	
4.1 Number of eligible applications received for admissions to all the Programmes during the year	2363
File Description	Documents
Data Template	View File
4.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	40
File Description	Documents
Data Template	View File
4.3 Total number of classrooms and seminar halls	7
4.4 Total number of computers in the campus for academic purpose	117
4.5 Total expenditure excluding salary during the year (INR in lakhs)	1517.51
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. The Institute offers M.Sc. in Economics and Ph.D. in Development Studies. The two-year M.Sc. programme imparts students, through either 16 courses or 15 courses and a Master's thesis, rigorous and hands-on training in Economics. The fields of specialization are Microeconomics, Institutions and Trade; Macroeconomics, Finance and Growth; Econometric Theory and Applications; Energy and Environment; Development. The Ph.D. programme seeks to create academic researchers and professionals capable of conducting policy analysis, relating to national and global economic and development issues from quantitative and interdisciplinary perspective. The Ph.D degree requires students to credit fourteen courses with different fields of specialisation and submit a Ph.D thesis. Courses in both programmes have continued to incorporate local, national, regional and global dimensions of economic development, providing strong theoretical and empirical foundations. To this end, new courses are also introduced every year to keep up with changing needs of development. In 2022, three new full credit courses, Doing Econ and Beyond, Introduction to Python for Economists and Empirical Research in Energy and Environment were added to the curriculum.

File Description	Documents
Upload relevant supporting document	View File

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

02

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development

during the year**30**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2 - Academic Flexibility**1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year****3**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year**02**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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 2022, full credit courses such as Economic Development, Institutional Economics, Political Economy of Institutions and Development, Indian Economy, Doing Econ and Beyond, 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 Empirical Research in Energy and Environment. 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.

File Description	Documents
Upload relevant supporting document	View File

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

4

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

40

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

99

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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	View File

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	View File

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

65

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

21

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

Slow Track Masters: 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 counsels 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. All course curricular and minimum quality benchmarks are identical for slow and normal track students.

Faculty Mentoring:

At IGIDR, when new students join they are assigned a faculty mentor. The Faculty mentors advise students to opt for a slow track whenever they see an inability to cope with the courses.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	Nil

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
105	24

File Description	Documents
Upload relevant supporting document	View File

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 2022 to December 2022 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	View File

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 an effective teaching-learning process. The year 2022 saw both on-line teaching in the first quarter of the year and then a resumption of in-class teaching as the pandemic eased out. All classrooms and conference rooms are enabled with ICT tools like LCD Projectors/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 classrooms for conducting online classes using ZOOM, MS Teams/Google Classroom and switch over to offline classes when required. In addition to in-library resources,

faculty uploads online reading resources, assignments, and self-study materials, Ebooks for enhancing the learning process. Students and faculty, when off-campus, can access all software and online resources and databases through Hysecure VPN which are available on the 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, are made accessible to facilitate teaching and learning both online and offline. Webinars, conferences/workshops were conducted online using Zoom, MS-Teams with live streaming through youtube.

File Description	Documents
Upload relevant supporting document	View File

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

2.3.3.1 - Number of mentors

21

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality

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

24

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

24

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

16

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

14

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

14

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

14

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

00

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

Institute uses a software for student office automation from IWEB for managing students lifecycle. But during pandemic most of the exams were conducted through online, so quiz , assignment , openbook exams were conducted through MS teams, Zoom and Google forms were used. The online video conference and meeting software /platform helped teaches to do online proctoring and enabled the students to upload the exam papers grading. Some of the mobile apps like Adobe scan, Microsoft lens, clear scan helped students to scan the written papers in case of descriptive exam and upload the same to the above Teams platforms or sharing 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. So 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.

File Description	Documents
Upload relevant supporting document	View File

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

E. Only manual methodology

File Description	Documents
Upload the data template	View File
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 Prospectus is uploaded on the website for wide spread dissemination of the academic programmes. The Graduate Programmes Rulebook 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 are mentioned in the Rulebook. The Rule book is discussed in detail by the Dean Academic Affairs as part of the induction/orientation programme of incoming students every year. In 2022, this orientation was held offline.

File Description	Documents
Upload relevant supporting document	View File

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

In 2022, the academic programmes at IGIDR were M.Sc. in Economics, Continuing M.Phil. in Development Studies for earlier batch and Ph.D. in Development Studies. During the year, 35 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 end of the M.Sc. coursework. The average CGPA of the graduating batch after two years in the programme was 3.35 and 21 students were above average. The maximum CGPA attained in the graduating class was 3.98 out of a maximum of 4. With regard to course outcomes, the average grade being B (2.75), a large majority of students (85 to 100 percent) enrolled in each of the sixteen courses of the programme were above the average grade. Four students opted for grade improvement exam and two students succeeded in improving their grades. One of the MSc student was under slow track program. The student successfully completed the program. 6 students received the M.Phil degree and 8 students received the Ph.D. degree in 2022. Most of the MSc students got placed from the campus (32 out of 35) with a mean pay package of 16 LPA at appointment.

File Description	Documents
Upload relevant supporting document	View File

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

52

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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/AQAR2022-23/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 videoconference equipment to make hybrid classrooms for conducting online classes using ZOOM, MSTEams / 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	View File

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

1.96

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

2

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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	View File
Upload relevant supporting document	View File

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

C. Any 2 of the above

File Description	Documents
Upload relevant supporting document	View File

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

00

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

3.2 - Resource Mobilization for Research

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

6.09

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

5.00

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

0.17

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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 from a multi-disciplinary/inter-disciplinary point of view. Faculty are involved in creating knowledge through cutting-edge research published in reputed national and international journals and presented at top conferences; have membership in high-profile national and international committees, research advisory boards and government committees that serve as a channel for transferring their domain knowledge; are involved in peer review of academic research; are in international and national projects that serve as a means of creating and transferring knowledge. As of 2022, 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 and colloquiums such as the 2nd Biennial Conference on Development, the 5th Conversations on Research (CoRe), two editions of the Summer School Workshop, FLAIR for Big Data and a Workshop on Geo-statistical Methods for Economic Analysis served as forums to facilitate the exchange of ideas among academic institutions and policy-making bodies.

File Description	Documents
Upload relevant supporting document	View File

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

21

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

21

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

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

1

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)
3. Plagiarism check
4. Research Advisory Committee

B. Any 3 of the above

File Description	Documents
Upload relevant supporting document	View File

**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	View File
Upload relevant supporting document	View File

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**

8

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

1.82

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year**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**

22

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
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	D. Any 2 of the above
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed	
Scopus	Web of Science
0.93	Nil
File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	View File
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
3	Nil
File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
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
Upload relevant supporting document	View File

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

20.19

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

Extension activities continued in 2022 through the Institute's outreach programme KAAWISH, for the development of the children of the support staff of IGIDR. It marked the third year of engagement

in the neighbourhood community, continuing even during the pandemic. As the pandemic eased out, the activities were carried online and also offline on the Institute campus. The initiative from its inception, has been led by M.Sc. and Ph.D students. Student volunteers are assigned beneficiaries, 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. Efforts are made to make the interactions informative but not monotonous. The volunteers often take up topics beyond the conventional academic bounds to promote analytical thinking, improve communication skills, increase comprehension, and focus on holistic development. Kaawish also encourages students to interact amongst themselves and participate in group activities and create social awareness. Kaawish has been successful in charting a path of growth for children with relatively less opportunities along with spreading happiness in the lives of both the beneficiaries and volunteers.

File Description	Documents
Upload relevant supporting document	View File

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

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

00

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)

1

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

9

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

3

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

9

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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 teaching-learning, which includes the physical facilities such as Classrooms, Seminar rooms, Conference hall, and Auditorium and the accompanying equipment such as LCD/ICT facilities, as described in 2.3.2. Institute also provides a well equipped computer center, which can act as a classroom for practical computer sessions for empirical courses. The library is one of the very best in the country, particularly in Economics and allied social sciences. The entire campus is equipped with wifi with access to all the computing and online library resources. The library reading rooms, computers, printers, scanners and all the relevant software and data resources are available through the Computer Center, and lecture rooms equipped with all the ICT apart from On campus accommodation, are adequate for the Institute's teaching-learning needs.

File Description	Documents
Upload relevant supporting document	View File

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:

The auditorium with a seating capacity of around 500 people used for cultural events and academic programs etc. Gymnasium: The institute has a well-equipped gymnasium for community members. Swimming pool: the institute has a swimming pool of size: 20Mtr X 10Mtr with a maximum depth of 5 Feet. The institute has an outdoor Lawn tennis court cum basketball court. The institute has a recreation center with facilities of an indoor Badminton court, table tennis, and community hall for multipurpose usage.

File Description	Documents
Upload relevant supporting document	View File

4.1.3 - Availability of general campus facilities and overall ambience

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. Gymnasium: The Institute has a well-equipped gymnasium for community members. Swimming pool: the Institute has a swimming pool of 20Mtr X 10Mtr with a maximum depth of 5 Feet. The institute has an outdoor Lawn tennis court cum basketball court. The Institute has a recreation center 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.

File Description	Documents
Upload relevant supporting document	View File

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

40.25

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2 - Library as a Learning Resource

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

The library has been fully automated using 'Koha' open source intergrated library management system (ILMS). All the library functions such as Acquisition, Cataloguing, Circulation, OPAC, etc have been automated,through which all the library reports and statistics are generated. Using its OPAC, links to all the library services have been provided. The library OPAC (Catalogue) is accessible within and outside the campus (<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>). Library has also added Kibo device for enhancing reading for visually impaired students.

File Description	Documents
Upload relevant supporting document	View File

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	View File

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

278.4

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

404277

File Description	Documents
Upload relevant supporting document	View File

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	View File
Upload relevant supporting document	View File

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

The institute has the IT policy which provides guidelines for the use of the IT facilities. Every year adequate IT budget provisions are made in order to purchase new IT hardware, Software, services, consumables and peripherals and update and maintain the existing facilities in line with the requirements. In the year 2022-23, a provisioned budget was spent for procurement of the new desktop/laptop/network switches, renewal and purchase of software subscription and databases, AMC of computers and printers, and AV equipment. The servers, network equipment and desktops are upgraded periodically. Only licensed version or open source software are installed on the users' computers. Internet access to all the users are provided through UTM with blocking of non-productive sites during office hours. Institute has wi-fi and email policies. Services related to Institutional Repository are provided through the library of the institute. The Institute's network and computers are periodically scanned from the point of compliance with existing policies related to software, data privacy 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 protocols and threat from the internet. IT Helpdesk routinely addresses the complaints of users related to IT.

File Description	Documents
Upload relevant supporting document	View File

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
55	117

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

- 250 MBPS - 500 MBPS

File Description	Documents
Upload relevant supporting document	View File

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

D. Any 1 of the above

File Description	Documents
Upload relevant supporting document	View File
Upload the data template	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

766.71

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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.

Institute has an Annual maintenance contract (AMC) for all IT equipment and office automation software. Software subscriptions, and Internet leased lines are renewed and upgraded as per the requirement. AMC contracts are processed through the purchase committee after the principal approval. Competitive quotes are invited after publishing the tender / RFP in newspapers and institute's website. Vendors are selected based on their techno commercial bids, evaluated by the purchase committee. Proprietary software/products are directly purchased from the OEM/ authorized agent/distributor in India. IT consumables are purchased mostly through rate contracts by inviting competitive bids from authorized vendors. The Estate Department maintains the campus infrastructure, including IT infrastructure, through Annual contracts with third party contractors. Civil repair works and painting are scheduled after assessment. Gym and swimming pool are utilized through the

enrolment of community members and used as per rules and guidelines. Library is kept open for 16.30 hours a day (8:00 am-12:30 am), 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 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	View File

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)

50

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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	View File
Upload relevant supporting document	View File

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

C. Any 2 of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

**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	View File

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

14

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

20

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

6

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3 - Student Participation and Activities

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

00

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

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

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 committee with student representatives are Alumni Committee, Class Representative, Computer Committee, Cultural Committee, Library Committee, Mess Committee, Movie Committee, Newsletter Committee, Placement Committee - <http://www.igidr.ac.in/placement/placement-committee/>, Sports Committee, Student's Welfare and Grievance Committee, Complaints/Redressal Committee for the prevention of Sexual Harassment., Anti-Ragging Committee - <http://www.igidr.ac.in/anti-ragging-committee/> There are several other committees of the Institute wherein the Student Representative acts as a member - Library Committee, IT System & Office Technology, Student Placement, Canteen Committee, Student's Welfare & Grievance Committee (SWGC),

Internal Complaints Committee for the prevention of Sexual Harassment at workplace.

File Description	Documents
Upload relevant supporting document	View File

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

17

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

There is no formal Alumni Association of the Institute although plans are on the pipeline to form such an association. However, 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 2022, there were six webinars delivered by six alumni from the M.Sc. and Ph.D. programmes at IGIDR. In all sessions, invited alumni spoke with the students about their work experiences and how they overcame the difficulties of a higher education. Webinars had a large audience and were engaging and intellectually stimulating.

File Description	Documents
Upload relevant supporting document	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)	E. <1Lakhs
File Description	Documents
Upload relevant supporting document	View File
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	
<p>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 is 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 internal faculty members, and three external eminent academicians. The monitoring authorities are the Academic Council, the Planning and Monitoring Board, the Finance Committee and the Executive Committee. The Dean of Faculties oversees 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. From time to time, in line with the evolving strategic vision of the Institute, new committees/working groups are formed to formulate fresh guidelines/revise existing ones. For example in 2022, a Committee on Formation of Project (Research Guidelines), a Committee on NEP and a Campus Building Committee were constituted and IQAC was reconstituted.</p>	
File Description	Documents
Upload relevant supporting document	View File
6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management	
<p>Since its inception, the Indira Gandhi Institute of Development Research has followed a decentralized and participative management</p>	

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 2022, there were 24 internal committees, including one on NEP 2020, one on Formation of Project (Research Guidelines) and a Campus Building Committee.

File Description	Documents
Upload relevant supporting document	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

1. The Planning and Monitoring Board of the Institute met in 2022 to strategise on the growth path of the Institute under the New Education Policy in terms of considering the feasibility of introducing an undergraduate programme.
2. Plans were drawn up to enhance greater interaction with the Institute's alumni and connecting them with the existing students of the Institute. Accordingly the first edition of Corporate Colloquium was organized with the objective of providing students with an opportunity to gain a clearer understanding of the corporate world.
3. Stepping up of different outreach and training activities in a concerted manner and conducting them on a larger scale and scope were implemented. The Institute continued with its outreach programs that invite students from other national and international institutions for short stays on campus, as well as organized flagship events such as the second edition of the Biennial Conference on Development and the fifth edition of

the Conversations on Research.

4. Continuous training activities for Non-Teaching staff members to ensure upgradation of their skills and capabilities in line with evolving requirements of the Institute.
5. Conducting Energy Audit and Green/Environment Audit on the campus and sustainable activities on campus to promote a green campus.

File Description	Documents
Upload relevant supporting document	View File

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.

IGIDR has well defined policies, rules and procedures that have evolved based on needs and new requirements. For example, the Academic Council monitors the academic programs quite carefully while the Executive Committee ensures day to day functionings such as monitoring of thesis evaluation reports and timely submissions. The Internal Complaints Committee based on the Supreme Court's Vishakha guidelines preserves gender sensitivities through proactive seminars. There are committees that critically analyze existing systems in light of changing academic and policy environment (e.g. New Educational Policy), 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. There are designated internal committees to 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, and IT architecture geared towards a post pandemic world. All the internal committees as well as administration constantly ensure adherence to the prevalent service and academic rules, and propose changes where necessary, which then go through a set process for approvals.

File Description	Documents
Upload relevant supporting document	View File

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation

1. Administration

A. All of the above

2. Finance and Accounts
3. Student Admission and Support
4. Examination

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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 a 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 an emergency ambulance facility. It also extends various other measures to teaching and non-teaching staff, such as a Gymnasium, Recreation Centre, Swimming Pool, and Lawn Tennis Court. Annual sports day and annual cultural days were organised in 2022. In-house visiting doctors and medical check-up camps were also resumed in 2022 that were paused due to the pandemic.

File Description	Documents
Upload relevant supporting document	View File

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

12

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

9

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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)

00

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

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	View File

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	View File
Upload relevant supporting document	View File

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)

453.98

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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. M/S R Devendra & Associates has been 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. Agarwal Jain & Gupta. was the internal auditor of the Institute for FY 2022-23. 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	View File

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

In 2022, the IQAC has contributed to improving the structures and methodologies of operations with regard to institutionalising quality assurance strategies in two significant ways. First, it recommended that the Registrar meet with Section heads to discuss and identify key issues and plan activities for 2022 as well initiate preparations for the NAAC assessment in 2023. Accordingly a meeting with the Director, Registrar, CAO, Section Heads and IQAC Coordinator and Co-coordinator was held in August 2022 to set up (i) internal processes for real time sharing of NAAC related information by each department, and (ii) an IQAC internal monitoring committee to monitor planned activities on a monthly basis, and identify gaps in NAAC recommended activities. These gaps were presented to IQAC members to draw up strategies to bridge the gaps and identify thrust areas that can positively impact NAAC assessment.

Second, the IQAC recommended that Standard Operating Procedures may be formally drawn up for events conducted at IGIDR. All documentation starting from brochure, proceedings, geo-tagged photographs, and report of the event may be drawn up in a debrief document, approved by the Director, and shared with IQAC after the event is wrapped up. This recommendation has been implemented.

File Description	Documents
Upload relevant supporting document	View File

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 lof the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting documnent	View File

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. Introduction of a standard operating procedures for reporting and proper documentation of the Institute events to enable compliance with NAAC reporting requirements. Accordingly, the Internal Quality Assurance Cell (IQAC) recommended that the Institute maintains a debrief of any event conducted at IGIDR. The debrief includes all documents relating to the event, including (i) the prospectus (ii) a list of participants along with their affiliations (iii) geotagged photographs/videos (iv) any other information deemed relevant, and (v) an event report. The event report, signed by the faculty convener should cover the objective(s) of the event, description of the proceedings, event highlights, outcome of the event, and feedback and observations for the future. Following the notification, this recommendation was complied with by all**

event conveners in 2022.

2. Conducting Energy Audit and Green/Environment Audit on the campus and sustainable campus activities for the first time. The Energy Audit Report, the Green Audit Report and the Environmental Audit Report were submitted in December 2022.
3. Introduction of several value added courses for students in 2022 that included a 30-hour yoga course with certification, workshops on Big Data and Geo-statistical Methods for Economic Analysis.
4. Other quality initiatives introduced earlier are continuing.

File Description	Documents
Upload relevant supporting document	View File

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

IGIDR is an institution that internalises gender equity in its academic programme, its student body, faculty, staff and support staff, institutionalising equal access and opportunity across gender. It is a co-educational institution which protects the interests and welfare of its student body irrespective of the gender of the student. The Institute follows a zero tolerance policy on ragging and sexual harassment on campus and any student of any gender found guilty of the same will be suitably punished as laid down in the Institute Rules. The redressal of complaints related to ragging and sexual harassment, is undertaken by the Anti-ragging Committee and the Internal Complaints Committee of the Institute, respectively. The processes set up to address incidents of ragging and sexual harassment are as per the relevant University Grants Commission requirements.

In 2022, the Institute organised a workshop on "Prevention and Redressal on Sexual Harassment of Women at Workplace" by Ms. Rhoma Bhatia, Certified POSH ENABLER, Executive Director of Spherule foundation NGO was held in December 2022.

There are separate hostel accommodation and facilities for women students. Separate washroom facilities for women are available throughout the campus.

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	https://drive.google.com/file/d/1UBrnBmKTy1VOkdUrcCAvLpGF5-guELyj/view?usp=sharing
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	https://drive.google.com/file/d/1c3g7k4FMZCVSbtF2Zw177QlAI8MCda5/view?usp=sharing

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 conservation Use of LED bulbs/ power-efficient equipment	C. Any 2 of the above
---	------------------------------

File Description	Documents
Upload relevant supporting document	View File

<p>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</p> <p>Organic Waste Converter: The institute has installed an organic waste converter (Compost machine) of 100 Kgs. Capacity for consumption of degradable (solid/liquid) wastes like canteen/kitchen waste, garden waste etc. to prepare a manure which is used for gardening in the campus.</p> <p>Sewerage Treatment Plant: The institute has sewerage treatment plant of capacity of 35 KLD to consume waste water And recycled water is used for flush system.</p> <p>The institute has developed and maintaining landscaping, greenery/gardens in the campus.</p>
--

File Description	Documents
Upload relevant supporting document	View File
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	View File
7.1.5 - Green campus initiatives include	
7.1.5.1 - The institutional initiatives for greening the campus are as follows: <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping 	C. Any 2 of the above
File Description	Documents
Upload relevant supporting document	View File
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: <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities 	B. Any 3 of the above

File Description	Documents
Upload relevant supporting document	View File

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.

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

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)

Diversity in all forms are in-built in 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, linguistic diversity through celebrating various national, regional and local commemorative occasions and festivals such as Republic Day, Independence Day, Holi, Navratri, Ganesh Utsav, Christmas, Women's Day. Annual Day is celebrated by the entire campus community. 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. In 2022, as the pandemic eased out and on-campus activities resumed, the Institute celebrated its annual events to promote an inclusive environment. IGIDR Social/Cultural Events Committee and different student committees helm these events. These included Synergy 2022 Annual Sports Event and Competitions), Renaissance 2022 (Annual Cultural Event and Competitions), the Institute's Annual Day, Independence Day, Ganesh Utsav, Onam, Dandiya Night on the occasion of Navratri, Yoga Sessions, gender sensitisation workshop, and the like. Students, faculty and staff actively participated in these events after a gap of two years.

File Description	Documents
Upload relevant supporting document	View File

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

Given its interdisciplinary traits in Political economy, Law and Institutions, IGIDR community of students, staff and faculty are very aware of their constitutional obligations in both theory and practice as responsible citizens. The Institute celebrates Republic Day and Independence 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. The Institute stands for non-discrimination and affirmative action and goes beyond the statutory regulations on the same, example being holistic need based scholarships introduced in 2007. Interaction is non-hierarchical in nature and has been the cornerstone of the institution since its inception. Common facilities such as canteens, washrooms, and the like are inclusive and accessible to all regardless of the position held in the institution and there is no differentiation of access rights. The IGIDR community celebrates all the major festivals from different regions and religions thereby sustaining the harmony and diversity.

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 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

Any 2 of the above

File Description	Documents
Upload relevant supporting document	View File

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

In 2022, IGIDR celebrated the Republic Day, Independence Day, and festivals like Onam, Ganesh Utsav, and Navaratri by bringing the entire community together for flag hoisting, pujas and group dances followed by community buffets. The Institute celebrated the International Yoga Day on June 21. All of these events had whole-hearted participation by students, staff and faculty. A Round Table Discussion on the Union Budget 2022-23 was organised online by the Institute on Friday, February 11, 2022 with eminent panelists from academia and industry. The purpose of the Round Table was to assess the likely impact of the Budget on the different sectors of the economy.

File Description	Documents
Upload relevant supporting document	View File

7.2 - Best Practices

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

Slow Track Option in MSc program

It is an alternative option to MSc students to complete their course requirements in 3 years instead of 2 years. It takes into account that the learning time may differ across students for reasons beyond their control such as inadequate undergraduate training. Students have the freedom to opt for it on their own will, with the mentoring support system.

The program was designed to give slow learning students a flexibility to meet the credit requirements for the MSc degree. To minimize the psychological effects and societal pressures, if any, the student is allowed to voluntarily choose this alternative after making an ex-post determination of the difficulty level of courses.

At IGIDR, at the time of joining the M.Sc. programme, every student by default is on the two-year normal track. In slow track student can take up to a maximum of 3 years from the date of joining the M.Sc. programme to complete the student's degree requirements.

The slow track program was introduced in 2012. Since its start 5 students have benefitted from the program. Students successfully completed their course requirements & are well placed in industry and academia. Fewer courses in a semester gave the students additional option for auditing courses thereby enhancing their

learning outcomes.

It is observed that some students are reluctant to opt for this option, possibly due to peer pressure & societal norms of timely completion. However, the mentoring system is put in place to allay such fears.

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 capacity building and outreach activities that leverage on its faculty who have been involved in cutting-edge, high-quality research and teaching in economics and development studies. The objective of such activities is to transfer knowledge to different constituents of society. In 2022, such activities were conducted on a larger scale and scope. This included two editions of the Summer School Workshop, FLAIR for Big Data, and a Workshop on Geo-statistical Methods for Economic Analysis. Also training Programmes were conducted for probationary officers of the Indian Statistical Services and the Officers of the Reserve Bank of India. IGIDR has many outreach programs that invite students from other institutions for short stays on campus. Among these are the Visiting Masters Students Programme, Visiting Scholars Programme, Post-Doctoral Fellowships, and Semester abroad students from the University of Bayreuth and Free University of Amsterdam. The flagship conferences in 2022 included the 2nd Biennial Conference on Development and the 5th Conversations on Research that invited national and international eminent academic researchers and practitioners as keynote speakers and panelists. Students, faculty, executives and policy makers across the length and breadth of the country participated in these events and benefited immensely from the same.

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 programmes.
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.
8. Showcase IGIDR Alumni research work through a Special Alumni Conference.
9. Explore collaborative arrangements with sister institutions such as National Institute of Bank Management (NIBM).