



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND
ADMINISTRATION
U-0114**

**NEW DELHI
Delhi
110016**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION NEW DELHI Delhi 110016	
2.Year of Establishment	2006	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	14	
Programmes/Course offered:	6	
Permanent Faculty Members:	40	
Permanent Support Staff:	125	
Students:	137	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none">1. Only University in India exclusively for Educational Planning and Administration providing leadership at the national and international levels.2. Unitary structure with research and post graduate programmes on campus and fully funded through the Ministry of Education.3. Strong publication and research outputs along with Excellent International Cooperation and Partnership credentials.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 12-10-2022 To : 14-10-2022	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. KARPAGA KUMARAVEL	FormerVice Chancellor,Madurai Kamaraj University
Member Co-ordinator:	DR. BIRENDRA NARAIN DUBEY	Professor,Babsaheb Bhimrao Ambedkar University Lucknow
Member:	DR. PRADIPTA BANERJEE	Dean,Sidho Kanho Birsha University
Member:	DR. RADHA KASHYAP	Professor,IIS DEEMEND TO BE UNIVERSITY JAIPUR
NAAC Co - ordinator:	Prof. Prashant P Parhad	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curriculum Design and Development
1.1.1 QIM	Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the Programmes offered by the Institution.
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

The genesis of NIEPA goes back to the year 1962 when it was established as UNESCO Regional Centre and became the Asian Institute of Educational Planning and Administration (AIEPA) under a ten year agreement with UNESCO to provide trainings for Educational Planners and Administrators of the Asia Region. After the completion of 10 years, it became the National Staff College for Educational Planners and Administrators (NSCEPA) which was given the present nomenclature in 1979. Government of India empowered it to award its own degrees by way of conferring on it the status of Deemed to be University in Aug. 2006. Like Central Universities, NIEPA is fully maintained by the Government of India. The word 'University' (NUEPA) was replaced by 'Institute' (NIEPA) in Nov. 2017. NIEPA has been offering Doctoral Level Programme in Educational Planning and Administration (Full time and part time from a broad inter-disciplinary perspective) and M.Phil. (Full time) in Educational Planning and Administration from 2007 onwards after it was conferred with the Deemed to be University status in 2006. It has been offering the P.G. Diploma in Educational Planning and Administration (PGDEPA) for the past 40 years and the International Diploma in Educational Planning and Administration (IDEPA) for the past 36 years. It also offers Certificate Programme in School Leadership through online mode with an impressive enrolment of 40,000 students. The Curricula have been well-structured and effectively documented with clear cut schedule for the academic year with the details of Course Titles, Coordinator and Associate Faculty and even Weekly hour-wise Schedules. This is one of the best practices by the NIEPA in the systematic implementation of curricula, benefitting the students with a well organised hand-book. The curricula have been developed in a thoughtful manner, meticulously undergoing all the scientific stages of curriculum development and implementation. The time-tested success of the international diploma programmes in which a total country-wise participation of 435 foreign participants, ranging from the World Bank to UK, USA and UNESCO bear testimony to the fact that the global developmental needs have been well addressed. The curriculum of PGDEPA has a national and regional context. The diverse courses across the programmes fulfil the local/national and global developmental needs related to the organisation of the education system, its governance and administration, and financing of education for diverse populations as reflected in the learning objectives of the programmes and courses, including specific outcomes. All programmes have been updated every year in the period under assessment i.e., between 2016 to 2021. The entire syllabus of the PhD programmes has been revised in 2017 following the UGC guidelines. NIEPA's programmes have been tailored to fulfil the local/national/regional and global needs and are well reflected in the Programme outcomes (POS), Programme Specific Outcomes (PSOs) and Course

Outcomes (COs) of the Programmes offered by the Institution. NIEPA has also developed courses for a postgraduate programme – MA in Education and Development involving the expertise of all the Faculty Members and External Experts.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.2 QIM	Teachers use ICT enabled tools including online resources for effective teaching and learning process.
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.3 QIM	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
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	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
2.6.2 QIM	Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

NIEPA is mandated to be actively engaged in teaching, research and advisory services in the areas of educational policy, planning and administration, to provide technical support to Central and State Governments in educational policy and planning and organize professional development programmes in educational planning and administration for educational professionals of the country. Among the faculty strength of 32, 27 have been filled and 5 vacant. Among the staff strength of 102, 51 have been filled and 51 vacant. Teacher Student ratio is 1:5 and Teaching Non-Teaching ratio is 1:2

Student-centric methods have been effectively adopted by NIEPA, which includes experiential learning, participative learning, and problem-solving methodologies to accelerate their learning experiences. The well qualified and updated faculty members with commitment and high competence provide a strong backbone for the institution. Every faculty member makes a substantial contribution in his/her own field of specialization and students' feedback is very positive on the quality of Teaching-learning and Evaluation. The M. Phil. and Ph.D. Programmes make a special focus on creating a pool of young professionals and scholars in the areas of educational policy, planning and administration (beginning from 2007-08). These programmes contribute significantly towards the Professional development for institutional capacity. More than 100 short duration in-service professional development programmes are conducted every year for Policymakers, Planners and Administrators in school and higher education, thereby creating a critical mass of trained human resources. The ICT Enabled Resources for Teaching Learning through the NIEPA Learning Management System deserve special appreciation. As many as seven core courses and Fifteen Optional Courses are offered for the

M.Phil and Ph.D Students. The core courses are found to be rich in content and provide a unique opportunity to link theoretical and conceptual understandings with practical experience sharing. The broad spectrum of optional courses introduces fundamental concepts, ideas, and education features from an interdisciplinary social science perspective.

An examination committee with 7 members headed by the Controller of examination look after the examination activities. Transparency in the award of internal assessment marks has been ensured by displaying the same in the notice board and grievances, if any, attended immediately to the satisfaction of the students. During the period of COVID-19 pandemic crisis, NIEPA Moodle Learning Management System and the Google Meet platform were used to conduct the end term examinations. It is commendable to note that there was no delay in the admission or teaching learning and evaluation due to pandemic crisis thanks to the appropriate technological intervention at every stage. Leveraging the unique nature of NIEPA as a national academic think-tank, the students learn the complexities of educational policy-making and managing from proximity. These rich experiences merged with theoretical and conceptual knowledge and research skills help them become lifelong learners who can contribute effectively and make the nation a global leader with a competitive edge.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QIM	The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.
3.4	Research Publications and Awards
3.5	Consultancy
3.5.1 QIM	Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.
3.6	Extension Activities
3.6.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.
3.7	Collaboration

Qualitative analysis of Criterion 3

In addition to the Capacity Building Training Programmes, research and publications are found to be strong forte of NIEPA. The NIEPA faculty members are actively engaged in high quality research in the area of educational planning and administration. In the period of assessment year 2016-21, the faculty members received an impressive extramural research funding of approximately INR 532 lakhs and seed funding for research to the tune of Rs. 451.62 lakhs. A total number of 43 research studies have been completed and 27 ongoing research studies are nearing completion. The researches conducted by NIEPA faculty members culminated into publications in prestigious journals with High Impact Factor. The priced publications of NIEPA have been published by publishers of International Repute like UNESCO, Oxford, Bloomsbury, Sage, Routledge and Springer. A significant number of research reports are published as unpriced publications by the NIEPA and are also made available on their website. In the assessment period, a highly commendable

publication record is evident with as many as 185 Research Papers, 161 Chapters in Books, 43 Books, 104 Research Reports, 7 occasional papers and 27 survey, thereby bearing testimony to the Knowledge Generation and Knowledge Dissemination of this Institute.

The Department of Educational Finance Continuous collaborative/consultative projects with UNESCO , Bangkok and Asia Productivity Organisation in the areas of higher education internationalisation in the Asia Pacific Region and Human resource development Skill policy in Asian countries respectively in addition to supporting Ministry of Education, Govt. of India to improve the Centrally Sponsored Scholarship/Incentive Schemes through Mid-term evaluation studies (NMMS, NSIGSE, PmPMSSS, CCSSCU, Interest Subsidy on Education Loan Scheme).

Engagements with foreign universities in projects and publication activities include “QualIndia Project on Analysis of quality in Indian vocational training institutions: ITIs and Polytechnic Colleges (QualIndia) funded by Federal Ministry of Education and Research, Germany with University of Cologne, Chair of Economics and Business Education, Germany; Handbook of Education Policy (UK: Edward Elgar Publishing) with University of Hong Kong and University of Minnesota; Research capacity building of young scholars from across the globe in WES CIHE, Boston College of Education.

The Department of Educational Policy faculty members published 4 books (2 by International Publisher (Routledge, London) and over 20 quality articles/book chapters and research papers. Under the editorship of the Department faculty members, 24 Issues of the *Journal of Educational Planning and Administration (a Quarterly Journal)* and 6 Issues of *Paripeksha* (Hindi Journal) with ISSN numbers under UGC Care list, were brought out during 2016-21. The young research scholars also published a number of quality research papers/essays in reputed journals and publications.

Capacity Building Programmes and Community Outreach - Disadvantaged Groups and Areas (North-East and Urban Deprived) have been organised periodically.

The Department of Educational Policy also has effectively conducted a series of 5 orientation workshops on themes such as, ‘*Education of Disadvantaged and Weaker Sections under RTE*’ and 4 orientation workshops on ‘*Functioning of Local Authority and Autonomous District Councils under Sixth Schedule of Indian Constitution in Management of Elementary Education in the North-Eastern States*’ dedicated to the disadvantaged groups and areas, having participation from the field level functionaries.

The NIEPA has evidently done enormous consultancy services, both national and international, in educational planning and administration as well as related areas.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QIM	The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)
4.1.3 QIM	Availability of general campus facilities and overall ambience
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS) and has digitisation facility
4.3	IT Infrastructure
4.3.2 QIM	Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

The students are supported with a good infrastructure of NIEPA, which is well equipped with 272 desktops, 67 laptops, 132 printers with network printing facility for each floor, Video conferencing, online learning support, open access softwares, 17 Server support and Internet connectivity (NKN/MTNL- NMEICT). Students have access to licensed software packages like SPSS, NVIVO, CORAL, End Note, Adobe for research.

The ICT Unit has been doing a commendable work by way of planning, developing and implementing an effective ICT Policy with emphasis on Educational Planning and Management, encompassing all aspects of e-learning and e-governance.

E-governance structure of NIEPA covers all academic, administrative, financial operations along with appropriate project management tools, techniques, automation of admission, assessment and tracking of life cycle of research scholars. Innovative and effective modules are designed for training and organizing ICT based programs for in house and other university faculty members. The ICT Unit is also conducting Offline / Online ICT based capacity building programmes for State, Central & Institutions of National Importance aligning with NIEPA's perspective plan and NEP 2020 and further helps to coordinate with the subject teachers and the coordinator to facilitate online mode of dissemination of courses, M.Phil, Ph.D, PGDEPA, IDEPA and ITEC courses. It also maintains the social media for easy and quick reach out (facebook, twitter, youtube, instagram), and live-streaming of the courses, webinars, interviews, events and handling large clientele through GMeet, Webex, Mstream services. The data center support in terms of website maintenance and updates, internet (LAN/Wi-Fi), storage support and information security is extended to the users. The Unit has a documented IT policy, follows the Information Technology Act, 2000 and the Cyber Laws as per guidelines of MeitY. In terms of e-governance, it provides payroll support, online recruitment, support to projects and procurement of goods, documentation and library network, software support and NAD-Digilocker for the online maintenance of student records. The NIEPA online services include platform for accessing academic resources, including books and journals, database services etc. Over the period of time, the centre

has developed expertise on hardware and network based services, web server and internet support, providing computer and peripherals. It shall have to focus now on software development and introducing more application software in different admin functions and developing capacity building programmes for the office staff and faculty, which will go a long way in improving the services and timely disposal of work.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of Student Council and its activities for institutional development and student welfare.
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Qualitative analysis of Criterion 5	
<p>Students of M. Phil and Ph.D programmes are offered 100% scholarships. Almost all the students are provided career counselling and guidance by faculty members and invited experts for research and employability. The Institute also takes care of capacity development and skills enhancement of students. Opportunities for students to participate in organising national and international seminars and workshops with top-level educational administrators, planners, and policy actors of the country and abroad provide a platform for experiential learning, which is rare in other higher educational institutions. A paper of Ms. Nilanjana Moitra, a PhD scholar was awarded as a winning essay by the Boston College Center for International Higher Education and published in the University World News (in six international languages). Student Council is an important platform consisting of students and supervised by seniors. The Student Council acts as an umbrella body for all the clubs and committees on campus, ensuring their smooth functioning at each juncture. A formal alumni cell exists and is in the process of formal registration. Many meetings and programmes have been held despite the pandemic crisis. Some NIEPA alumni have been selected as faculty at top-ranked institutions like JNU, BITS, Pilani, and NIEPA itself. It is suggested that every Ph.D Research Scholar has a Research Advisory Committee (RAC) to review and support the progress of research.</p>	

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.
6.1.2 QIM	The effective leadership is reflected in various institutional practices such as decentralization and participative management.
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic plan is effectively deployed.
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.4.4 QIM	Institution conducts internal and external financial audits regularly
6.5	Internal Quality Assurance System
6.5.1 QIM	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.
6.5.3 QIM	Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Qualitative analysis of Criterion 6

The NIEPA is governed by the Revised Memorandum of Association and Rules as per UGC Regulations, 2019 approved by the Department of Higher Education, Ministry of Human Resource Development, Government of India on 16th January, 2020. The Peer Team has found that the objectives of the NIEPA have been achieved in an ample measure, largely due to the visionary and vibrant leadership provided by the Vice-Chancellor, who carries with him abundant international experiences and expertise which are needed very much for a National Institute like NIEPA. A very good governance of the institution is being provided with the right direction driven from the Board of Management in which Distinguished Academics and Eminent Administrators contribute periodically. The participatory management, collective wisdom and democratic decentralization are very much evident on record in the minutes of the periodic meetings of the Statutory Bodies and all other committees. The e-Governance initiatives such as Cloud-based Payroll ERP Module, Google-based Online application process for M.Phil/Ph.D Admission, purchased made through GeM portal, observing the provisions of GFR, 2017, the National Academic Digi locker, online recruitment for the permanent/project staff ensure transparency as well as cost effectiveness in the system.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity during the last five years.
7.1.3 QIM	Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.8 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).
7.1.9 QIM	Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).
7.1.11 QIM	Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

The Institute has made all round efforts to promote gender equity in all aspects of its functioning including research, training, and teaching activities. The university has the Swachhata Abhiyaan Committee/ maintenance committees, which play a key role in monitoring cleanliness. The administration has adopted procedures to dispose of obsolete and unusable items preventing the accumulation of junk; allowing optimum utilization of space. E-waste management, rainwater harvesting and use of bicycles & public transports are some of the best practices followed by the Institute. Laudable efforts like installation of solar panels and moving towards paperless office need special mention. During the interaction of the peer team with the faculty and staff, the team could sense a very strong staff-friendly environment and teacher-friendly environment in the Institution. Few staff members have conveyed their deep appreciation for the Management of the Institute which have rendered needed financial medical assistance and required medical leave at the time of their ailment. The students also have invariably expressed their satisfaction with the organisational climate of the Institute.

The Field Attachment Programme (FAP) which is an integral part of the course work is conceptualized for all the Ph. D and M. Phil Scholars at NIEPA. The main purpose of the field attachment programme is to facilitate scholars in understanding the empirical context of the concepts, theories and principles and to relate theoretical knowledge of educational planning and administration with the context specific practices. Being four credit course students works at different levels including to the level of schools and community in

association with the identified institution. The FAP helps students develop grass-root perspectives on human values, ethics, and sustainability.

In the area of Education of the Children with Disability, the Department of Educational Policy made significant contributions in this area, by translating RPwD Act into education Codes. The Department contributed substantially in the development of 'Prashast' a National Screening Checklist brought by the Ministry of Education (MoE), revision of curriculum offered by the Rehabilitation Council of India (RCI). The Department also prepared learning material for teachers and administrators on SLD, inclusive education, in collaboration with NCERT and NCSL. You tube videos are available on national channel on the topic. The department carried out researches and gave inputs to UNESCO to publish world report on issues of education of children with disability.

NIEPA has instituted National Awards for Innovations & Good Practices in Educational Administration for District and Block Level Education Officers in the field of school education in 2014 to encourage innovations and good practices in educational administration for improving the functioning of the public system of education. Since 2014 about 200 educational functionaries have been conferred innovation awards, which is an encouraging trend.

Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words)

Overall Analysis

Strength:

The Peer Team would like to record its appreciation for the substantial contributions made by NIEPA within the country and abroad. The uniqueness and distinctiveness of NIEPA is well recognized both nationally and internationally. Its visibility and credibility as an institution of research, teaching and capacity development in the educational policy, planning and administration is quite evident in terms of its Research Output and quantity and quality of training programmes. It closely works with the Union Ministry of Education and support the Education Departments in States. In the period of assessment year 2016-21, the faculty members received an impressive extramural research funding of approximately INR 532 lakhs and seed funding for research to the tune of Rs. 451.62 lakhs. A total number of 43 research studies have been completed and 27 ongoing research studies are nearing completion. The priced publications of NIEPA have been published by publishers of International Repute like UNESCO, Oxford, Bloomsbury, Sage, Routledge and Springer. The research projects accomplished in response to the requests made by the Ministry of Education, UGC etc. provide the needed inputs for the decision making of these apex bodies in Education.

NIEPA evaluated the Institutions of Eminence, which is the flagship scheme of the Government of India, in order to gauge its outcomes.This pioneering responsibility assigned to NIEPA by the Ministry of Education has been successfully accomplished.

NIEPA has been an integral part of the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT) and includes four components under the scheme i.e. National Resource Centre for Education (NRCE), Leadership for Academicians Programme (LEAP), Centres of Academic Leadership and Education Management (CALEM) and Annual Refresher Programme in Teaching (ARPIT).

In the assessment period 2016-2021, NIEPA formulised 10 International and 15 National level collaborations. Four significant MoUs with International organisations such as President and Fellows of

Harvard College, Australian Government Department of Education and Training, Oxford Said Business School, and Africa Asia University Dialogue for Educational Development have been signed in the assessment period.

The library is excellently equipped with modern teaching and learning aids, computer facilities and electronic facilities with high speed internet connectivity, accessed by all the students, all in-house activities in the Library, including Acquisition, Cataloguing, Circulation and Serials Control are fully computerized using LMS, the latest version of the Libsys10. The Library has 33736 Books in stock and 9041 Bound Periodicals in stock.

The Documentation Centre of NIEPA is found to serve well as a Resource Centre with its unique collection, which include the following:

- About 20000 volumes on educational planning, management and administration.
- Central, State Government and non-governmental organizations publications.
- NIEPA's own work such as Research Studies, Occasional Paper Series, Annual Reports of the University (1962-2020), Training Programme Reports, etc.

Weaknesses:

The constraint of space with 4.268 acres has restricted the academic activities of NIEPA in terms of the number of programmes offered and the number of students enrolled. It is however learnt during the Visit that a new academic block is coming up by the next year with which challenge of limited space could be resolved.

Though NIEPA is a National Institution, it undertakes intensive international training and research programmes. Hence, reputed Professors from foreign countries can be invited/recruited appropriately to be the Faculty of NIEPA with which the international interface of NIEPA may be enhanced.

The Alumni Association needs to be registered.

Student's representation in IQAC has to be made.

Opportunities:

NIEPA has the opportunities to move on to greater responsibilities and more challenging tasks in the National Arena. Hence, the institute has to periodically review and redefine its roles and sharpen its tools.

The NIEPA was the first one to work on and publish the "NEP 2020: Implementation Strategies" with which, it has identified 13 domains from the NEP 2020 where NIEPA could contribute with its expertise for the implementation of the NEP 2020. This is a great opportunity for NIEPA to re-confirm its leadership role in the implementation of the NEP 2020.

The very fact that the Institutions like UNESCO, IIEP, ICSSR and UGC have taken the benefit of NIEPA's research and training efforts is an indication of the confidence that these Institutions have developed in this National Institute. NIEPA can strengthen and enhance its academic and professional support services to the

International and National organizations, in the years to come, in the backdrop of the changing scenario of education at the global and national levels.

Challenges:

Being one of the first institutions established for educational planning in the world, NIEPA has been functioning as a think tank in the field of educational policy for more than half a century. Sustaining this stature itself is a challenge for NIEPA. In this regard, NIEPA has prepared a perspective plan to reflect its efforts to reposition the university in response to the changing global context, national policies and the broadening mandate of the University through "NIEPA - A Perspective Plan 2020-2030." Needless to say, planning and monitoring are the two sides of the same coin. Periodical review and monitoring are highly essential to meet out this challenge.

NIEPA is having limited number of faculty positions sanctioned by the Ministry of Education. The amount of work and responsibilities given to NIEPA is enormous with a limited faculty. It becomes difficult to do justice with the likely introduction of new P.G. courses. Though Faculty members of NIEPA are highly qualified, few more positions have to be added to NIEPA at different levels.

Need analysis for training and Training of trainers are the key challenges to be met by NIEPA in the light of the Global National Changes

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Filling up of backlog vacancies of SC/ST/OBC in mission mode. Filling up of vacant posts which could not be filled up owing to Covid-19.
- As done for M.Phil. dissertations, the Ph.D. theses can be uploaded in the website of the institution.
- In the light of the NEP 2020, “Technology use and Integration” component, the ICT Unit in NIEPA which has only one Faculty can be strengthened with additional qualified and competent faculty to conduct teaching, research and extension activities.
- It is recommended that NIEPA evolves its OER policy to institutionalize the E-resources developed by NIEPA.
- It is recommended that the Alumni Association be registered. it is recommended that students are appropriately represented in the University Bodies and IQAC
- It is recommended to convene periodic parents' meeting through forums like Parent-Teacher Association for the benefit of the students.
- Permanent Faculty and Staff in the place of Contractual Basis Faculty and Staff.
- More number of PG programmes in specialised areas of Planning and Administration at various levels.
- It is suggested that every department has the UGC recommended structure of 1 Professor, 2 Associate Professors and 4 Assistant Professors, as per the UGC Regulations 2018.
- It is recommended that the extension outreach activities like village adoption, community development programmes to empower the disadvantaged and marginalized downtrodden population are undertaken by NIEPA at the grassroot levels.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. KARPAGA KUMARAVEL	Chairperson	
2	DR. BIRENDRA NARAIN DUBEY	Member Co-ordinator	
3	DR. PRADIPTA BANERJEE	Member	
4	DR. RADHA KASHYAP	Member	
5	Prof. Prashant P Parhad	NAAC Co - ordinator	

Place

Date