

Institutional Development Plan

2025-2035



राष्ट्रीय शैक्षिक योजना एवं प्रशासन संस्थान
NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

(Deemed to be University)

17-B, Sri Aurobindo Marg, New Delhi – 110016, INDIA

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(Deemed to be University u/s 3 of UGC Act, 1956)

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MESSAGE FROM THE VICE-CHANCELLOR

It is with great pride that I present the Institutional Development Plan (IDP) of NIEPA, a testament to the Institute's dedication to teaching, learning, research, training, and social outreach. With its rich history and role, and as an arm of the Ministry of Education, NIEPA has consistently prioritised knowledge production and dissemination. The status of a "Deemed to be University," conferred by the Government of India, further affirms our commitment to academic excellence.

This IDP reflects NIEPA's awareness of its critical role in advancing the national and regional priorities, particularly towards the vision of *Viksit Bharat @ 2047*. The plan, aligned with the UGC guidelines and the *National Education Policy 2020*, is rooted in a thorough institutional SWOC analysis, highlighting the Institute's strengths, weaknesses, opportunities, and challenges.

I am confident that the implementation of this progressive IDP and the strategic plan will elevate NIEPA's standing both nationally and internationally, while addressing contemporary challenges and future opportunities. I congratulate all stakeholders who contributed to this guiding document, which will inspire us to soar to new heights in our academic and administrative endeavours. Together, we are committed to shaping a brighter future for NIEPA and our nation.

New Delhi

Prof. Shashikala Wanjari
Vice-Chancellor, NIEPA

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PREFACE

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

NIEPA's distinct role sets it apart from conventional universities. The institution is mandated to support the Union Ministry of Education, state governments and educational institutions in educational policy, planning, and administration through policy-oriented research and capacity-building programmes for the educational administrators at various levels. Through this role, NIEPA delivers strategic insights and solutions to strengthen educational planning, implementation, governance, and management. This mission aligns seamlessly with the formulations of the NEP 2020 and the national vision of "Viksit Bharat@2047," striving to unlock the potential of India's youth and drive the country's progress.

NIEPA works for shaping the research agendas, conducts research and evaluation studies, and develops specialised human resources through advanced teaching and research. It caters by providing advisory services, disseminating knowledge, and fostering dialogue among policymakers, planners, and academics, contributing to educational innovation nationally and internationally. Grounded in the mission and values of the Institute, the Institutional Development Plan (IDP) outlines a clear pathway for enhancing academic excellence, research capabilities, governance, capacity building, and infrastructure, while fostering an inclusive and dynamic educational environment within the compass of indigenous knowledge and best practices. It has emphasised the importance of co-curricular activities and social outreach programmes, enriching the development of well-grounded individuals. While doing so, it judiciously balances and ensures convergence between its role as a policy planning institute and as a university.

Aligning with the millennial priorities outlined in the *National Education Policy 2020*, the Institute, through this strategic blueprint, seeks to drive holistic growth, cultivate innovative approaches, and implement transformative plans in a phased manner. By addressing the eight critical 'Enablers', the IDP establishes a strong foundation for sustainable progress and resilience in an ever-evolving academic landscape. This visionary plan positions the Institute to enhance its leadership role in both the society and the global educational arena.

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The Institute firmly believes that its IDP will serve as a beacon for the academic community, encouraging reflection on contemporary realities both at national and global higher education spheres. By doing so, it aims to carve out a distinctive niche, allowing the Institute to shine even brighter on the global stage. Conceived as a dynamic and evolving document, the IDP will undergo continuous monitoring and updates to align with the NIEPA's operational needs and academic priorities. Developed in line with the UGC guidelines, the IDP will enable the institute to consistently strive for new heights and provide a defined roadmap for its future progress and that of the education system in the country.

ACKNOWLEDGEMENT

Institutional Development Plan is considered as a tool for holistic development of any institution of higher education. Institutions of higher education are established with a vision, mission and strategic goals. The task of translating the vision, mission and strategic goals into a working reality of an institution necessitates a well-defined pathway. The Institutional Development Plan (IDP) helps in accomplishing this task. IDP articulates vision and mission of the institution and provides roadmap for institutional excellence. The Institutional Development Plan (IDP) of NIEPA aims to align its vision, mission and strategic goals with emerging dimensions of education sector. This IDP finetunes the mandates of NIEPA with transformative vision of the National Education Policy 2020. The Guidelines for implementation of NEP 2020, issued by the University Grants Commission, have been the basic reference points in the preparation of the IDP. This IDP has been prepared in accordance with the UGC Guidelines. This document also incorporates the basic tenets of the earlier Perspective Plan of NIEPA which was prepared following a long consultative process of faculty, staff and external stakeholders. The three staff retreats organised by NIEPA in the past had provided important opportunity to deliberate on various aspects of institutional life and its future direction. Most of the points that emerged from a series of deliberation have been also well- reflected in the present form of the IDP of NIEPA. Further to the discussions in the past, this IDP has been prepared with inputs generated during the process of deliberation and consultation of the faculty, staff and external experts in NIEPA. In order to give an institutionally- structured shape to the consultative process and deliberative exercise, two Committees were constituted by the Vice-Chancellor, NIEPA. The details of the committee members are given in Annexure-I and Annexure-II of this document.

The leadership role played by Professor Shashikala Wanjari, Vice-Chancellor, NIEPA is exemplary. Her unwavering support as institutional leader in the preparation of the IDP has been a source of inspiration and motivation. I am indebted to her for reposing trust in me and assigning the responsibility of leading the process of preparation of IDP as Chairman of the Internal Committee and Convener of the External Committee. I express my sincere gratitude to everyone who has been instrumental and supportive in shaping the ideas of NIEPA's IDP in its final form, I am sure the IDP will be an important guiding document for all of us in sharing our academic activities and working together for institutional excellence.

As a first step towards preparation of IDP, a day-long meeting-workshop was convened in which all the faculty members and senior staffs of administration had a detailed deliberation and analysis of SWOC of NIEPA which formed the basis of further documentation of the ideas in the IDP. Contributions of all the lead members, faculty and staff in generating inputs for the IDP is highly appreciated. As a follow-up of the notification of the internal committee of the IDP the lead members played an important role in providing write-up of each of the components of the IDP assigned to them. The contribution of the members

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of the internal committee of the IDP (details of the members in Annexure-I) is highly appreciated. Two members of the external committee; Professor Harshad A. Patel and Professor R.C. Patel, Vice-Chancellor of Gujarat Vidyapeeth and Indian Institute of Teacher Education, Ahmedabad, respectively spared their time out of their busy schedule and provided important inputs for the IDP. We are thankful to both of them for their inputs and suggestions.

Prof. Aarti Srivastava, Member Secretary of the Internal Committee has done a commendable job not only in coordinating with the Heads of the Departments/ Lead members for working on different aspects and enablers of the IDP in NIEPA but also in collating and putting all the inputs received from the committee in a comprehensive draft document of IDP.

The draft document of the IDP was shared with Professor Santosh Panda, National Fellow at NIEPA for his comments and suggestions. Professor Panda meticulously went through the draft document of the IDP and made significant contribution in the form of numerous suggestions and valuable inputs. He also contributed in polishing the documents with his editing skills. A few more aspects were added to the draft document. Professor Panda and Dr. Nidhi S. Sabharwal, National Fellow at NIEPA, together further added necessary points in the draft and helped in giving final shape to the document.

Shri Surya Narayan Mishra, Registrar and Dr. Nishant Sinha, Finance Officer, NIEPA not only provided exceptional administrative facilitation support but also participated in some of the deliberations. Their support and contribution are duly acknowledged.

The Publication Team, led by Mr. Amit Singhal and support of Mr. Amit Sharma in bringing out this IDP document is well- appreciated.

Professor Kumar Suresh
Director (Planning & Development)
NIEPA & Convener of the IDP

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INSTITUTIONAL CONTEXT

As one of the first institutions established for educational planning in the world, the National Institute of Educational Planning and Administration (NIEPA) has evolved as a unique institution with an added responsibility to pave the way for evolving an educational strategy which is inclusive and affordable. The vision, mission and strategic orientation of the Institutional Development Plan of NIEPA are strongly rooted in the idea of inclusive growth and the Sustainable Development Goals (SDGs). Similarly, its programmatic frameworks are aligned with the national priorities and the evolving global context, and in the context of the *National Education Policy-2020* (NEP). NIEPA already has a prespective plan 2030, which will also strive to help develop an education system for sharing prosperity in a sustainable way. The evolution of NIEPA since its inception is highlighted in Figure 1.

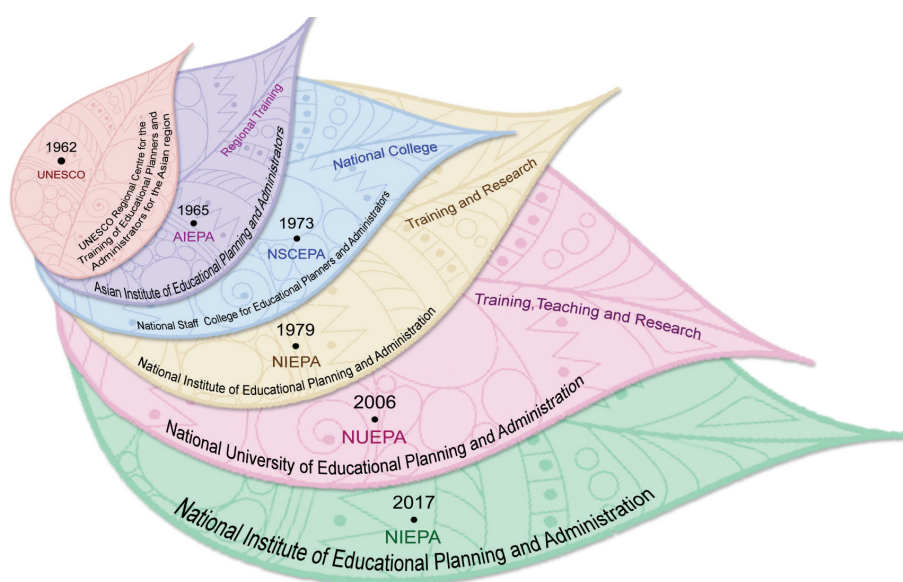


Figure 1: Six decades of NIEPA

The key to the success of the Institute has been its seminal contributions to the policy and planning of education in the country. It played a lead role in the evolution of planning methodologies, an active role in education policy formulations and a facilitating role in capacity development to improve the operational efficiency of education at the system, sub-national, and institutional levels. NIEPA's role in the preparation of the 1986 education policy, support to the constitutional bills on *Panchayat Raj* in 1993 and the Right to Education Act 2009, and in developing methodologies and implementation of decentralised plans under the District Primary Education Programme (DPEP) and the *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) are some of the examples of its lead role. The database it created through the District Information System for Education (DISE) and through the enormous amount of empirical research carried out by NIEPA, has been a major reliable source for evidence-based decision making in education. The diversified roles and activities of NIEPA are highlighted in Figure 2.

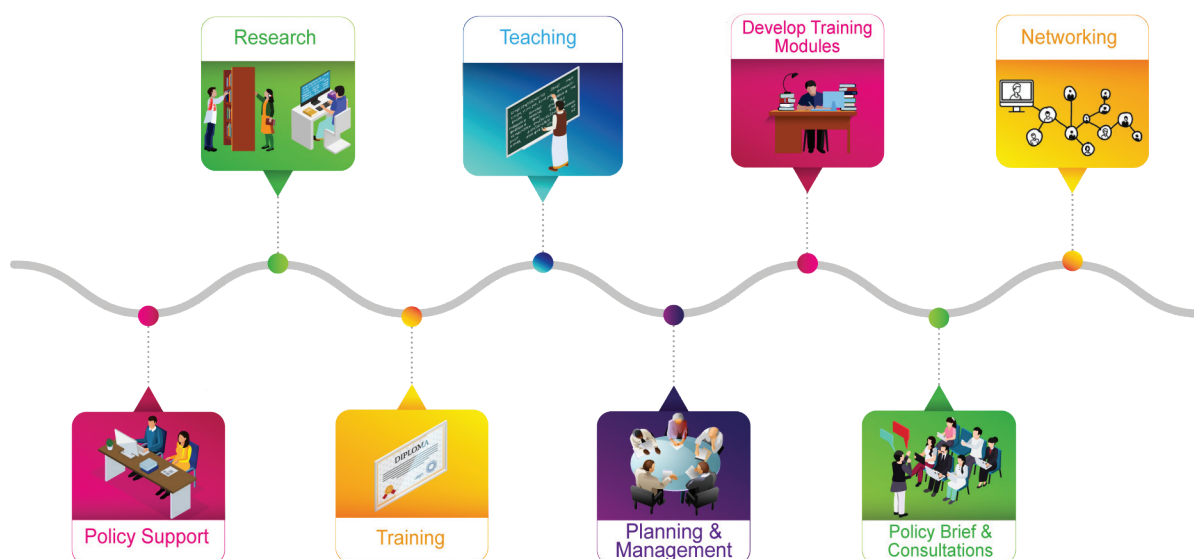


Figure 2: Role of NIEPA at the National and Sub-National Level

The Institutional Development Plan for NIEPA subsumes all eight ‘enablers,’ and focusses on the following five strategic objectives to enhance educational planning and management.

- First, it aims to promote ‘evidence-based decision-making’ by fostering the production of knowledge through both large-scale and short-term, and multi-state empirical research, emphasising areas such as equity, diversity, curricular and pedagogical innovations, quality, technology, and governance.
- Second, it seeks to ‘improve education planning and management’ at national and sub-national levels by expanding its regional campuses, pool of human resources, resource mobilisation and financial efficiency, scaling up physical and digital infrastructure, capacity development through various training programmes, and by focussing on strategic and outcome-based planning as well as educational leadership.
- Third, it emphasises on deepening the understanding of educational planning and management by linking research with teaching, converging contemporary knowledge generation with traditional knowledge systems, and promoting advanced academic programmes like doctoral and master’s degrees.
- Fourth, it highlights ‘knowledge sharing’ by disseminating research findings through publications (research papers, research reports, books, and monographs), policy briefs, and training modules, and organising policy dialogues.
- Lastly, it aims to strengthen ‘networking with national and international institutions and agencies,’ enhancing collaboration through networks like ANTRIEP and fostering international cooperation to promote educational development.



NIEPA is organised into several key departments and centres that focus on different aspects of education. The departments include Educational Planning, Educational Administration, Educational Finance, Educational Policy, School and Non-Formal Education, Higher and Professional Education, and Department of Training and Professional Development in Education. NIEPA also has two prominent centres: the National Centre for School Leadership (NCSL), and the Centre for Policy Research in Higher Education (CPRHE); and a Unit for International Cooperation for promoting internationalisation of education.

STRENGTH, WEAKNESS, OPPORTUNITY AND CHALLENGES (SWOC) ANALYSIS

Institutional Strengths

NIEPA is the only university for educational planning and administration in the country. The uniqueness and distinctiveness of NIEPA is well recognised both nationally and internationally. Its visibility and credibility as an institution for research, teaching and capacity development in the field of educational policy, planning and administration is unparalleled. It closely works with the Ministry of Education, Government of India, and supports the education departments in the states which is almost absent in case of other universities. The multidisciplinary and internationally acclaimed faculty is a major area of strength. Its international collaboration and global connection in the area of its specialisation is remarkable. The engagement of the institution across the levels and sectors of education provides an opportunity to approach education in a manner of synergy between school education and higher education. It has an excellent research facility and has effectively forged convergence between 'research-resources-programmes' and capacity building, thereby ensuring best practices down to the level of the community. NIEPA Library is one of the richest libraries in terms of collection of books, journals, documents, reports in the area of educational planning and administration. The Digital Archives of NIEPA have all the major records related to the education sector in India. It is fully funded by the Ministry of Education which provides financial security and stability to carry out its activities. The capacity building programmes have catered to the international participants from more than hundred countries.

NIEPA has also a strong outreach to the states and union territories (UTs) in the country. Besides its international outreach through programmes and collaborations, its capacity development programmes for various education functionaries in the country are unparalleled. During the last five years, the institution has been able to reach out to nearly 5000 (five thousand) functionaries of the education sector through its programmes. Its robust database and evidence-based research are points of authentic reference for many other educational institutions in the country.

The institute is working to be widely acclaimed as one of the global leaders in generating and transmitting knowledge and techniques for capacity building in school leadership that stands on the solid foundation of research and development; also, it houses a highly reputable centre for policy research in higher education, and conducts research studies and research publications in higher education policy. The institute also aspires to be self-sufficient in terms of its campus, residential, and related infrastructure facilities. In its new incarnation, as a university and as an apex Institute of National Importance in educational planning and management, the institute aims to expand its regional campuses within the country, identify its regional partners and establish a network, particularly with Asian and SAARC members.

Institutional Weaknesses

The space and size of the university are two major points of weakness. NIEPA has insufficient space for expansion. This lack of space has confined NIEPA to offering only a limited number of programmes and activities. The mandate of the institution in the beginning was restricted to training and capacity building, which expanded with added functions of research and teaching subsequently. Whereas the space remained the same over the years of its functioning, the strength of the faculty has not been sufficient to launch many teaching programmes at the Master's level. Given that the faculty is limited in size, it faces a growing workload of teaching, training, research, and other allied activities. This restricts the departments from expanding further in their specialisations and related outcomes.

Institutional Opportunities

The changing landscape of education offers several opportunities for the institute to reach imaginable heights as a professional organisation. The institution focusses on becoming a role model kind of institute in the field of education, educational planning and administration, and leadership. The perspective plan 2030 highlights that NIEPA may endeavour to:

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

In addition, the NIEPA is aiming at the following:

- i) Move towards large-scale, multi-state, and evidence-based empirical studies and increase in its strategic focus.
- ii) Introduce new master's programmes.
- iii) Reduce face-to-face training programmes and transition to online and blended training programmes.
- iv) Develop indigenous best practices in education and educational planning and management.

- v) Expand region-based activities to cater for regional educational planning, implementation and administration.
- vi) Extend international networks, collaborations and engagements.
- vii) Increase the number of institutional publications — journal articles, books, occasional papers, policy briefs, and training modules.

Institutional Challenges

Unlike many other higher education institutions, NIEPA faces several challenges. Some of the challenges may be considered common to all the institutions of higher education. However, some of the challenges also emanate from the very nature, mandate and uniqueness of the institution. The challenges may be clubbed under two categories, i.e., organisational, and academic. On the institutional front, space and size are two major challenges. NIEPA has insufficient space for expansion. This lack of space has confined NIEPA to offering only a limited number of programmes and activities. The NIEPA faculty also face the challenge of maintaining a balance between facilitation of institutional goals and work for specialised research and training programmes. At the academic front, there are two major challenges: reinforcing its recurring relevance through playing a leading role in many domains of its mandate; and expanding its teaching programmes given the size and space available in the institution. The micro-researches conducted by the faculty have only a limited scope, though these could contribute to the immediate strategic implementation and mid-course revision. These micro-researches need to be expanded to cover larger-scale research for the purpose of policy support and evidence-based decision-making, especially with reference to the NEP-2020.

Other than the two major categories of challenges, NIEPA also faces the challenge of balancing its mandate as an institute in unique context and meeting all the parameters of a Deemed to be University. Due to its unique challenge, NIEPA finds it difficult to fulfil the requisite requirements of accreditation, national and international ranking in the category of a university. Though NIEPA in its first cycle of institutional accreditation by NAAC has been able to secure 'A' Grade (3.05 score), the grade and score may not be reflective of its unique mandate and seminal contributions made over the decades and years of its functioning. At times it is also felt that NIEPA does not fit exactly in the prescribed framework and data capture format of national and international rankings. Due to this limitation, NIEPA finds it difficult to offer itself for national and international ranking. In coming years, NIEPA will work towards preparation for national and international ranking and ensure its excellence on quantifiable parameters of national and international ranking framework.

VISION AND MISSION OF NIEPA

Vision

“To contribute to creating a humane and inclusive learning society through advancement of knowledge in the areas of its mandate.”

The pathways for a sustainable future can be built by systematic and scientific educational planning of a humane learning society by pushing the frontiers of knowledge both in the formal and the informal sector. NIEPA has adopted this pathway in the most cogent and coherent fashion and has delivered compositely in the area of school and non-formal education, higher and professional education, educational policy, planning, administration, financing and capacity development along with technology integration. Learning and education are central to improved ‘development’ through reforms such as increasing private-public sector partnerships, enhancing the global stature of universities and higher education institutions, developing non-formal education facilities to allow for lifelong learning and for blended education and training provisions, undertaking curricular and pedagogic innovations, and digitising learning processes through technology.

NIEPA has played a key role in shouldering the responsibility to pave the way for evolving educational strategies which are inclusive and affordable. The institution’s vision has a strategic orientation and is strongly rooted in the idea of inclusive growth and sustainable development. NIEPA had pioneered the development of methodologies and implementation of decentralised plans under the District Primary Education Programme (DPEP) and the *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA). The institute had created a robust database through the District Information System for Education (DISE) which was the largest school database in the world for research and evidence-based decision making in education. Similarly, the Survey of Educational Administration was a unique initiative in line with the vision of NIEPA. NIEPA’s role in the preparation of the 1986 education policy, support to the constitutional bills on *Panchayat Raj* in 1993 and Right to Education 2009, inputs and support in the formulation of the *National Education Policy 2020* all contributed to strengthening educational reforms and development in the country, thus fulfilling its vision of evolving a humane learning society through advancement of knowledge. The vision of NIEPA incorporates the vision of NEP 2020 in myriad ways.

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Mission

“To serve as a centre of excellence and a think tank in the field of education and to provide leadership on matters critical to educational policy, planning, and administration.”

NIEPA contributes to the generation of research evidence on subjects of its mandate and strengthens the capacity to create a responsive, participatory and accountable system of educational governance and management at all the tiers of the educational systems and structures. Moreover, the institution helps to prepare plans, design programmes for implementation of the *National Education Policy 2020* and its thrust areas, and for the overall development of education at the national and sub-national levels. As a university, it is developing a generation of researchers to promote empirical research in the specialised field of education policy, planning and management, and plans to expand its academic programmes and ground its research and training in the Indian knowledge system. NIEPA also acts as a focal point for creating a network of institutions in India and abroad. The university strives to achieve the aforesaid missions through strategic interventions aimed at bringing about substantial changes in the focus and orientations in its core mandates related to research programmes, teaching programmes, capacity development activities, and in extending policy support to the Ministry of Education and other policy making bodies at the national and state levels. The university has a clearly stated perspective plan (2020-2030) to fulfil its mission. The perspective plan has five strategic objectives, followed by institutional strategies, interventional modalities and thematic / thrust areas. Some of the thrust areas include: equity, diversity, inclusion, quality, employability, technology, governance, financing, and leadership. The institution periodically organises staff retreat to review and refresh the strategies for achieving its mission through the perspective plan. All strategic objectives are backed by performance indicators aligned to the results framework. The university is firmly marching ahead towards achieving its mission which will be a trailblazer both to the nation at large and the education sector in particular. NIEPA's missions have the penumbra effect to alter not only the education sector, but also the development trajectories and discourse globally.

GOVERNANCE ENABLERS

Governance of NIEPA includes the systems and processes that ensure the institution's strategic direction, accountability, and adherence to rules and regulations. The key factors enabling good governance at NIEPA typically contribute to effective decision-making, accountability, and stakeholder engagement. These factors are essential for fostering a well-functioning governance system that supports the institution's goals and strategic objectives. The long-term aim is to create and maintain an inclusive, network-based tripartite governance model at NIEPA to enhance institutional leadership and effective performance management. NIEPA has developed strategies to adopt the tripartite model of governance (Figure 3), which is the most widely used governance framework among leading universities worldwide. This model outlines the roles and responsibilities of three key stakeholders: the governing board or statutory bodies, the administration, and the faculty. Additionally, it creates opportunities for student participation in the institute's academic management. The tripartite model emphasises collaborative decision-making and highlights the importance of each group's contribution to the governance process.

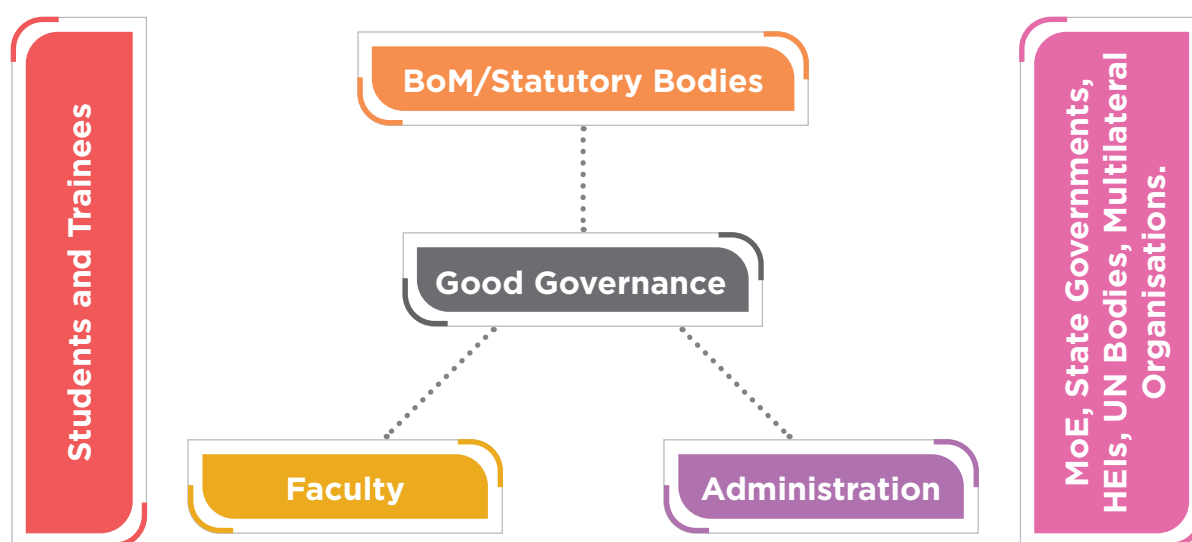


Figure 3: Tripartite model of governance at NIEPA

The three components of the tripartite model of governance operating at NIEPA are:

1. **Governing / Statutory Bodies:** The Board of Management (BoM) and other statutory bodies of NIEPA are responsible for the Institute's overall direction and strategy. They make decisions related to policy, institutional goals, and funding.
2. **Administration:** The NIEPA Administration implements the policies and strategies that the BoM sets. This includes day-to-day management, operational decisions, and compliance with regulatory standards. The administration acts as a bridge between the BoM and faculty, facilitating communication and coordination.

3. **Faculty:** The faculty plays a crucial role in shaping NIEPA's academic mission. They engage in capacity development, research initiatives, teaching, technical support, and maintaining academic standards. The faculty's role in governance often includes participation in committees that influence academic policies and decision-making, representing faculty interests within the broader vision and mission and the governance structure.

The tripartite model is favoured at NIEPA for several reasons:

- **Checks and Balances:** Involvement of multiple stakeholders prevents excessive influence of one over the others.
- **Diversity of Perspectives:** Different viewpoints enhance decision-making.
- **Shared Accountability:** Defined responsibilities promote collective accountability.

The primary principles adopted in this model include: shared governance, transparency, accountability, inclusivity, adaptability, and focus on mission and vision.

The seven broad strategic objectives, along with the short-term, medium-term, and long-term goals and corresponding enablers, are as follows.

Strategic Objectives

1. Governance Structures and Leadership

This objective ensures a fully functional Board of Management, Academic Council, Board of Studies, Finance Committee, and other governance bodies of NIEPA with defined roles, responsibilities, and accountability, while providing effective leadership and strategic management with clear objectives and targets. It establishes the tripartite governance model where governing bodies set institutional direction, the administration implements policies, and the faculty shapes the academic mission by working on the set strategic goals and plans of action. This model creates checks and balances, brings diverse perspectives to decision-making, and promotes shared accountability for institutional success through effective leadership at all levels. This process also includes administration / management of proposed NIEPA regional centres presented in point 7.

Short-Term Goals (1-3 Years)

- Establish robust governance structures with defined roles and responsibilities for all statutory bodies.
- Create comprehensive documentation of governance procedures and protocols.
- Define leadership competencies at various levels for different institutional roles.
- Create mechanisms for leadership succession planning.
- Conduct regular meetings of all governance bodies with documented outcomes.

Medium Term Goals (3-5 years)

- Implement mentoring systems for leadership development.
- Strengthen coordination between different governance bodies.

Long-Term Goals (5-10 Years)

- Develop innovative approaches to governance and leadership.
- Position NIEPA as a model for effective governance in educational institutions.

Enablers

- Clear governance policies and frameworks.
- Digital platforms for governance documentation and information sharing.
- Leadership training and development resources.
- Mentoring and coaching programmes.
- Recognition systems for leadership excellence.
- Performance assessment mechanisms.

2. Autonomy with Accountability and Quality Assurance

This objective provides autonomy in governance while ensuring full accountability in all aspects, and implements well-defined processes and rules and regulations, and quality assurance mechanisms to maintain and enhance academic standards. It balances independence with responsibility, allowing innovation while ensuring compliance with regulations and standards.

Short-Term Goals (1-3 years)

- Develop Standard Operating Procedures (SOPs) for all tasks and processes on governance, administration, and academic management.
- Establish clear accountability metrics and reporting mechanisms.
- Develop quality parameters for academic programmes.
- Prepare timely self-study reports.
- Develop databases on records, reports, decisions, and implementation of decisions.

Medium-Term Goals (3-5 years)

- Conduct regular quality audits.
- Develop performance management systems that balance autonomy with accountability.

Long-Term Goals (5-10 years)

- Establish NIEPA as a benchmark for quality in educational planning and administration.
- Create a culture where accountability is embedded in the principles and practices of collegiality and autonomy.

Enablers

- Quality assurance expertise and training for faculty and staff.
- Placement and adherence to rules and regulations.
- Transparent reporting mechanisms.

3. Stakeholder Engagement and Feedback Systems

This objective involves all stakeholders, including alumni, in governance processes while implementing regular 360-degree feedback systems. It recognises that good governance practices at NIEPA involve diverse stakeholders — students, faculty, administrative staff, target groups / beneficiaries, the government, and the broader community — in decision-making processes. This participatory approach aligns institutional goals with stakeholder needs and cultivates a sense of ownership, while feedback mechanisms provide data for continuous improvement.

Short-Term Goals (1-3 years)

- Establish formal mechanisms for stakeholder representation in key committees, including alumni.
- Develop comprehensive feedback instruments for assessing teaching and programme implementation.
- Implement regular stakeholder consultations on major institutional decisions.

Medium-Term Goals (3-5 years)

- Implement systems for tracking improvements based on feedback.
- Develop faculty development programmes based on feedback patterns.

Long-Term Goals (5-10 years)

- Create sustainable feedback ecosystems that enhance institutional excellence.
- Build a strong sense of community and shared ownership among all stakeholders.

Enablers

- Digital platforms for feedback collection and analysis.
- Recognition of stakeholder contributions.
- Processes and mechanisms for cross-checking and implementing feedback and evaluation results.

4. Strategic Planning and External Advisory Systems

This objective focusses on preparing a vision and mission document, evolving a shared vision through stakeholder discussions, developing short-term, medium-term, and long-term improvement plans, and establishing external advisory boards of prominent industrialists, academics, and government officers to advise on the institution's operations.

Short-Term Goals (1-3 years)

- Create a strategic planning framework with clear goals and metrics.
- Establish external advisory boards with clear terms of reference.
- Engage prominent experts from academia, industry, and government.
- Develop and implement an institutional development plan (IDP), and align all academic, administrative, and outreach activities with the IDP.

Medium-Term Goals (3-5 years)

- Expand advisory networks to include international expertise.
- Implement mid-term reviews and adaptations of strategic plans.

Long-term Goals (5-10 years)

- Create knowledge networks through advisory relationships.
- Develop innovative approaches to long-term institutional development.

Enablers

- Strategic planning expertise and resources.
- Administrative support for advisory functions.

5. Financial Autonomy and Resource Management

This objective defines various levels of financial autonomy and strives for self-sustainability by generating external revenue sources. It focusses on improving allocative efficiency and expenditure quality rather than just resource mobilisation. Financial management at NIEPA uses budget adherence, cost control, and financial transparency, with Key Performance Indicators such as Budget Variance, Net Revenue, Financial Aid Dependency Ratio, and Utilisation Rate of Approved Budget to measure performance, ensuring resources are optimally allocated to support institutional objectives.

Short-Term Goals (1-3 years)

- Develop clear and transparent financial management policies and procedures.
- Identify and explore potential external sources of revenue and implement resource mobilisation strategies.

Medium-Term Goals (3-5 years)

- Develop and implement comprehensive resource mobilisation strategies.
- Build capacity for financial management at all institutional levels.

Long-Term Goals (5-10 years)

- Achieve significant progress toward financial self-sustainability.
- Develop diverse and stable revenue streams.
- Establish NIEPA as a model for financial governance in educational institutions.

Enablers

- Financial management expertise and training.
- Technology systems for financial planning and monitoring.
- Regular financial audits and reviews.

6. Monitoring, Risk Management, and Technology Integration

This objective uses IT / web-based information systems for close monitoring and regular risk management analysis while integrating technology with daily operations for good governance and performance enhancement. Information and Communication Technology (ICT) is crucial in improving governance through enhanced communication and collaboration, increased transparency, data-driven decision making, stakeholder engagement, streamlined administrative processes, and risk management and compliance. This technology-enabled approach supports, evidence-based governance and institutional resilience.

Short-Term Goals (1-3 years)

- Develop key performance indicators aligned with strategic goals.
- Implement basic monitoring systems with regular reporting cycles.
- Create risk assessment frameworks.
- Conduct technology needs assessments across all institutional functions.

Medium-Term Goals (3-5 years)

- Create integrated digital platforms that connect all institutional functions.
- Develop data analytics capabilities for enhanced decision-making.

Long-Term Goals (5-10 years)

- Develop advanced analytics capabilities for strategic decision-making.
- Position NIEPA as a leader in technology-enabled educational planning.

Enablers

- Information technology infrastructure and systems.
- Data analytics expertise and training.
- Risk management frameworks and methodologies.
- Digital literacy training for all stakeholders.

7. Strategic Initiative: Setting up 'NIEPA Regional Centres' across Geographical Zones of Bharat

NIEPA operationalises its policy, planning, research, and capacity development activities all over the country, as well as through the state departments of education and educational institutions at various levels. For further expanding regional cooperation and for effective

representation of different states in diverse regions in the country, NIEPA proposes to establish NIEPA-Regional Centres (NIEPA-RCs) across six distinct geographical zones — North-East, East, West, South, Central, and North — to decentralise its operations and enhance accessibility to its specialised services in educational planning and administration. These centres will serve as extensions of the main NIEPA, scaling up its core functions of research, training and capacity development while addressing region-specific aspirations, educational opportunities, challenges and their solutions.

Short-Term Goals (1-3 years)

- Establish at least two “NIEPA Regional Centres’ and provide for foundational administrative and academic infrastructure for regional centres.
- Identify and acquire suitable premises in each of the geographical zones.
- Recruit core faculty and administrative staff for the initial operations of the NIEPA-RCs.
- Establish communication and coordination mechanisms with the NIEPA headquarters.
- Conduct baseline assessment of training needs in each geographical zone; conduct pilot studies on regional educational challenges; and launch pilot training and capacity development programmes.
- Identify region-specific research priorities and themes, initiate regional research activities with allocated funding support, and publish research monographs and publications.
- Establish research partnerships with state governments, local universities and institutions.

Medium-Term Goals (3-5 years)

- Expand the establishment of NIEPA-RCs to other regions.
- Develop specialised training programmes for different educational stakeholders.
- Design region-specific training modules addressing local educational planning challenges.
- Formalise long-term partnerships with state governments and educational institutions.
- Conduct large-scale, multi-state research projects within respective zones.
- Develop regional policy briefs and research publications.
- Establish inter-regional collaboration and knowledge-sharing mechanisms.
- Create regional networks of researchers and practitioners.
- Establish international collaborations relevant to regional contexts.
- Create industry partnerships for practical training and capacity development.
- Develop alumni networks and professional associations at the regional levels.
- Provide for specialised faculty with regional expertise and regional language capabilities.

Long-Term Goals (5-10 years)

- Develop indigenous research and training capabilities addressing regional priorities.
- Conduct comparative studies across regions to inform national educational policies and strategies.
- Provide regional perspectives and expertise to national policy formulation processes.
- Influence regional educational policies and implementation strategies.
- Serve as regional hubs for national and international educational cooperation and exchange.
- Develop next-generation educational leaders and planners for regional and national roles.
- Establish each regional centre as a specialised leader in educational planning within its zone.

Enablers

- Availability of central government approvals for the establishment of NIEPA regional centres across six geographical zones and state government approvals and clearances (including physical spaces, facilities, etc.) for setting up regional centres in respective states.
- Establishment of formal agreements between central and state governments to provide adequate financial resources for infrastructure development and initial operations for regional centres' operations.
- Availability of sustained funding mechanisms for programme expansion and quality enhancement, and formulation of sustained budgetary provisions.
- Establishment of a legal and regulatory framework for regional centre operations.
- Provision of qualified faculty and administrative personnel for regional deployment.
- Access to advanced technology platforms supporting cutting-edge research and teaching in training programmes.

FINANCIAL ENABLERS

As a premier organisation dedicated to capacity building and research in educational planning, management and administration, NIEPA recognises the importance of efficient financial enablers in ensuring its sustainable growth and smooth financial operations through optimum utilisation of allocated budgetary funds as well as additional revenue generation. The following financial framework outlines strategies and initiatives to enhance financial planning, transparency, sustainability and resource mobilisation, contributing to the institute's overall development as well as smooth financial management.

1. Budgeting Procedures

As of now, NIEPA largely depends on funding from the Ministry of Education (MoE), Government of India. NIEPA needs to expand and explore other avenues of resource mobilisation, and develop a resource mobilisation plan (with strategies and structures) at the institutional level based on the departmental needs. A Financial Resource Mobilisation shall be constituted at NIEPA to look into the financial planning and investment strategy for the smooth management of funds of the institute. Regular meetings to review the financial status of the institute shall also be conducted. It is also proposed that NIEPA should

- Have department-wise meetings before the commencement of the financial year to prepare a detailed budget for proposed activities, led by each department (including strategies and activities for generation of additional resources).
- Scrutinise the budget formulated by each department for various activities and process it for statutory approval.
- Review the budget twice a year (every six months) to accommodate any changes in the financial priorities or requirements.

2. Transparency

NIEPA adheres to the guidelines of the government on sound financial practices and governance to maintain a completely transparent and accountable system of functioning. To highlight some of the steps for maintaining the highest standards of transparency, the following steps are as follows:

- Conduct regular audits and upload annual financial reports on the NIEPA website for public access.
- Ensure all payments are processed via secure online / digital payment platforms to enhance accountability and efficiency.

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3. Financial Sustainability

NIEPA will prioritise financial sustainability through efficient utilisation and mobilisation of resources by developing a Resource Management and Mobilisation Plan in alignment with the strategic Institutional Development Plan. Once the overarching development is in place, a financial sustainability roadmap will be integrated ensuring long-term viability and resilience.

4. Funding Sources and Investment Strategy

To strengthen NIEPA's financial position, a structured investment strategy will be implemented. NIEPA will create its own corpus fund which will strive to expand the size and volume of the corpus fund. Keeping this in mind, potential sources for building the corpus may be recognised through:

- Research and consultancy projects
- Need-based training / capacity building programmes
- Renting of hostel facilities
- Renting of halls and auditoriums can be leveraged
- Royalties' proceeds on book sales.
- Sale of written off equipment, books, newspapers, etc.

The guidelines given by the Ministry of Finance for investment patterns will be followed for the investment of Institute funds. In addition, some new sources can also be explored in the long term.

5. Collaborations

NIEPA already has a number of collaborations with different national and international organisations. Along with these, NIEPA will further enhance healthy collaboration, without compromising with its core values and mandates, with corporate groups, private organisations and rope in private players for sponsorships. Apart from industrial and business houses collaborations, resource mobilisation through cooperatives, professional associations, MP / MLA / Counsellors funds shall also be explored.

6. Stakeholder Engagement

Since NIEPA has a number of stakeholders associated with it, these stakeholders will be approached for resource mobilisation as well as their participation will be fostered through:

- Organise alumni associations, conferences and events to harness support and contributions
- Partner with Municipalities, Panchayats and local communities to identify funding opportunities.
- Organise joint programmes and research with shared financial responsibility.

7. Additional Outreach Models for Fund Generation

NIEPA will explore additional innovative outreach models, apart from the above-mentioned enablers for generating funds that include various activities eligible under CSR (Schedule VII of the ACT):

- Opening of NIEPA library for membership
- Introducing programmes where individuals or organisations can sponsor awards or scholarships in the name of their family members or loved ones.
- Establishing endowed Chair Professorship positions to attract funds and promote academic excellence.
- Public and private sector CSR funds.
- Religious trusts – instituting scholarships, fellowships, etc., for needy students.
- Organising Fests, Fairs, Exhibitions, Sports events, Health check-up camps, Workshops, etc., with a minimum registration fee from participants and sponsorships from different parties.
- Consultancy and research for other government departments and organisations.
- Environmental sustainability initiatives, green campus development with financial support from NGOs, green companies.
- Counselling and medical checkup services in collaboration with hospitals.

Timeline of Implementation

These enablers have been divided into three categories based on the time that each might take to achieve.

Short term (1-3 years)	Medium term (3-5 years)	Long term (5-10 years)
Constituting a resource mobilisation committee to facilitate financial resource generation and suggest investment strategies.	Implementing a structured annual budget development process for each department. Exploring and investing in financial instruments.	Making of the Strategic Development Plan for the institute to guide long term financial and development goals.
Approaching alumni association and creating an association of employees for resource mobilisation.	Developing collaboration with industries and private organisations for sponsorship and resource mobilisation.	Setting up hostels, day care centres for women to support inclusive growth and attract CSR funding, subject to availability of space.
Sending out offers of interest to people for sponsoring awards in the name of their loved ones.	Initiating outreach programmes under CSR guidelines by adopting educational institutions in villages and local communities.	
Expanding access to the NIEPA library through paid membership.		

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ACADEMIC ENABLERS

NIEPA equips students with the knowledge, skills and tools they need for personal and professional advancement. The aim is to provide them with the resilience necessary to take on life's challenges. The approach to education is skill-based, multidisciplinary, and learner-centric to make learning conducive for students and making the teaching-learning process exemplary. The meticulously designed curriculum prepares them to be a catalyst for change in society. Moreover, in the context of NEP-2020, NIEPA is at the forefront of its implementation.

1. Multidisciplinary Education

The NEP-2020 envisions a holistic learning ecosystem and calls for promoting multidisciplinary education in higher education. The basic argument is that a multidisciplinary approach in higher education will help learners gain the diverse perspectives and skills required to address the interrelated global aspirations and concerns, and for personal growth. The idea of multidisciplinary and holistic education is deeply rooted in the understanding that it can lead India to align with the needs, requirements and skill sets of the 21st century. Multidisciplinary education enables learners to explore knowledge and skills from several disciplines with a view to incorporating various perspectives that will enrich the learner's understanding of the topic. The multidisciplinary approach overflows disciplinary boundaries but remains connected to the framework of disciplinary research. Interdisciplinarity concerns the transfer of methods from one discipline to another, and transdisciplinary concerns what is between the disciplines, across the disciplines, and beyond disciplines. The concepts of multi-, inter-, and transdisciplinary teaching and are complementary to each other because they share the common goal of understanding reality. Multidisciplinary and interdisciplinary approach to research, teaching and training has been one of the most important areas of strength of NIEPA over the past many decades. NIEPA's teaching and research programmes include perspectives from various disciplines of social sciences, humanities and management. NIEPA's Masters' programme as well as its Doctoral programme are multidisciplinary in nature.

Short-Term Goals (1-3 Years)

- Introduce interdisciplinary minor programmes that allow students to pursue additional studies in complementary fields.
- Develop more multidisciplinary as also specialised programmes in the field of education and educational planning and administration, with a clear focus on deep conceptual understanding as also suggested employability.
- Create a mechanism for students to take up course credits from cluster colleges, SWAYAM, and distance online learning with credit transfer through ABC.

- Implement a more flexible course registration process that allows students to enrol in courses from other departments or faculties without excessive prerequisites.

Medium-Term Goals (3-5 years)

- Create formal interdisciplinary programmes to address real-world issues drawing from the expertise of various departments.
- Devise a mechanism to allow students to train under faculty members across other departments to gain inter-disciplinary knowledge during their PhD programme.

Long-Term Goals (5-10 years)

- Establish partnerships with other universities and research institutions to create collaborative programmes that allow students to take courses across disciplines. This could include joint degrees, dual degrees or twinning programmes or exchange programmes that enhance students' educational experiences.
- Strengthen the existing transdisciplinary research centres and develop more research centres focussed on addressing complex societal challenges and providing opportunities for students and faculty to engage in collaborative research, facilitating innovation and knowledge-sharing.

Enablers

- Set up a centre for excellence that serves as a hub for multidisciplinary education.
- Adopt an interdisciplinary and multidisciplinary approach to equip students with diverse skill sets to enhance employability.
- Introduce interdisciplinary courses that combine technical skills with industry knowledge, allowing students to explore cross-cutting areas.
- Encourage interdisciplinary collaboration by forming teams that include faculty from different departments. Facilitate partnerships with industry and other research institutions for joint research projects.
- Access to interdisciplinary journals and reading materials.

2. Flexible Curriculum

To achieve flexibility in the curriculum, the NEP-2020 proposes to increase the autonomy of the faculty and institution in deciding the curricula. The policy further recommends that the pedagogy emphasises communication, discussion, debate, engagement, and research; provides opportunities for interdisciplinary thinking; and integrate latest technology-enabled teaching-learning. Moreover, real-world problems globally and locally are multidisciplinary and need a multidisciplinary approach to solutions. NIEPA already has a credit structure in line with the *National Credit Framework-2023*. Students can take elective courses of their choice and thus enhance their academic journey.

Short-Term Goals (1-3 Years)

- Organise cross-departmental workshops and seminars where faculty can present research and topics that intersect various disciplines.
- Develop flexible learning pathways that guide students in selecting courses and experiences that align with their career goals and interests.

Medium-Term Goals (3-5 years)

- Encourage collaborative projects between different departments where students from diverse disciplines can work together on research, internship, or community service initiatives.

Long-Term Goals (5-10 years)

- Implement a comprehensive evaluation system to assess the effectiveness of multidisciplinary initiatives and flexible learning options.

Enablers

- Provide a varied choice of relevant courses and programmes.
- Offer courses for indepth learning to students as per their interest, allowing for future growth of the students.
- Build skilling and employability through applied and multidisciplinary courses, and through research and internship.
- Credits earned in NIEPA to be stored in Academic Bank of Credits; and develop a mechanism for credit transfer and *Recognition of Prior Learning* (RPL).

3. Professional Development of Faculty

Faculty serves as the cornerstone of any university, playing a vital role in shaping students' academic and holistic growth. The implementation of the National Education Policy (NEP) 2020 and the Undergraduate Curriculum Framework (UGCF) 2022 has underscored the importance of advancing faculty expertise, fostering interdisciplinary and multidisciplinary research, and strengthening academia-industry collaboration. In response, the University provides robust support through Faculty Development Programmes (FDPs), academic conferences, and research initiatives, enabling faculty to contribute effectively to curriculum development, digital content creation, and innovative programmes such as Skill Enhancement Courses (SECs), MOOCs and micro-credentials. To address the evolving demands of education and the workforce, the University prioritises faculty upskilling, ensuring alignment with contemporary pedagogical and research standards. The Malviya Mission Teacher Training Centres (MMTTCs) play a pivotal role in facilitating continuous professional development, enhancing faculty proficiency in instructional techniques, subject knowledge, and research acumen. Looking ahead, the Institute is committed to expanding its faculty development initiatives by deepening engagements with industry experts and professional networks, ensuring sustained excellence in education and research.

Short-Term Goals (1-3 Years)

- Implement continuous professional development programmes for faculty to ensure that they stay updated with industry trends and integrate this knowledge into their teaching.
- Identify essential courses designed to cultivate social, life and soft skills in collaboration with industry and societal experts to comply with the concerned regulator(s).
- Leverage the expertise of Malviya Mission Teacher Training Centres (MMTTCs) to accelerate the design and development of courses, with a focus on meeting the current academic and industry demands.
- Each faculty member shall organise or participate in at least one Faculty Development Programme in a five-year span, promoting discipline-specific content and pedagogy expertise.
- Encourage faculty to take part in industry-led projects, internships, and consultancy work, helping bridge the gap between academic knowledge and professional practice.

Medium-Term Goals (3-5 years)

- Establish global partnerships for faculty exchange programmes, collaborative research, and participation in international conferences and seminars.
- Implement ongoing professional development programmes for faculty members, focussing on innovative teaching methodologies, curriculum development, technology-enabled teaching-learning, and research initiatives that align with emerging trends and technologies.
- Invest in continuous professional development programmes for faculty, ensuring that faculty remain informed about the latest technological advancements and can teach using emerging technologies effectively.
- Ensure faculty have the resources and training to integrate new technologies into their teaching practices, preparing students for future industry needs.
- Implement faculty mentorship programmes (buddy system) where senior faculty guide junior staff on research methodologies, curriculum innovation, and publication.
- Introduce incentive-based schemes for faculty who engage in activities like content creation, student projects, and start-up incubation.

Long-Term Goals (5-10 years)

- Develop and offer lifelong learning programmes, including advanced certifications and diplomas, enabling the alumni and professionals to return to the Institute to upskill and remain globally competitive in their fields.
- Position the Institute as a global leader in higher education by nurturing world-class faculty expertise, encouraging international research collaborations, and promoting active participation in global academic networks

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- Foster long-term partnerships with government and private sector organisations for research funding, consultancy services, and the practical application of research findings.
- Train faculty to take on leadership roles within the University and contribute to national and international policy-making in the higher education sector.
- Create platforms for faculty to participate in the development of educational policies, curriculum reform, and planning, ensuring that the University remains at the forefront of academic innovation.

Enablers

- Access to good and high-speed internet connectivity.
- Access to international journals and reading materials.
- Dedicated funding for collaborative joint research.
- Dedicated and robust funding mechanisms for faculty capacity building programmes.
- Access to digital communication tools for virtual collaborations, and online platforms for blended teaching-learning.
- Information networks for faculty to benefit through networking with industries.
- Social media management team for management of information regarding programme dissemination and collaboration opportunities.

4. Industry, Innovations and Employability Enablers

NIEPA has been in the forefront of adapting its curriculum to meet the evolving needs of the industry. The University has redesigned its Master in Education and Development programme to prioritise skill development, value addition, and employability. Both its Master's and PhD programmes incorporate internship opportunities and industry immersion initiatives, focusing on essential life skills, soft skills, and industry-relevant knowledge. The NEP-2020 offers significant opportunities to strengthen the academia-industry connection and address the existing gaps. Leveraging its diverse multidisciplinary faculty, NIEPA integrates research, innovation, and extension activities into its curriculum, fostering critical and creative thinking among students. The University remains committed to using insights from industry collaborations to enhance the curriculum domain by introducing more employment-oriented masters programmes, and create new opportunities for students and faculty alike.

Short-Term Goals (1-3 Years)

- Collaborate with industry experts to identify the gaps in the current curriculum and make timely updates to address immediate market needs.
- Encourage faculty to actively create new MOOCs (Massive Open Online Courses) and micro-credentials that focus on enhancing student employability and skill development in high demand sectors.
- Launch new Skill Enhancement Courses and Value-Added Courses that focus

on specialised industry-relevant knowledge, and incorporate the 21st century skills and student activities in the curriculum to develop holistic and competitive outcomes.

- Create relevant skill course modules to provide students with the digital skills necessary for the modern workplace.
- Organise workshops, guest lectures, and seminars led by industry professionals to offer students practical insights into current market trends and expectations.
- Strengthen collaborations with industries for guest lectures, short-term projects, and workshops that offer students real-world insights into evolving job markets and internships, and industry-based research opportunities embedded in the curriculum.
- Introduce skill-based workshops focussed on practical applications in areas like data analytics, coding, entrepreneurship, and digital marketing to boost employability.
- Provide students with short-term certification programmes and workshops that strengthen their professional profiles.
- Establish short-term certificate programmes and micro-credentials that focus on specific skill sets such as public speaking, leadership, or advanced Excel, which are essential for workplace readiness.
- Establish mentorship opportunities by connecting start-ups with experienced industry professionals.
- Host regular pitch events and innovation challenges to encourage idea generation and early-stage development.

Medium-Term Goals (3-5 years)

- Conduct a comprehensive review of curriculum, ensuring the curriculum remains relevant to long-term industry needs by incorporating emerging fields like AI, machine learning, data analytics, and sustainability.
- Strengthen partnerships with companies to collaborate with industry-leading institutions to certify skill enhancement courses, allowing students to earn industry-recognised certifications alongside academic credits.
- Seek accreditation from relevant national and international bodies to enhance the credibility of programmes.
- Develop and introduce interdisciplinary programmes that combine multiple fields of study, enabling students to gain diverse skill sets and perspectives that are increasingly valued in the job market.
- Establish partnerships with a broader range of industries and organisations to facilitate internships, placement opportunities, and collaborative research projects, ensuring that students gain practical experience and exposure to real-world challenges.
- Introduce a system where value-added courses are reviewed annually and updated to reflect emerging trends in the job market and industry requirements.

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- Implement skill development workshops, focussing on critical areas like product development, marketing, and financial management to equip entrepreneurs with the necessary tools to scale.

Long-Term Goals (5-10 years)

- Establish centres of excellence dedicated to research and innovation in key industries, promoting collaboration between academia, industry, and government on projects that influence the future of various sectors.
- Position the University's programmes for global recognition, ensuring that graduates are prepared for both local and international markets while adapting the curriculum to global industry trends.
- Establish a dedicated centre for fostering collaboration between industry and academia, focussing on research, skill development, and innovation that directly impacts curriculum design and student employability.
- Implement a system of continuous curriculum revision, conducted in consultation with industry experts, to ensure that programmes remain dynamic, responsive to technological advancements, and aligned with shifting market conditions.
- Partner with international universities and industries to align curriculum standards globally, providing students with skills that are recognised and valued worldwide.
- Expand the scope of incubation to a broader range of sectors, including social entrepreneurship, green technologies, and digital transformation.

Enablers

- Infrastructure and resources for industry-academia interface platforms.
- Access to industry data and case studies.
- Industry-certified training programmes for faculty and students.
- Support of industry mentors.
- Access to AI-driven career platforms.
- Digital learning ecosystems.
- Incentives for Innovation to faculty and students.
- Streamlined funding mechanisms for promoting innovations, conducting workshops, etc.
- Outcome-based assessments of faculties.

5. Curriculum and Pedagogy

NIEPA has made significant efforts to align its curriculum with the requirements of NEP-2020 for all the courses offered in the institute. The curriculum revision is carried out on an annual / bi-annual basis, with inputs from experts spanning across a wide range

of disciplines. The institute has transformed its pedagogical methods by supplementing it with online and blended learning approaches, and innovative student activities and contextual engagements. The faculty members employ various strategies to improve learning outcomes, prioritising technology, student activities and applications, and diverse teaching methodologies. Teachers utilise ICT-enabled tools and multimedia resources to create engaging lectures, while online assessments and feedback mechanisms track student progress. With an increased access to digital tools and with the evolving educational paradigms, the University aims to implement diverse and blended teaching strategies that cater to different learning styles and enhance student engagement and outcomes. These strategies shall be further extended to new programmes that NIEPA plans to develop and offer.

Short-Term Goals (1-3 Years)

- Conduct regular reviews and revisions of the curriculum in all academic programmes, to ensure continuous improvement and alignment with the highest academic standards.
- Align curriculum and pedagogical revision with the support from student and participant feedback.
- Invest in educational technology tools.
- Enhance the blended learning model where online learning, self-learning materials and activities are combined with in-person instruction, and explore other strategies for blended learning implementation.
- Encourage faculty to create more resources based on video lectures, reading materials and authentic case studies for students to access through the NIEPA LMS platforms like Moodle and Google Classroom.
- Promote the use of active learning techniques such as group discussions, case studies, and problem-solving activities during class sessions, and use 'portfolio-based learning' as 'assessment as learning' as underlined in NEP-2020.
- Include more in-class assignments that encourage students to apply what they have learned, rather than passively absorb information.

Medium-Term Goals (3-5 years)

- Periodic assessment of the teaching skills of every faculty member with the help of a peer review system to improve their skills.
- NIEPA shall organise workshops and training programmes to upgrade the faculty's pedagogical and technological skills.
- Incorporating Problem-Based Learning (PBL) and Project-Based Learning across more departments, where students learn by working on real-world problems and projects that require them to research, collaborate, and apply concepts to find solutions.

Long-term Goals (5-10 years)

- Implement a full-fledged Outcome-Based Education (OBE) system where each course is designed with clear learning outcomes and employability competencies.
- Align teaching methods and assessments to ensure that students achieve these outcomes by the end of the course.
- Establish comprehensive faculty development programmes to train teachers in modern pedagogical methods, including digital learning tools, problem-based learning, and flipped classrooms, and stay updated with the latest teaching strategies and technologies.

Enablers

- Put in place a systematic procedure with defined guidelines for course / programme revision.
- Ensure that all faculty and students are included in the process of curriculum revision.
- Invest in the new age technologies required in the institute.
- Upgrade already existing academic infrastructure including the ICT, and integrate the technology-enabled learning system (MOODLE, Google Classroom, and other open-source tools and platforms) with teaching-learning.
- Develop an OER policy for NIEPA.
- Provide regular support to faculty and staff in enhancing their pedagogical skills.

6. Academic Enablers for Technology

NEP-2020 envisions a transformative approach to education by integrating technology for improving access, equity and quality across all levels of education. It underscores the need to harness emerging technologies to enhance learning, teaching, governance and policy planning while making universal access to educational resources. Aligned with this vision, NIEPA's Institutional Development Plan outlines a strategic roadmap for integrating technology as an academic enabler. These enablers, focussed on the use of technology, can empower NIEPA to enhance its existing PhD and masters' programmes, by integrating advanced digital tools, fostering innovation in technology and building capacity among policy makers, educators and research scholars. It will also ensure universal access to NIEPA's digital educational resources, extending their reach across Bharat and globally.

Short Term Goals (1-3 years)

- Existing ICT infrastructures with smart classrooms and high-speed internet will be upgraded, and the existing MOODLE and other LMS shall be integrated with the academic programmes and courses, and various training and capacity building programmes.
- Organise workshops on digital tools for faculty, associated educators and educational leaders to boost their efficiency.

- Establish a high-tech studio at NIEPA which will help the faculty members to create professional grade videos, data visualisation and multimedia content to complement classroom teaching.
- Digitise and archive old books and documents whose physical pages are getting damaged with time will be carefully scanned and restored digitally and archived.

Medium Term Plan (3-5 years)

- Develop a comprehensive digital repository to host digitised books, policy documents, reference materials and NIEPA publications. The repository will feature an intuitive interface with search, browse, and download options, ensuring ease of access for users.
- Link NIEPA's digitised resources to national and global digital libraries to enhance the visibility and usage of NIEPA's resources.
- Train NIEPA Library staff in the latest digitalisation techniques and metadata management to ensure the efficient and accurate archiving of resources.

Long Term Plan (5-10 years)

- Ensure universal access to NIEPA's digital resources across Bharat and other parts of the world.

Enablers

- Upgrade the existing ICT facilities.
- Establish a high-tech studio equipped with professional grade cameras, microphones, lighting and editing software, and other digital hardware and software including smart class for recording, telecasting, and integration with SWAYAM and other online platforms.
- Digitise and archive rare and deteriorating books and other documents.
- Buy paid versions of graphic design platforms like Canva, Filmora, etc.

7. Indian Knowledge Systems

The National Education Policy-2020 emphasises the integration of Indian Knowledge Systems (IKS) and Community Engagement into education to foster a deeper connection with India's rich cultural heritage while promoting sustainable development and inclusive growth. An alignment with this vision, NIEPA's Institutional Development Plan academic enablers lead to establishing a robust framework for research, training and policy advocacy in IKS and Community Engagement. The following initiatives not only resonate with the NEP-2020's emphasis on preserving and leveraging India's heritage but also position NIEPA as a leader in embedding IKS and community-driven knowledge into modern educational paradigms.

Short Term Goals (1-3 years)

- Establish a Centre for Indigenous Knowledge Systems of Education (CIKSE) which will serve as a hub for research, training, academic programmes, and policy advocacy on IKS in educational pedagogy across disciplines and community engagement.
- Develop degree, diploma and certificate programmes and courses on IKS of Education for capacity building among teachers, educators, policymakers, researchers, and students.
- Develop Modules on IKS of Education for Ph.D. and masters' programmes, and other training programmes, emphasising their relevance to education, sustainable development, cultural preservation and their relevance to modern contexts.
- Undertake continuous training and continuing professional development on IKS integration into curriculum and pedagogy and into educational administration and governance.
- Encourage doctoral research on IKS and community engagement.
- Collaborate with Gurukuls and other IKS authoritative and appropriate centres to facilitate them and to pilot the inclusion of their indigenous pedagogies and internships for experiential learning.

Medium Term Plan (3-5 years)

- Conduct researches and develop policy briefs focusing on integrating IKS of Education into education policies.
- Partner with communities to document their heritage, cultural wisdom, indigenous communication and teaching-learning practices / practices of educating children and adults.
- Collaborate with *Unnat Bharat Abhiyan* initiatives for grassroots-level interventions.

Long Term Goals (5-10 years)

- Serve as an apex hub for policy advocacy and training in IKS-driven educational policies and practices.
- Position IKS Centre at NIEPA as Centre of Excellence contributing to national priorities and vision like *Viksit Bharat @ 2047, Panch Pran, Unnat Bharat Abhiyan*, and *Amrit Kaal*.

Enablers

- Establish Centre of Excellence in IKS of Education across disciplines and multidisciplinary areas.
- Conduct research and development on various aspects of IKS (pedagogy) relevant to higher education, and teacher education, and professional education.

- Develop degree, diploma and certificate programmes on IKS and Community Engagement.
- Integrate IKS in current curriculum of Ph.D. and masters' programmes.
- Develop modules on IKS of Education and Community Engagement and training programmes for teacher educators, educational leaders, etc.
- Undertake continuous capacity building of teachers, educators, and educational administration on IKS of Education.
- Conduct basic and action research on IKS of Education, and publish and disseminate widely.

RESEARCH ENABLERS

NIEPA has been functioning as a premier institution in the field of education and is providing leadership on matters that are critical to educational policy, planning and administration. One of the major agendas is to undertake and promote research and innovation for generating new and innovative ideas and promoting strategic management of education in the country. With changing contours of education reforms through NEP-2020 and the consequent emphasis on promotion of research and innovation, the research undertaken by the institution should generate evidence-based knowledge and best practices, and feed into decision-making processes and its training and advocacy programmes. Creating an Institutional Development Plan (IDP) for research enablers at NIEPA involves a strategic approach to fostering a supportive research ecosystem.

The Research Vision

NIEPA's broader goal is "to position NIEPA as a leading global institution in educational planning, research and administration by enhancing its research ecosystem."

The Research Mission

Strategising the goals of research and innovation, NIEPA's mission is to:

- **Contribute to the generation of research evidences for improving educational system through improved policy, planning and management of education.**
- **Develop a generation of researchers to promote empirical research for improving policy, planning and management of educational system.**
- **Strengthen research capacity and enable excellence in educational research.**

1. Nature and Scope of Research to be Pursued

To enhance NIEPA's institutional goals, faculty and students can engage in various types of research that align with the institutional vision and mission, and focus on educational planning, policy formulation, and administration. Given below is a categorised breakdown of research types:

A. Policy Research

- ❖ Evaluative studies on the impact of government policies.
- ❖ Policy simulations to predict the outcomes of proposed interventions.
- ❖ Stakeholder analysis in policy formulation and implementation.

B. Empirical Research

- ❖ Field studies using quantitative and qualitative methods.
- ❖ Longitudinal studies on learning outcomes and systemic change.
- ❖ Survey-based research to capture stakeholders' perceptions.

C. Action Research

- ❖ School-level and higher education level research projects addressing immediate challenges.
- ❖ Research by teachers to improve classroom and blended learning practices.
- ❖ Community-driven research initiatives for localised solutions.
- ❖ Research and best practices in educational planning, policy, development and administration.

D. Experimental and Applied Research

- ❖ Pilot projects to test innovative teaching-learning practices.
- ❖ Randomised controlled trials to assess policy impacts.
- ❖ Development and testing of educational tools and technologies.

E. Historical and Comparative Research

- ❖ Studies tracing the evolution of educational systems in India.
- ❖ Comparative analyses of policy frameworks in different countries.
- ❖ Research on historical milestones in Indian education.
- ❖ Research on the Indian Knowledge System and its continuation and application.

F. Interdisciplinary Research

- ❖ Integration of education with psychology, sociology, and economics.
- ❖ Studies on the intersection of technology and pedagogy in diversified discipline areas.
- ❖ Research on environmental education and sustainability.

Various thematic research areas in education can be undertaken for carrying out research. Interdisciplinary research is to be encouraged.

2. Faculty-Pursued Research

A. Independent Research

- ❖ Pursue research on topics of individual expertise and interest, provided they align with NIEPA's thematic priorities.
- ❖ Publish findings in peer-reviewed journals, books, and NIEPA's institutional reports.

B. Collaborative Research

- ❖ Collaborate with national and international academic and research institutions.
- ❖ Engage in joint studies with government agencies, international organisations, and industries.

C. Funded Research

- ❖ Seek external grants from national and international funding bodies.
- ❖ Provide administrative support for grant applications and project management (with built-in institutional overhead)

D. Mentorship and Capacity Building

- ❖ Act as mentors for junior researchers, with a goal of creating 25 mentor-mentee pairs annually.
- ❖ Conduct workshops and training sessions for students and early-career researchers.

E. Policy Advisory Research

- ❖ Contribute to policy briefs and advisory documents for government bodies and educational organisations.
- ❖ Develop frameworks and simulation models for evaluating policy impacts.

Short-Term Goals (1-3 years)

- Determine departments' research focus and initiate new research: Identify research areas for developing research proposals by analysing current trends and institutional strengths for preparing research proposals.
- Organise workshops and brainstorming sessions with other faculty to develop effective research strategies.
- Publish research papers based on the conducted research in peer-reviewed journals (including NIEPA journals), publish research reports, and organise and present at research conferences.
- Initiate collaborative research projects with national institutions; analyse trends in research funding; and undertake networking with other research organisations.
- Mentor and support students in developing research proposals and skills.

Medium-Term Goals (3-5 years)

- Create a framework for promoting sustained partnerships, facilitate resource sharing, and showcase impactful research outcomes both nationally and internationally.
- Encourage interdisciplinary collaboration by forming teams that include faculty from different departments. Facilitate partnerships with industry and other research institutions for joint research projects.

Long-Term Goals (5-10 years)

- Undertake national level large projects for academic research.
- Position the departments as leaders in the identified research fields; disseminate, organise and facilitate for recognition at national and international level by hosting international conferences / seminars.
- Recognise and publish high-impact research papers and books.
- Enhance policy contributions.

Enablers

- Provide administrative support for grant applications and project management and funds for conducting research studies.
- Establish partnerships with national and international funding agencies.
- Support joint research initiatives with national and international agencies.

3. Student-Pursued Research

A. Academic Research

- ❖ Focus on specific problems in educational policy, planning, development, governance, and pedagogy.
- ❖ Collaborate with faculty on institutional or funded research projects to gain practical experience.
- ❖ Develop research proposals aligned with NIEPA's thematic priorities, ensuring feasibility and relevance.

B. Innovation and Applied Research

- ❖ Participate in hackathons and innovation challenges focussed on educational technology and scalable solutions.
- ❖ Undertake internships and field studies with schools, HEIs, NGOs, or government agencies for hands-on exposure.

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C. Capacity Building

- ❖ Attend workshops and training on research methodologies, ICT-facilitated research data analysis tools, and writing skills.
- ❖ Leverage mentorship opportunities offered by faculty to refine research techniques and proposals.

D. Research Dissemination

- ❖ Present research findings at NIEPA-hosted conferences, and national and international forums.
- ❖ Publish in NIEPA's research journal or other academic outlets.

E. Scholarships and Fellowships

- ❖ Identify and apply for scholarships / research fellowships to further research experience.

Short-Term Goals (1-3 years)

- Encourage students to undertake small scale research projects under faculty supervision in the form of developing reports / papers / reviews.
- Initiate mentorship programmes where faculty guide students in exploring innovative research topics, providing early exposure to research methodologies.
- Organise workshops on innovation, academic writing, publishing, ethics, and intellectual property rights (IPR).
- Encourage student participation in organisation of conferences and giving them experience of sessions, engaging with presenters, and writing summaries of their experiences.

Medium-Term Goals (3-5 years)

- Mandated attendance at educational research workshops to enable students to conduct original research with the potential for publications or patents.
- Exposure to internship programmes with other institutions for research, allowing students to tackle real-world challenges in conducting research.
- Facilitate and motivate in term of funding and / or institutional backing for students seeking to publish their research in journals or present at conferences to enhance their soft skills and promote academic and professional development.

Long-Term Goals (5-10 years)

- Create advanced research infrastructure, e.g., equipped digital library for fostering interdisciplinary and impactful research
- Develop opportunities for students to engage in international research seminars and conferences, broadening their global perspectives and enhancing their innovations including publication of their work

- Introduction of student placement initiatives.
- Provide extra credits for students attending conferences or presenting their research, with established criteria for earning these credits through such activities.

Enablers

- Conduct workshops on research methodologies, data analysis tools and academic writing.
- Establish research mentorship programmes pairing students with experienced researchers.

4. Research Support, Collaboration and Partnerships

At NIEPA, collaboration with national and international agencies is a continuing practice, yet there is significant potential to further formalising and expanding of these collaborations to enhance their impact.

Short-Term Goals (1-3 years)

- Improve interactions with the academic community and policy makers.
- Strengthen relationships with state and sub-state levels of the country.
- Strengthen collaborations with IIEP and other international agencies and institutions.
- Strengthen the Placement Cell to facilitate ongoing partnerships with different national and international educational institutions, NGOs, industries etc.
- Revision and updating of educational programmes to incorporate the latest research findings.
- Establish Memoranda of Understanding (MoUs) for joint research initiatives. This shall enable effective collaboration and foster the creation of intellectual property (IP) through shared expertise.
- Host conferences, workshops, seminars, and technical sessions to equip faculty and students with knowledge, skills and vocational trends and technologies.
- Strengthen existing centres / units dealing with specialised research, policy labs, etc.

Medium-Term Goals (3-5 years)

- Expand coverage of networks such as ANTRIEP.
- Establish (campus) centres / institutes of educational planning, research and development.
- Strengthen partnerships for mobilising funds for joint research.
- Implement structured internship and job placement programmes in collaboration with industry partners.

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- Foster collaboration between university faculty, students, and industry experts on real-time projects.
- Develop mentorships and student exchange programmes.
- Promote international cooperation through specialised centres, e.g., Unit for International Cooperation, Centre for International Education.

Long-Term Goals (5-10 years)

- Alignment between academic programmes and workforce needs, creation of a comprehensive career development framework that includes continuous training, mentorship programmes, and alumni networks to support graduates in their career paths.
- Create and or joining consortium of multiple industry partners, government agencies and academic institutions to focus on high-impact research projects.
- Develop streamlined research policy with clear guidelines.
- Develop regional cooperation in education.

Enablers

- Establish formal MoUs for joint research initiatives with national and international institutions.
- Create consortium arrangements with multiple industry partners and grant agencies.
- Expand ANTRIEP network coverage, and establish new partnerships.
- Develop streamlined research policies with clear guidelines for international collaborations.

5. Increasing Number of Research Scholars

Short-Term Goals (1-3 years)

- Upgrade and expand research infrastructure.
- Maximise the intake of PhD scholars and post-doctoral scholars based on the available infrastructure, faculty, and funding sources.
- Enhance number of scholars through funding from scholarships, exchange programmes, and by giving research associateships.

Medium-Term Goals (3-5 years)

- Infrastructure modernisation and expansion.
- Filling up of vacant posts and recruiting new faculty.
- Developing structured postdoctoral programmes in key research areas.
- Opening centres for specialised / interdisciplinary research and expanding campus.
- Inviting and retaining quality faculty.

Long -Term Goals (5-10 years)

- Develop post-doctoral research programmes that attract international scholars.
- Design more / new opportunities for partnership, collaboration and innovation.

Enablers

- Enhance infrastructure capacity including modern research facilities and including digital library.
- Leverage financial support systems with availability of fellowships, scholarships and research assistantships.

6. Research Publication and Dissemination

NIEPA's contribution to the production and sharing of knowledge has high potential. Sharing of knowledge may take place through face-to-face interactions in seminars / conferences, and through publications (research papers, books, reports, policy dialogues, modules). Some of the NIEPA publications include:

- ❖ An analytical publication on school education, on an annual basis.
- ❖ An annual publication on higher education (IHER) as a trend analysis in Indian higher education.
- ❖ An annual publication on innovations in education.
- ❖ Journals: *Journal of Educational Planning and Administration*, and *Pariprekshya* (Hindi).
- ❖ Occasional paper series, *ANTRIEP Newsletter*, *NIEPA Newsletter*.
- ❖ Policy briefs, modules.
- ❖ Case studies and best practices in educational policy, planning, administration, governance, leadership, pedagogical practices, technology-enabled teaching and learning.
- ❖ Documentation on innovations in education.
- ❖ Project reports, books and other publications.

Short-Term Goals (1-3 years)

- Strengthen the ongoing publication programme.
- Ensure publication of research reports, research-based papers, policy briefs, etc., by faculty emanating from research projects / studies.
- Create small funding pools, allocation of resources to support researchers for publication related expenses.
- Organise awareness programmes related to publishing ethics, copyrights, etc., and improve the quality of publications.
- Initiate research study circles and clubs where students and faculty can collaborate.
- Encourage scholarly projects and research ideas.

- Support and facilitate CPRHE, NCSL, UIC, among others.
- Use of digital technology for interactive modules / digital resources.

Medium-Term Goals (3-5 years)

- Expand the outreach of NIEPA journals and other publications.
- Expand and disseminate the digital repository of educational resources, and resources under National Resource Centre.
- Incentivise strategies for academic writing and publishing.
- Establish mechanisms for financial resources / support.
- Strengthen the Research and Publication Cell.
- Enhance opportunities in the use of digital technology in publications.

Long-Term Goals (5-10 years)

- Enhance metrics for including in various world rankings.
- Establish new centres of excellence in key research areas that can drive national level long-term researches, producing high-quality publications, copyrights and books.
- Networking and collaboration with national and international universities.
- Networking with publication houses and journals.
- Institutionalisation of sabbaticals for faculty members to write books, conduct research, and engage in long-term projects.

Enablers

- Provide publication support infrastructure – editorial assistance, digital platforms and repositories, online publishing systems, digital archives and dissemination networks,
- Data analysis support including software packages, and incentives for research publications.

7. Facilitating Research: Policy Framework

NIEPA's research programme is an opportunity and a means to expand its network with universities and academic community. This large-scale research requires a research policy framework and mechanisms / guidelines in place. The research policy framework may include the following.

A. Institutional Vision and Commitment

- ❖ Align research efforts with NIEPA's mission to improve educational planning and administration in India and globally.
- ❖ Commit to fostering a research ecosystem that values innovation, relevance, and excellence.

- ❖ Strengthen the mechanisms for research approval and granting process.
- ❖ Strengthening of the grant-in aid scheme.

B. Research Ethics and Integrity

- ❖ Develop and enforce a code of ethics to ensure transparency and accountability in all research activities.
- ❖ Conduct regular workshops on ethical research practices for faculty and students.

C. Capacity Building and Skill Development

- ❖ Offer periodic training on advanced research methodologies, data analysis, and academic writing.
- ❖ Establish a Research Skill Development Programme (RSDP) aimed at equipping researchers with technical and analytical competencies.

D. Funding and Resource Allocation

- ❖ Allocation of a share of NIEPA's annual budget for research activities.
- ❖ Establish a Research Endowment Fund to support independent and collaborative research projects.
- ❖ Annual allocation of grants for research projects.

E. Collaboration and Networking

- ❖ Guidelines for formalisation of partnerships with national and international institutions.
- ❖ Create a Research Advisory Committee comprising experts from academia, government, and industry.
- ❖ Develop an online platform for collaboration, featuring project databases and networking tools.

F. Research Dissemination and Knowledge Sharing

- ❖ Launch a NIEPA Research Portal, with open access to research outputs and policy briefs.
- ❖ Host annual research fairs and symposiums to showcase NIEPA's contributions to education.
- ❖ Encourage open-access publishing to maximise the reach and impact of research.

G. Monitoring and Impact Assessment

- ❖ Monitor research activities and recommend periodic review of quality and outcomes of NIEPA's research initiatives.

- ❖ Develop metrics to assess research proposal, research outcomes and Key Performance Indicators (KPIs), such as citation counts, policy influence, and stakeholder feedback.
- ❖ Conduct biennial reviews to align research goals with evolving educational challenges.

Macro Enablers

- Enhance institutional research capacity and output.
- Undertake large-scale research projects involving multiple states and multiple stakeholders.
- Develop a robust support system for researchers.
- Facilitate interdisciplinary and innovative research.
- Strengthen collaboration with national and international bodies.
- Promote ethical and impactful research aligned with national priorities and community needs.

HUMAN RESOURCE ENABLERS

Human resources play a critical role in the holistic development of the University, and NIEPA recognises this role and works accordingly. It encompasses the coordination, management, and allocation of human capital in such a way that it makes the organisation's mission and vision fulfilled and forward looking. NIEPA serves as a centre of excellence and a think tank in educational planning and policy in the country. It will continue its role for the generation of research evidence for national and regional policy and planning, and provide for research and capacity building of educational professionals to strengthen an accountable system of educational governance and management at all levels of education.

The institution works on the principle of collegiality in governance. Decentralisation and participatory model of decision-making are the basic foundational principles of governance in NIEPA, which is corroborated with the decentralised structure of institutional governance. Teaching and curriculum development are also highly decentralised and participatory, and all faculty members are involved in various sub-committees engaged in curriculum development and revision.

1. Student and Learner Empowerment: Holistic Admission, Inclusivity, and Comprehensive Support System

Short-Term Goals (1-3 years)

- Strengthen the existing admission portal to provide clear and real-time updates on application status, selection criteria, and seat availability.
- Leverage the diversity and inclusion dashboard on the Samarth e-Gov portal to monitor key metrics.
- Enhance and strengthen data tracking system to improve diversity and inclusivity efforts.

Medium Term Goals (3-5 years)

- Conduct targeted outreach programmes to underrepresented regions, communities, and economically weaker sections, promoting awareness about University's admission policies and scholarships.
- Continuous update and outreach to alumni for networking and support system for scholars and students.
- Build internships for students to engage in experiential learning as also enhance employability and eventual possible employment by national and international internship organisations.

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Long Term Goals (5-10 years)

- Increase the intake of students in all the programmes offered by NIEPA, gradually over a period of time.
- Conduct entrance exams in other regions / states of India to expand the outreach and access to those who cannot reach the national capital.

Enablers

- Enhance Samarth portal integration for seamless application tracking and communication.
- Dedicate teams for community engagement and scholarship awareness programmes.
- Provide database and communication systems for graduate connections and mentorship.
- Have partnerships for conducting entrance exams across Indian states.

2. Research Scholars: Induction and Development

Short Term Goals (1-3 years)

- Continue to follow research scholars' orientation, induction, and development at NIEPA.

Medium Term Goals (3-5 years)

- Continue and strengthen the annual / bi-annual Peer Review Seminars for encouraging the scholars to communicate and learn from the peers.

Long Term Goals (5-10 years)

- Strengthen the academic accountability of the scholars in following the time line as being applicable from time to time.
- Continue to retain the uniqueness of NIEPA as an institution working in the areas of educational policy, planning, management, and finances in both school and higher education, and undertake innovative research in multidisciplinary areas.

Enablers

- Organise structured induction programmes covering research methodologies, institutional expectations, and academic standards.
- Offer formal and informal forums for scholar interaction and knowledge sharing.
- Have digital platforms for monitoring research milestones and timeline adherence.
- Provide resources and guidance for cross-departmental research initiatives.

3. Students' Development and Wellbeing

Short Term Goals (1-3 years)

- Support the students in finding better professional support for their careers.
- Organise various skill development workshops for research scholars such as software development and application workshops, writing skills workshop, etc.
- Leverage admitting talented students from all across India and support them through fellowships, besides the UGC JRF.

Medium Term Goals (3-5 years)

- Initiate a Mentor-Mentee programme for all the research scholars and MA students; and improve the mentorship programme by addressing gaps and ensuring alignment with students' academic and professional goals.
- Strengthen the student exchange programmes in reputed institutions in both domestic and overseas institutions.

Long Term Goals (5-10 years)

- Have committees in place and functional for safeguarding the wellbeing of students.
- Expand the Study Circle with more collaborative activities.
- Expand NIEPA Colloquium.
- Intensify field-based practical learning through internships. programmes.

Enablers

- Have Professional counselling, job placement support, and industry connections.
- Streamline the fellowship management, scholarship processing, and financial counselling services.
- Utilise the digital system for pairing students with appropriate faculty mentors.
- Have partnerships with domestic and international institutions for mobility programmes.
- Strengthen grievance redressal, anti-ragging, and equal opportunity mechanisms.

4. Faculty Recruitment and Responsibilities

Short-Term Goals (1-3 years)

- Energise and motivate the faculty to engage in continuous professional learning and development.
- Expand the faculty positions and areas of work to ensure and develop NIEPA into a full-bloomed university and enable it further to undertake the tasks of teaching, research, training, and extension more rigorously.
- Fill up of the vacant positions in a time-bound manner.

- Ensure automation of application screening to ensure quick and unbiased shortlisting based on required competencies and qualifications.

Medium Term Goals (3-5 years)

- Provide clear communication to applicants at every stage of the recruitment process with real-time updates.
- Develop mechanism to provide tailored advice to candidates based on their qualifications and application progress.

Long-Term Goals (5-10 years)

- Position the University as a globally competitive employer by adopting global best practices in recruitment and engaging top talent from international academic and research communities as prescribed by the regulator and the government.
- Encourage faculty members to take on roles that align with their professional growth and leadership development goals.

Enablers

- Have digital platforms for application processing, screening, and candidate communication.
- Ensure strategic workforce planning aligned with institutional growth.
- Chalk out clear progression routes and specialised academic leadership development opportunities.

5. Faculty Empowerment and Professional Development

Short-Term Goals (1-3 years)

- Continue to organise workshops and training programmes for the faculty to enhance teaching methodologies, research capabilities, and digital proficiency.
- Continue to encourage faculty to attend professional development programmes and provide necessary support for the same.

Medium-Term Goals (3-5 years)

- Promote faculty exchange programmes in collaboration with national and international universities, facilitating knowledge sharing, global exposure, and networking.

Long-Term Goals (5-10 years)

- Position the University as a hub for global academic excellence for faculty development through interactions with international academicians.
- Handhold, support and guide newly recruited faculty members.

Enablers

- Organise regular training programmes on pedagogy, research methods, and digital skills.
- Provide financial assistance for external training and skill enhancement programmes.
- Have international collaboration framework for faculty interactions and joint initiatives.
- Devise structured support system for recently recruited faculty members.
- Provide resources and support for innovative pedagogy and curriculum development.
- Make available online and offline modules for technology integration in teaching and research, and training therein.

6. Recruitment and Career Advancement for Non-Teaching Staff

Short-Term Goals (1-3 years)

- Clearly define job roles and competencies for non-teaching positions to recruit candidates with the right skills and qualifications.
- Undertake training programmes to enhance efficiency of the staff in generic areas (like digital competency) and areas of their work.

Medium-Term Goals (3-5 years)

- Initiate efforts to promote diversity in recruitment by reaching out to underrepresented sections and ensuring inclusive hiring practices.

Long-Term Goals (5-10 years)

- Continue to organise training programmes on new and evolving digital tools and software to enhance administrative efficiency and facilitate e-governance.

Enablers

- Map competency and qualification requirements for all non-teaching positions.
- Organise regular capacity building in digital skills and specialised work areas.
- Organise outreach programmes and partnerships to ensure diverse candidate pool.
- Provide continuous training in new technologies and e-governance tools.
- Design Pathways for progression and professional development.

7. Holistic Wellness and Engagement Framework

Short Term Goals (1-3 years)

- Continue to organise various workshops and activities to create awareness on stress management, mental health, and emotional quotient.

Medium Term Goals (3-5 years)

- Promoting gender sensitisation and awareness through mandated bodies such as Gender Sensitisation Committees.
- Organise yoga sessions and Indian Knowledge System awareness programmes.

Long Term Goals (5-10 years)

- Organise annual faculty and staff retreat outside NIEPA premises for holistic wellbeing.

Enablers

- Conduct regular workshops, counselling services, and mental health support systems.
- Form committees and conduct awareness programmes promoting inclusive workplace culture.
- Organise yoga sessions, wellness activities, and traditional knowledge system programmes.
- Conduct off-campus facilities and programmes for community building.
- Hold professional counselling and stress management sessions.
- Organise social events, cultural programmes, and team engagement initiatives.

NETWORKING AND COLLABORATION ENABLERS

To achieve its mission of excellence in educational planning and administration through its three functions — research, teaching, training and capacity development, NIEPA requires a well-defined framework for networking and collaboration that includes clear goals, initiatives, and supporting elements. These efforts are designed to create strong networks and collaborations at international, national, inter-state, and local levels while engaging the alumni, civil society, educational institutions, and industry partners. The framework, outlining how to accomplish these objectives, is detailed below.

1. International Collaboration and Networking

NIEPA's engagement in international collaboration and networking aims to position itself as a global thought leader in education planning and administration by leveraging international expertise and fostering global partnerships. This is significant for NIEPA in facilitating the exchange of global best practices in educational planning and policy, promoting NIEPA's research and innovations on international platforms, and enhancing the institution's global visibility and influence. Given below are the goals and initiatives that NIEPA may adopt to achieve its networking and collaboration in international domain and the enablers, in conformity with the rules and provisions of the Indian government.

Short-Term Goals (1-3 Years)

- Establish MoUs and partnerships with global universities and research institutes.
- Establish MoUs and research partnerships with international organisations and mutually collaborate as guest speakers / panelists for events.
- Organise joint seminars and workshops with international universities and organisations.
- Organise joint capacity development workshops for educational administrators across levels of education.
- Participate in international education forums and workshops.

Medium-Term Goals (3-5 years)

- Develop joint research projects on local, national and global educational challenges.
- Partner with UNESCO, World Bank and other international organisations for policy-based research.
- Create cross-border exchange programmes for faculty and students.
- Develop joint degree and dual degree programmes in educational planning and administration.

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Long-Term Goals (5-10 years)

- Strengthen the Unit for International Cooperation (UIC) as a dedicated centre for international partnerships and collaborative research.
- Position NIEPA as a global leader in educational planning and administration by undertaking international collaborations and portraying it effectively through social media campaigns.

Enablers

- Have a dedicated international relations office to manage collaborations.
- Provide funding for international and collaborative joint research.
- Evolve funding mechanisms for faculty and student mobility.
- Use institutional digital communication tools for virtual collaboration.
- Organise cultural orientation programmes for faculty and students.
- Provide multilingual training for stakeholders to overcome communication barriers.
- Dedicated social media management team for news management.

2. National-Level Collaborations and Inter-State Networking

The purpose of engaging in this area of collaboration and networking for NIEPA is to act as a national catalyst for cohesive education policy implementation through research and capacity-building across Indian states. This is significant as it has the potential to bridge the regional disparities in educational development and strengthen the education ecosystem through shared resources and expertise.

Short-Term Goals (1-3 years)

- Establish MoUs with central and state-level education institutions and bodies (e.g., central universities, state universities, NCERT, CBSE) on undertaking collaborative research.
- Conduct capacity-building workshops for state and district-level education administrators.
- Create a platform for inter-state dialogue on common educational challenges.
- Establish pilot projects on HE outreach programmes for school-HEI collaboration in rural areas.

Medium-Term Goals (3-5 years)

- Establish a National Data Repository for educational statistics and policies, aiming to create digital repositories and forums that facilitate the sharing of best practices and innovative solutions among states.
- Strengthen the national level awards for innovation in education governance.

- Facilitate inter-state collaborative research on policy innovations.
- Develop continuous professional learning (CPL) frameworks for HE teachers and school educators.
- Support policy making bodies at the state level with evidence-based inputs to align their teaching-learning processes with the industry / employer demands.

Long-Term Goals (5–10 years)

- Develop a standard framework for monitoring educational outcomes across states.
- Strengthen regional hubs (like NIEPA Regional Campuses, SIEMATs) to address state-specific needs and challenges related to educational planning and administration.
- Work on the NSQF and NCrF-2023 and institutionalise a national framework of skills and competencies for smooth transition from school to higher education and work.
- Form a national collaboration network to facilitate knowledge sharing, best practices in the areas of educational planning, administration and management.

Enablers

- Ensure policy alignment across states with NEP 2020 goals.
- Have access to national funding schemes.
- Improve coordination with state education departments and local bodies for Inter-State Learning Exchanges.
- Create NIEPA-certified programmes for school leadership.
- Use advanced analytics tools for evidence-based policymaking.
- Create a technology platform for data and resource sharing.

3. Collaboration and Networking for Training and Capacity Development

Since its inception, one of the most important mandates of NIEPA has been training and capacity development of educational administrators across school and higher education drawn not only from India but also from other countries of the developing world. Known for its unique programmes that are customised for different contexts and different cadres, NIEPA is positioned to play a critical role in shaping the capacity development landscape of education. NIEPA has also forayed into collaboration with other international, national and regional institutions / universities to draw intellectual capacities and strengthen indigenous capacity development programmes.

Short-Term Goals (1–3 years)

- Undertake a SWOC analysis and review of courses and programmes that are currently being offered in various NIEPA programmes to make these more effective and productive.

- Collaborate with institutions / universities to conduct professional / practitioner needs analysis of various cadres, administrators, and leaders who are engaged in educational landscape in India and abroad.
- Devise strategies to undertake blended training and capacity development programmes.

Medium-Term Goals (3–5 years)

- Foster MoUs with leading institutions / universities for developing capacity development programmes in areas of educational planning, administration and management.
- Use global cutting-edge research and NEIPA's own research and best practices cases to inform the basis for training and capacity development programmes.

Long-Term Goals (5–10 years)

- Develop long-term associations with institutions and universities to track the outcomes and impacts of training and capacity development programmes.
- Develop formats to link the outcomes of training and capacity development programmes with the outcomes of the improved practices that the beneficiaries undertake (such as the system, the students, institutions / universities).
- Create plans for regular follow-up with the trainees to track improvement in their competencies.
- Explore further and revise capacity development programmes in various modalities such as face to face, blended, online, and others.

Enablers

- Build international, national and state networks with institutions / universities and research organisations.
- Establish need assessment mechanisms and strategic planning that clearly define long-term, medium-term, and short-term goals.
- Ensure availability of trained technical resource persons.
- Offer platforms with facilitative and flexible hardware, software and interaction mechanism for blended training and capacity building.

4. Collaboration and Networking with Industry and Civil Society

Networking and collaboration with industry and civil society are vital components of NIEPA's strategy to bridge the gap between educational policy and practice. Engaging with these stakeholders enables the institute to design innovative solutions for real-world educational challenges while ensuring inclusivity, equity, and sustainability. Partnerships with industry provide insights into workforce demands and future skills, while collaboration with civil society ensures that educational policies and initiatives resonate with grassroots realities.

Short-Term Goals (1–3 years)

- Establish dedicated liaison office to coordinate with industry and civil society stakeholders.
- Host academia-industry roundtable discussions to explore collaboration opportunities.
- Invite civil society and industry representatives for placement drives.
- Collaborate with IIMs / IITs to host the industry-academia-civil society forums to identify shared goals and priorities in the area of leadership and management.
- Partner with civil society and industry (through CSR initiatives) to undertake policy-based action research and propose strategies for implementing localised education initiatives, especially in underserved areas.
- Develop MoU with *Unnat Bharat Abhiyaan*, GoI for organising university-wide regional workshops on university-community outreach, including providing information on post high school career options to the youth in the community.

Medium-Term Goals (3–5 years)

- Develop formal Memoranda of Understanding (MoUs) with leading industries and influential civil society organisations for long-term partnerships.
- Establish a national platform for industry-civil society-NIEPA collaboration, focussing on policy implementation and monitoring.
- Collaborate with industry to design training programmes for teachers and administrators on emerging technologies and industry trends.
- Undertake joint research with civil society on community-based education initiatives.
- Empower grassroots educators and community leaders through capacity-building initiatives.
- Create an advisory committee consisting of civil society representatives to guide NIEPA's initiatives regarding community engagement in higher education.
- Design internship programmes for students in collaboration with industry and civil society.

Long-Term Goals (5–10 years)

- Develop a repository of best practices in academia-industry-civil society partnerships.
- Create an Industry-Civil Society Education Consortium to drive continuous innovation and inclusion in the education sector.
- Collaborate with industry partners on applied research projects that address specific work-force challenges.

Enablers

- Provide dedicated grants and funding for civil society and industry capacity-building initiatives.
- Recruit specialists to manage stakeholder relationships and execution of activities.
- Design frameworks for public-private partnerships (PPPs) in education.
- Create a centralised database of potential industry and civil society collaborators.
- Provide policy support for incentivising industry and civil society engagement.
- Have dedicated student internship and placement team to coordinate with industry and civil society partners.

5. Collaboration and Networking with Alumni

NIEPA's alumni represent a vast pool of expertise and influence, spanning various sectors and geographies. Alumni can help to promote the university's mission and vision. By maintaining a strong connection with its alumni, NIEPA can leverage their insights, mentorship, and resources to enhance its programmes and initiatives. Alumni networks serve as a bridge to industry, policy, and academia, expanding NIEPA's impact.

Short-Term Goals (1–3 years)

- Create a comprehensive alumni database with updated professional profiles. Launch alumni spotlights and progress and achievements on websites, newsletters and social media.
- Conduct virtual and in-person alumni meet-ups / workshops: It will help to share experiences, information and help in exploring new avenues of employment.
- Engage the alumni in mentoring student's projects and some incentives provided to them to work on collaborative projects / activities.

Medium-Term Goals (3–5 years)

- Establish an alumni advisory committee for strategic inputs.
- Develop a mentorship programme connecting alumni with current students
- Organise annual fundraising campaigns led by alumni: Alumni can raise funds for scholarship and infrastructure.
- Development of an online blog that can help to provide information for interested students and nurture budding researchers.
- Use social media for building connections and for enhancing opportunities for placement.

Long-Term Goals (5–10 years)

- Build an alumni endowment fund to support institutional initiatives.
- Establish a Hall of Fame recognising outstanding alumni contributions.
- Create a global alumni network, facilitating cross-border collaborations.

Enablers

- Acquire digital management software for alumni engagement.
- Form a dedicated alumni relations team, equipped with social media management skills.
- Organise programmes to incentivise alumni.
- Provide digital infrastructure to easily access digital resources and networks.

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PHYSICAL ENABLERS

Physical enablers are critical to fostering an environment conducive to innovation, collaboration, and excellence for teaching, research, training and capacity development. The high-quality infrastructure supports advanced research, effective teaching, and meaningful training and capacity development, ensuring that NIEPA remains competitive and forward-thinking. Key aspects of the significance of physical enablers include the following:

- ❖ Modern classrooms, well-equipped computer labs, a state-of-the-art library, and collaborative spaces which enhance the learning experience.
- ❖ Cutting-edge research facilities which empower faculty to research issues that address complex challenges.
- ❖ Residential facilities and green campus: Embracing green technologies underscores sustainability and contributes to long-term environmental stewardship.

Physical Enablers and their Goals

Short-Term Goals (1-3 years)

1. Modern Classrooms and Learning Spaces

- Upgrade classrooms to include smart boards, projectors, and big-size screens and interactive digital tools; ensure all classrooms are equipped with adequate lighting, ventilation, and ergonomic furniture.
- Ensure regular maintenance of office rooms, classrooms, laboratories, and labs, IT and digital infrastructure.

2. Digital and IT Infrastructure

a) Campus Wide Goals

- Upgrade campus-wide Wi-Fi for seamless connectivity; introduce a centralised Learning Management System (LMS); implement IT-enabled tools for administrative efficiency.
- Ensure maintenance of electric and electronic systems, CCTV and manual security system maintenance, etc.

b) Well-equipped Computer Labs and Technology Access for Students

- Provide high-speed internet access across campus and Wi-Fi-enabled study zones, and required software in the PCs.
- Cover student attendance under Bio-Metric system.

- Use a mechanism for electronic reminder alerts to the scholars regarding important dates like last date of fee submission, re-registration, de-registration, pre-submission, final submission of thesis, etc.

3. *Modern Library Facilities*

- Digitise key library resources, including e-books, journals, and research papers; create quiet study zones and collaborative workspaces within the library.
- Maintain Library and Documentation Centre regularly.
- Provide wheelchairs for people who need them.

4. *Research Infrastructure*

- Support research through physical spaces, digital tools, and software creates an enabling environment for innovation and academic excellence.
- Acquire essential software for data analysis, end notes and software for qualitative research studies.

5. *Training and Development Spaces*

- Upgrade seminar halls and training rooms with modern AV equipment, projectors and big-size screens.
- Create flexible training spaces for hybrid (online and offline) learning.
- Ensure accessibility features, including ramps, elevators, and assistive technologies.

6. *Student Support Centres*

- Strengthen the student support centre offering academic advising and mental health counselling.
- Provide designated spaces for tutoring, mentoring, and peer-to-peer learning.
- Register for national government schemes that provide grants for educational development and sustainable initiatives.

7. *Recreational and Wellness Spaces*

- Create designated recreational areas with facilities for relaxation and group activities.
- Ensure access to safe drinking water and install RO water purification systems across campus.
- Use space for student-led cultural events and academic discussions;
- Set up comfortable lounges with water dispensers, Wi-Fi, and charging points.
- Install Sanitary Napkin Dispensers in the Institute, on payment basis.

8. *Canteen Space and Quality of Food*

A high-quality canteen ensures nutritious food for students and staff, contributing to overall wellbeing and productivity.

- Upgrade existing canteen facilities with modern equipment, standard crockery and seating arrangements; implement a monitoring system to ensure food safety and hygiene.
- Ensure proper hygiene maintenance in the canteen.
- Upgrade hostel mess with proper equipment, infrastructure facilities and regular maintenance.

9. *Residential Facilities*

- Renovate existing hostel facilities and provide modern amenities for student and staff accommodation;
- Set up recreational spaces like gyms, sports facilities, and lounges.

10. *Accessible, Sustainable and Green Infrastructure*

- Ensure accessibility for differently-abled students with ramps, elevators, and assistive devices.
- Implement energy-efficient solutions like LED lighting and solar panels; initiate a comprehensive waste management and recycling programme.

11. *Safety and Security Infrastructure*

- Enhance campus security with CCTV surveillance and access control systems; provide fencing and gates around the boundary wall;
- Develop fire safety protocols and install emergency equipment.

12. *Administrative Physical Infrastructure*

- Physical enablers for administration are essential to streamlining operations, enhancing institutional efficiency, and providing a supportive environment for staff, faculty, and stakeholders. These enablers ensure that administrative functions are carried out effectively and align with the institution's mission and goals.

Short Term Goals (1-3 years)

- Renovate existing office spaces with modern, eco-friendly furniture, improved lighting, and modern layouts.
- Implement clear signage and wayfinding systems for easy navigation within administrative buildings.
- Install physical and digital security measures critical for protecting sensitive administrative data and ensuring the safety of staff and visitors.

Medium-Term Goals (3-5 years)

1. *Modern Classrooms and Learning Spaces*

- Develop fully smart classrooms integrating AR / VR technologies for immersive learning.

- Create multipurpose learning spaces for workshops, seminars, and small-group discussions.
- Provide reading rooms for the scholars, and sufficient number of lockers according to the number of scholars.

2. *Digital and IT Infrastructure*

a) Campus Wide Goals

- Establish data centres to support large-scale research; develop a NIEPA mobile app for campus navigation, scheduling, and information sharing.
- Install CCTV in classrooms to observe any anti-ragging activities.

b) Well-equipped Computer Labs and Technology: Access for Students

- Establish specialised labs for data analytics, AI, and simulation-based learning.
- Make classrooms IT-enabled having projector, computer system, etc.

3. *Modern Library Facilities*

- Expand the library collection to include up to date international publications and multimedia learning resources.
- Integrate digital tools for advanced research, including bibliometric analysis and virtual learning platforms.
- Subscribed to bookshare.org to assist visually impaired students by providing relevant collections in various forms such as daisy, mp3, and e-text.

4. *Research Infrastructure*

Supporting research through physical spaces, digital tools, and software creates an enabling environment for innovation and academic excellence.

- Establish a centre for research support offering consulting services and training on software like SPSS, R, STATA, and NVivo.

5. *Training and Development Spaces*

- Build a dedicated training and capacity development space with modular learning spaces.
- Establish simulation labs for policy training and decision-making exercises.

6. *Student Support Centres*

- Establish a centralised student resource hub combining career services, counselling, and wellness programmes;
- Equip the centre with assistive technologies for students with special needs.

7. *Recreational and Wellness Spaces*

- Build a dedicated wellness centre offering mental health services, yoga, and fitness classes.

- Integrate wellness programmes into campus life, focussing on holistic student development.

8. *Canteen Space and Quality of Food*

- Ensure canteen serves nutritious food for students and staff, contributing to overall well-being and productivity.
- Introduce diverse menu options, including healthy meals; incorporate technology for online ordering and digital payments.

9. *Residential Facilities*

- Build dedicated housing facilities for visiting scholars, fellows, and international guests; in the future, if space is made available.

10. *Accessible, Sustainable and Green Infrastructure*

- Develop sustainable learning environments using green sustainable building designs and materials; incorporate renewable energy solutions in campus infrastructure.

11. *Safety and Security Infrastructure*

- Build a centralised security operations centre; conduct regular safety drills and training for students and staff.

12. *Administrative Physical Infrastructure*

Physical enablers for administration are essential to streamlining operations, enhancing institutional efficiency, and providing a supportive environment for staff, faculty, and stakeholders. These enablers ensure that administrative functions are carried out effectively and align with the institution's mission and goals.

- Construct new administrative blocks with open-office layouts to encourage collaboration, if space is available.
- Equip offices with digital tools and high-speed internet.

Long-Term Goals (5-10 years)

1. *Modern Classrooms and Learning Spaces*

- Transit to flexible and modular classroom designs that accommodate evolving pedagogical methods; implement virtual classrooms for hybrid learning experiences accessible globally.
- Allocate classrooms for all the programmes running in the Institute.

2. *Digital and IT Infrastructure*

a) *Campus-Wide Goals*

- Create a high-tech campus with integrated digital technologies.
- Position NIEPA as a leader in leveraging digital tools for education and policy research.

- b) Well-Equipped Computer Labs and Technology Access for Students
 - Develop advanced digital learning hubs with AI-enabled personalised learning tools and virtual labs;
 - Partner with technology providers for continuous updates and support.
 - Establish an Innovation Lab having emerging technologies like AI, blockchain, and VR.

3. *Modern Library Facilities*

Establish NIEPA's library as a global education policy resource centre with cutting-edge digital and physical archives; develop a globally connected digital library for seamless resource sharing with other institutions.

- Upgrade the existing library system to a world-class library system with a dedicated Innovation Library Lab for experiments on emerging technologies.
- Install Duxbury Braille Translators (DBL) software on the computers, which supports various European and Hindi languages.
- Provide an AI-driven chatbot to provide assistance for various online services.

4. *Research Infrastructure*

Supporting research through physical spaces, digital tools, and software creates an enabling environment for innovation and academic excellence.

- Create a Research and Innovation Hub with cutting-edge tools, AI-enabled research platforms, and high-performance computing facilities.

5. *Training and Development Spaces*

- Integrate AI-driven tools for customised training programmes.

6. *Student Support Centres*

- Develop a state-of-the-art Student Support Centre offering tailored additional academic support, support for career development, international opportunities, and personal growth.
- Encourage and involve students as volunteers and interns in community and social welfare programmes.
- Ensure the utility of physical resources, such as healthcare facilities, recreational areas, including canteen and hostel mess, hostel waiting room, and wellness environments.
- Ascribe to sports play a crucial role in providing students with the necessary support for both mental and physical health.
- Strengthen the existing health centre infrastructure; extensive sanitation drives; installation, check and repair of emergency alert system; safety and security audit.

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7. *Recreational and Wellness Spaces*

- Establish a fully integrated wellness campus with eco-friendly recreational spaces and comprehensive health services.
- Renovate restrooms on all the floors of the Institute.
- Increase the number of restrooms on each floor, designated for non-teaching, project staff and scholars.

8. *Canteen Space and Quality of Food*

A high-quality canteen ensures nutritious food for students and staff, contributing to overall well-being and productivity.

- Establish NIEPA's canteen as a sustainable and quality food service model using safe sourced ingredients and eco-friendly packaging.
- Upgrade the canteen premises as a cafeteria.
- Improve Canteen facilities by making it a smart, eco-friendly cafeteria powered by solar energy and induction technology, with energy-efficient appliances, waste reduction through smart bins, water conservation techniques, and the use of eco-friendly materials with carbon footprint tracking.
- Adhere to FSSAI standards with regular audits.

9. *Residential Facilities*

- Create a fully integrated campus with eco-friendly residential zones; establish a community hub for networking and collaboration among residents.
- Redevelop the staff quarters.
- Install the lift facility in the staff quarters.
- Increase the number of staff quarters.
- Ensure regular maintenance of residential quarters, cleaning of the terraces to avoid water logging, cleaning of waste material dumping.

10. *Accessible, Sustainable and Green Infrastructure*

- Transit to a green campus with eco-friendly classrooms, libraries, and student hubs;
- Create green spaces for outdoor learning and community interaction.

11. *Safety and Security Infrastructure*

- Establish NIEPA as a benchmark for campus safety and security standards.
- Integrate AI-driven surveillance and security monitoring systems.
- Develop a centralised administrative complex with integrated departments for seamless coordination.

Enablers

- Leverage government grants, CSR contributions, and international collaborations.
- Collaborate with leading hardware and software support providers.
- Align goals with institutional policies and national education initiatives.
- Establish committees to oversee progress and ensure goals are met efficiently.
- Collaborate with IT firms and technology providers; funding from government digital initiatives.
- Collaborate with tech firms and access to research funding programmes; access external funding sources for library digital resources.
- Establish partnerships with international education organisations; access to advanced training technologies.
- Facilitate vendor partnerships and adherence to food safety regulations.
- Seek investment from CSR initiatives; collaboration with architectural and urban planning experts.
- Provide grants for sustainability initiatives; collaboration with environmental organisations.
- Collaborate with security and safety technology providers; funding through institutional and government resources.

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DIGITAL ENABLERS

The 'Samarth' system of NIEPA provides for greater efficiency in administrative tasks, better resource utilisation, and enhanced communication, all while ensuring data security and access control. Project 'Samarth' serves as a cornerstone for digital transformation, acting as a comprehensive suite of digital enablers that streamline operations, enhance transparency, and empower stakeholders within the higher education landscape. Embracing the vision of a digitally enabled India, this platform integrates numerous modules that cater to all aspects of university life, from student admissions and academic management to faculty resources and administrative processes. The implementation of Samarth extends beyond mere digitisation, establishing a user-centric ecosystem that improves the overall 'ease of living' within academic institutions.

Digitisation of NIEPA through 'Samarth' e-Gov and Digital Initiatives

NIEPA has strategically embraced digitisation through the Samarth e-Gov platform, implementing a wide array of modules to transform its operational landscape. This initiative has successfully transitioned numerous core functions, including: recruitment, payroll, leave management, and essential services like transport and guest house management, to a digital framework. Furthermore, NIEPA is actively leveraging Samarth for critical tasks like grievance redressal, RTI management, and the admissions process, demonstrating a commitment to improved transparency and accessibility. With a focus on user-centric design, NIEPA's implementation of Samarth not only enhances internal efficiency but also strives to create a more streamlined and responsive environment for its employees and stakeholders. The ongoing adoption of additional modules for academics, inventory, and project management further underscores NIEPA's dedication to leveraging technology for a more robust and digitally empowered institution. The use of Samarth for various activities is depicted in the Figure 4.

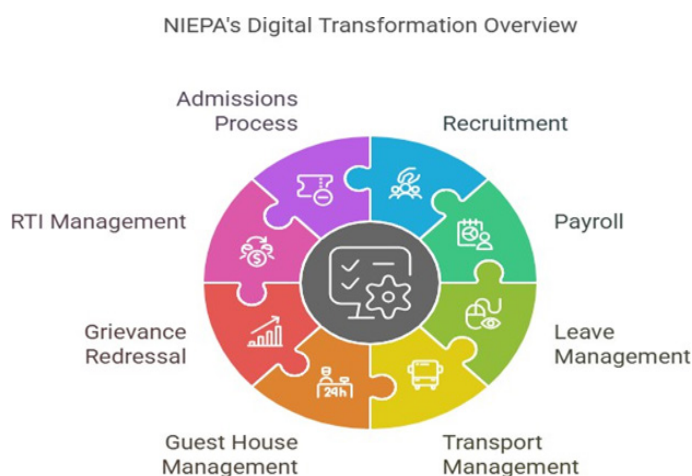


Figure 4: Activities Covered under Samarth

i) Samarth Module Implementation at NIEPA

NIEPA has implemented the following Samarth Modules as Digital Enablers.

	Module	Implementation Status
1	Samarth Recruitment Module	Implemented the NIEPA Samarth recruitment module for teaching and non-teaching vacancies.
2	Samarth Payroll Implementation	Successfully migrated to Samarth Payroll System
3	Samarth Leave Management System	Successfully implemented the Leave Management System for NIEPA employees.
4	Samarth Base Module Configuration	Base Module Data uploaded on NIEPA Samarth Portal.
5	Samarth IT Service Desk Implementation	Successfully implemented the IT Service Desk for NIEPA Employees.
6	Samarth Employee Life Cycle (HRMIS)	Successfully implemented the Employee Management with Employee Lifecycle.
7	Samarth Grievance Implementation	Successfully implemented the Grievance and Public Grievance.
8	Samarth Essential Service Module	Successfully implemented the Transport request, Parking, Conference Hall booking, Guest House Management to the NIEPA.
9	Samarth Transport Management	Successfully implemented the Vehicles and its Daily Tracking for Transport Facilities.
10	Samarth RTI Management	Successfully implemented the RTI module to manage the RTI files within the institute.
11	Samarth Admission Implementation	Successfully implemented the admission 2023-24 for PhD & MAED Programmes.
12	Samarth sports management	Successfully implemented the sports, Subscription, and infrastructure to the institute.
13	Samarth Core Communication System	Successfully implemented the messages for the users.
14	Conducting awareness programmes on Cyber hygiene & Cyber security awareness	Successfully Conducted the Cyber Awareness Programme for NIEPA faculty/staff.
15	Hardware Updating Regarding	Hardware has been updated to the latest technologies
16	Google Suite	Google Workspace for Education Fundamentals covered for all the users.
17	Qualitative and Quantitative Software Reg	NIEPA Equipped with the NVIVO and SPSS Software.
18	NKN and Power Grid ISP Connectivity	NIEPA Equipped with the NKN 1Gbps Bandwidth and failover link through Power Grid.

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The Samarth positively impacts the Institute by providing practical, tangible solutions to common challenges faced by various stakeholders. Through comprehensive module implementation and a user-focussed approach, it aims to simplify processes, increase efficiency, and foster transparency.

The Samarth platform is built upon a strong foundation of Role-Based Access Control (RBAC). This foundational security mechanism ensures a tailored experience by granting specific levels of access to different users and limiting exposure to irrelevant modules and information. This leads to greater functionality while also enhancing security

ii) Transforming the Student Experience: Access, Empowerment and Transparency Academic Empowerment (Focus on Students) (Figure 5)

- ❖ *Admissions:* The centralised admission portal streamlines the whole process of admissions. Students can now easily register, track their applications and view admission results in a simple unified space.
- ❖ NIEPA Degree certificates distribution through NAD Digi Locker.

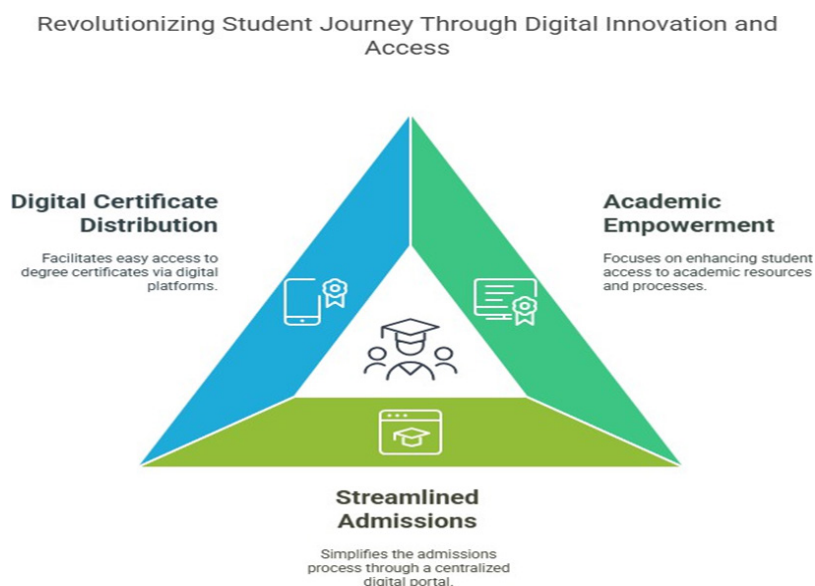


Figure 5: Digital Access to Student Activities

These changes reflect a dedication to streamlining the student experience with easy access to key academic and administrative tools.

a) **Streamlining Workflows: Empowering Faculty and Staff for Efficiency (Figure 6)**

- *Employee Management:* Faculty and staff manage their profiles, track leave, and update their details online without the need for time consuming paperwork or manual tracking, giving them autonomy over their own information.
- *File Management and Tracking System:* All important documents are managed, shared, and collaborated upon online. This not only saves time, and eliminates

the need for physical records, but also creates better tracking and security of records.

- **Knowledge Management:** Faculty utilise this module to showcase their research work and to easily maintain and update a digital record of their research contributions.
- **Financial Management:** A digital upgrade significantly strengthened financial management in NIEPA by introducing integrated platforms for budgeting, payroll management, expenditure tracking, and real-time monitoring of funds.
- **Payroll Management:** Employees receive their pay on time and with complete transparency, ensuring they can access all information related to their salaries including their pay slips and tax information online.

The Samarth platform empowers faculty and staff by reducing their administrative tasks, making workflow management simple, and ensuring a more streamlined day-to-day work experience.

Streamlining Academic Administration

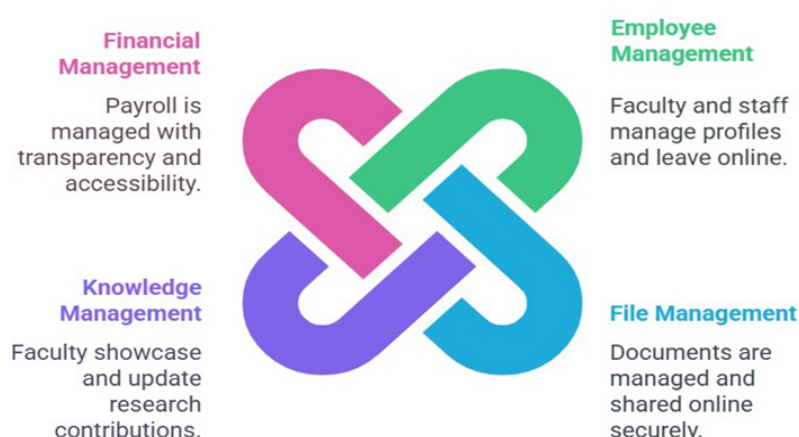


Figure 6: A Unified View for Informed Decisions and Control

iii) Data-Driven Decision Making (Focus on Administration)

- **Centralised Information Hub:** Administrators now have a single platform to manage data across all departments, operations and administrative tasks, giving them more transparency into the system.
- **Actionable Insights:** The built-in reporting features for each module equip administrators with valuable information, helping them make informed decisions.

iv) Process Streamlining and Control

- **Inventory Management System:** With a centralised system, assets and equipment within the university are better tracked and managed with ease.
- **File Management and Tracking System:** The easy to access and track system for electronic file management has created efficiencies and streamlined administration.

- **Recruitment Management System (Teaching and Non-Teaching):** The platform promotes transparency and efficiency in handling all aspects of the recruitment of both teaching and non-teaching positions.
- **Financial Accountability:** By using the financial management modules, administrators ensure transparency in financial processes.

By providing administrators with real-time data access, easy monitoring of operations and the ability to generate reports, the Samarth Platform promotes efficiency, transparency and effective management of the university's functions and operations.

Vision for the Future

- ❖ 'Project Samarth': Building a Foundation for a Seamless University Experience (Figure 7) .

Through its comprehensive approach and multiple modules, Project Samarth helps in digitising operations, streamlining tasks and creating an ecosystem which is transparent, accessible and efficient for all.

- ❖ By removing redundancies, automating mundane tasks, reducing time spent on administrative tasks and allowing users to focus on their core functions, the platform will empower and enhance the day-to-day experience of all stakeholders within the campus.
- ❖ Samarth will enhance communication between various stakeholders within the university while empowering them with information and creating a conducive and engaging learning and working environment.
- ❖ Samarth will ensure future growth and innovation with the potential to transform the way the university's functions and serves their community in a more transparent, inclusive and effective manner for years to come.

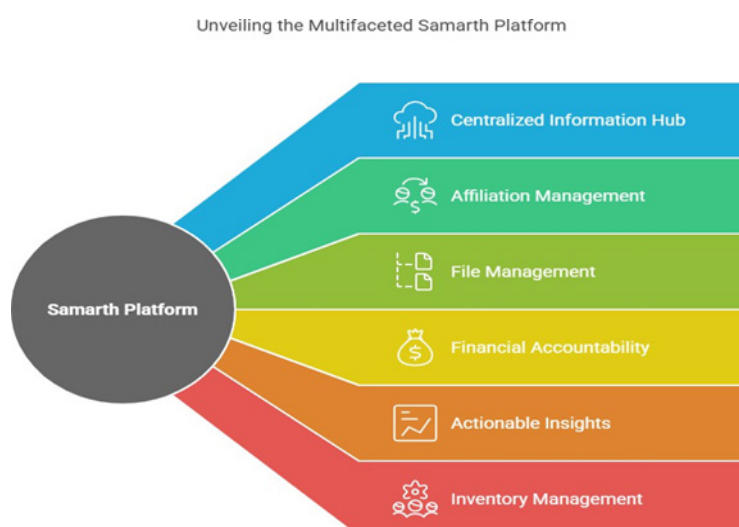


Figure 7: Key Changes and Improvements in This Version

Short-Term Goals (1-3 years) (Figure 8)

- NIEPA Inventory Management implementation through Project Samarth.
- Implementation of NIEPA Health Management through Project Samarth.
- Implementation of Residence Allocation System through Project Samarth.
- Implementation of NIEPA Security Management System.
- Power Grid ISP upgradation from 100 Mbps to 1 Gbps.

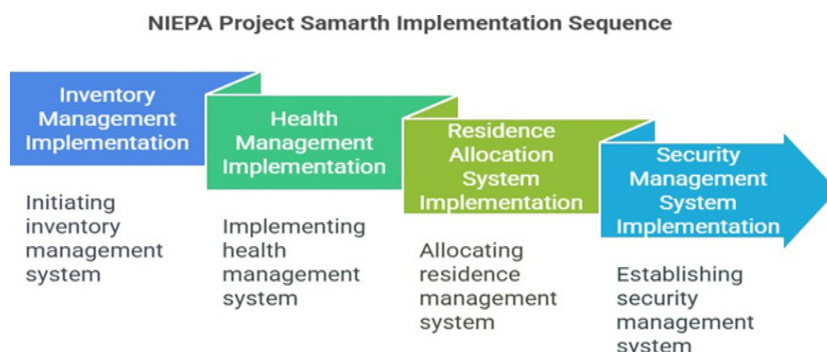


Figure 8: Short-Term Goals for Samarth

Medium-Term Goals (3-5 years) (Figure 9)

- Implement Cyber Security Policy to protect all the stakeholders.
- Implement NIEPA Estate Management System.
- Implement NIEPA Website Policy.
- Use NIEPA Samarth Platform to bring the paperless office into practice.
- Strengthen the existing recording and broadcast facilities to record dialogues and lectures.
- Have an integrated and centrally controlled digital identity system for physical access to libraries, labs, and other designated spaces for effective resource utilisation.
- Disseminate cyber security awareness information through workshops and meetings for all the stakeholders.
- Reinforce the cyber security infrastructure.

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Achieving Digital Security and Efficiency

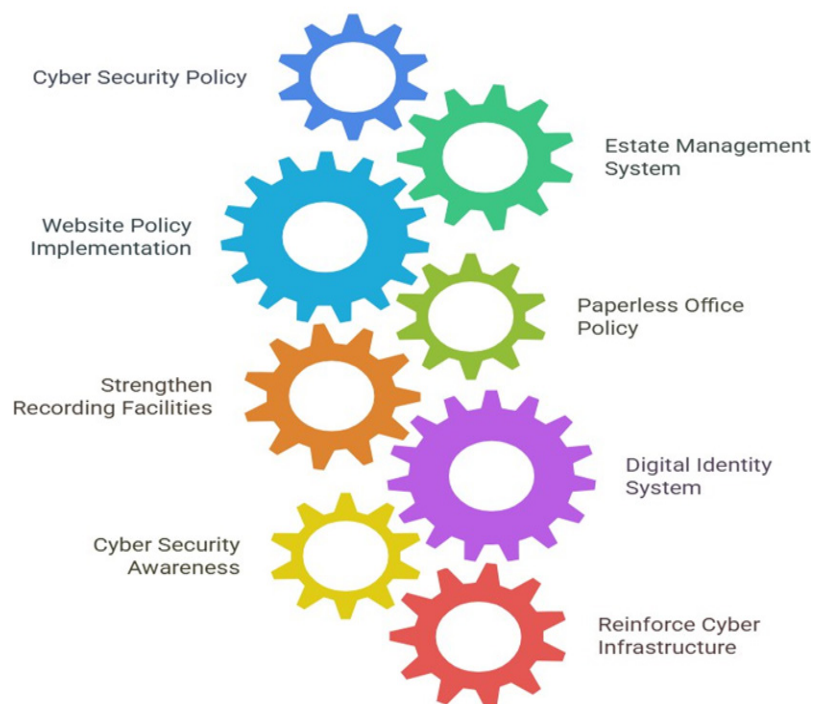


Figure 9: Medium-Term Goals for Samarth

Long-Term Goals (5-10 years) (Figure 10)

- Implement a Student Life Cycle System using Project Samarth.
- Implement Budget and Accounts using Project Samarth.
- Implement NIC e-Office.
- Implement NIEPA Project Management System.
- Implement Smart Digital Outdoor Signage Boards.
- Implement Smart Classroom Setup.
- Upgrade NIEPA Network Infrastructure, like procurement of a Firewall in High Availability Mode, POE Switches, CCTV Infrastructure and Wi-Fi Infrastructure.
- Setup Studio to create the e-contents.
- Upgrade Hardware.

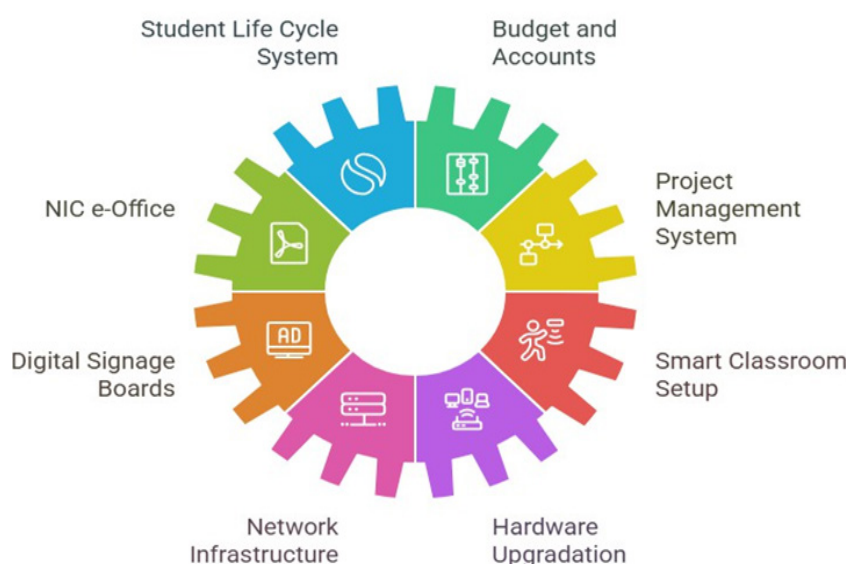


Figure 10: Long-Term Goals for Samarth

Enablers

- Establish standardised inter-departmental communication protocols and data sharing agreements across institutional units.
- Design institutional policy framework aligned with Government of India e-governance guidelines and specifications.
- Provide comprehensive electrical and network cabling infrastructure supporting PoE (Power over Ethernet) device deployment.
- Provide adequate financial resources for procurement and regular refresh of computing hardware.
- Ensure professional cybersecurity expertise for configuration, monitoring, and maintenance of security systems.
- Ensure technical expertise for network design, installation, and maintenance of switching systems.
- Staff training and technical expertise in cloud platform administration and optimisation, and in open-source software and platforms.

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STRATEGIC ACTION PLAN

Education plays a pivotal role in the socio-economic development of any nation. To ensure that education systems are effective, equitable, and sustainable, it is crucial to adopt strategic approaches that are grounded in evidence-based decision-making. The Strategic Plan aims to ideate a template to enhance the planning and management operation of the Institution, and this will cater to a more informed, efficient, and collaborative educational landscape. The plan focusses on improving educational planning and management through a deeper understanding of key concepts, processes, and tools. A key component of this strategic plan is the emphasis on knowledge sharing and networking. By establishing strong partnerships with national and international institutions and agencies, the goal will be to create a dynamic and supportive environment for the exchange of ideas, best practices, and innovations in educational planning and management. The strategic plan, outlined below, focusses on the five strategic objectives and the eight 'enables' described in the foregoing sections; and which may provide further direction to various departments and units to work out respective departmental plans in consideration of responsible nodal persons, specific outputs / outcomes, and budgetary requirements.

Development across economic, social, and cultural dimensions requires a focus on a comprehensive education landscape. It enhances human capital, increasing productivity and fostering innovation, which drives economic growth. Educated individuals tend to have better health outcomes, greater social mobility, and more active civic engagement. It also promotes equality, gender parity, and sustainability by raising awareness of environmental issues. In this manner, it supports better governance and long-term peacebuilding by creating informed, active citizens. While challenges exist, particularly in regions with limited resources, education remains a fundamental driver of sustainable development and plays a crucial role in improving societal well-being.

Thus, education serves as a powerful instrument of change; in India, it is acting as a catalyst for progress aligned with the vision of a "Viksit Bharat." In order to fulfil this vision, effective planning and governance are essential. A well-structured strategic action plan must focus on harnessing the transformative potential of education, ensuring it reaches all levels of society and contributes to sustainable development. By aligning educational initiatives with broader national goals and fostering strong governance mechanisms, we can accelerate transformation toward building an inclusive, empowered, and developed India. The strategic plan covering the five strategic objectives are elaborated below.

1. Promoting Evidence-Based Decision Making in Educational Planning and Administration

This strategic objective positions NIEPA as the leading source of evidence-based empirical research that informs educational policy and planning decisions across India. The focus is on transitioning from small-scale studies to large, multi-state research projects that provide meaningful insights for policymakers. Key initiatives include conducting major empirical

research projects annually across various states, launching specialised studies on NEP-2020 implementation, and establishing comprehensive databases for both school education and higher education. The establishment of an Indian Knowledge Systems (IKS) research centre will further strengthen NIEPA's research capacity in indigenous educational pedagogies and practices. By conducting evaluation studies for the Ministry of Education, UGC, and other policy bodies, NIEPA will directly contribute to improving educational programmes and policies based on solid empirical evidence.

Strategic Objectives	Performance Indicators
<ol style="list-style-type: none"> Promote 'evidence-based decision-making' by fostering the production of knowledge through large-scale, multi-state empirical research, emphasising areas such as equity, diversity, curricular and pedagogic innovations, quality, technology, and governance. 	<p><i>Research</i></p> <ul style="list-style-type: none"> Conducting prioritised and evidence-based institutional and collaborative large-scale, multi-state research on educational policy, planning, development, and administration (2-3 studies covering 2-23 states each annually). Creating at least 10 mentor-mentee research pairs. Incentivising academic writing and publishing. Streamlining of research approval and granting process. Developing code of ethics for all research activities. Offering short-term research skills development programmes for faculty and research students. Creating research support unit with services like SPSS, R, STATE, NVivo, etc. Establishing a comprehensive database on educational statistics (Target: 2 = National repository of school education and higher education, respectively). Establishing a Centre for IKS of Education.

2. Leveraging Infrastructure and Resources, and Capacity Development for Educational Planning and Management

NIEPA's capacity development mission focusses on training educational administrators and leaders at all levels to improve the quality of educational governance across India. The target is to increase the total number of trainings of educational administrators annually while maintaining high-quality standards. The strategy involves organising 1-2 capacity-building workshops per state / UT annually, ensuring comprehensive geographical coverage. A significant shift towards online and blended delivery modes (annual target: 30% transition) will help address space constraints while expanding reach to remote areas. Development of seven specialised training modules over three years will leverage NIEPA's departmental expertise, while establishing regional training centres will provide sustained support across India's diverse educational landscape. Increase in the number of international participants will maintain NIEPA's global leadership in capacity development.

Strategic Objectives	Performance Indicators
2. Improve education planning and management at national and sub-national levels by expanding its regional campuses, pool of human resources, resource mobilisation and financial efficiency, scaling up physical and digital infrastructure, 'capacity development' through various training programmes, focussing on strategic and outcome-based planning as well as educational leadership.	<p><i>Governance</i></p> <ol style="list-style-type: none"> 1. Establishing at least two NIEPA-Regional Centres in the country with foundational administrative and academic infrastructure. <ul style="list-style-type: none"> • Developing SOPs for all aspects of governance, administration and academic management. • Developing a system of alumni feedback and other stakeholders to be in place. • Researching indigenous knowledge and indigenous best practices in education and educational planning and management. • Putting in place procedures / SOPs for resource mobilisation, allocative efficiency, and expenditure quality. <p><i>Finance & Revenue</i></p> <ul style="list-style-type: none"> • Developing departmental annual budget based on departmental annual activities and its review twice a year.

- Generating additional resources through research, consultancy, need-based training programmes, investments, private sponsorships and professional associations, alumni and other stakeholder engagement and CSR funds.
- Increasing consultancy activities to further enhance external resource generation.

Human Resources

- Developing community outreach teams and alumni networks for advertising and disseminating academic programmes and training activities.
- Developing an institutional placement cell to support students and graduates.
- Undertaking continuous faculty and staff training and development.
- Installing sanitary napkin dispenser on payment basis.

Technology

- Integrating SAMARTH to all aspects of institutional activities, including inventory management, health management, project management, residence management, estate management, ABC system, databases, OERs and digital repositories.
- Performing technology needs assessment and infrastructure placement, and integrated digital platforms for all institutional functions.

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- Upgrading classrooms into digitally-equipped smart classrooms.
- Developing NIEPA Mobile App for a variety of academic and administrative purposes.

Training

- Undertaking SWOC analysis of existing short-term and long-term capacity building programmes for national and international functionaries.
- Developing blended training platforms and mechanisms with hardware, software, interaction, and resources.
- Developing best practices cases and training modules in educational policy, planning and administration to build into training / CPD and academic programmes.
- Providing digital literacy training for all faculty and staff.
- Increasing the number of educational administrators trained annually through various programmes by 10% each year from the current coverage.
- Organising capacity building workshops organised annually (Target: 1-2 Workshops / State / UT annually, aligning with NIEPAs outreach mandate).
- Transitioning percentage from face-to-face to online / blended training programmes. (Annual Target = 30%).
- Increasing in the number of training modules developed for educational stakeholders at the institutional level.

3. Linking Research with Teaching and Training

This objective strengthens the integration between NIEPA's research activities and its academic programmes, ensuring that cutting-edge research directly informs teaching, learning, and training. The goal is to maximise PhD scholar intake while launching four new Master's programmes within three years. Introducing seven interdisciplinary courses will leverage NIEPA's multidisciplinary strength across departments, covering areas like IKS in education and mixed methodology research in policy analysis. Maintaining an optimal student-faculty ratio which ensures quality supervision while allowing programme expansion. The target of five student-authored research papers annually promotes a collaborative research culture, while establishing two joint degree programmes with partner institutions will enhance international credibility. A 50 per cent graduate placement rate annually will demonstrate programme effectiveness in producing job-ready professionals.

Strategic Objectives	Performance Indicators
3. Deepen the understanding of educational planning and management by "linking research with teaching, and promoting advanced academic programmes like doctoral and Master's degrees."	<i>Academic</i> <ul style="list-style-type: none">• Offering additional master's degree programmes and more multidisciplinary courses, interdisciplinary minor programmes, and micro-credential courses to enhance institutional academic standing and graduate employability.• Enhancing faculty capacity in cultural wisdom, traditional knowledge systems, discipline pedagogy, and competency in skills enhancement and value-added courses and projects, and technology-enabled blended teaching and learning.• Developing and implementing an institutional OER policy and develop an online digital resource repository of all academic resources.• Establishing a centre of IKS of education, and integrate IKS into various masters and doctoral curriculum and training / capacity

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- building programmes, and pursue multidisciplinary research into the pedagogy of IKS.
- Integrating MOODLE and Google Classroom with blended teaching-learning strategies.
- Establishing a specialised research centres of excellence and an educational policy lab.
- Having partnerships with other institutions of repute to offer joint degree programmes.
- Increasing the number of PhD scholars annually (maximise intake based on infrastructure / fellowship).
- Launching new Master's Programmes launched. (Target: 4 programmes within 3 years).
- Introducing inter-disciplinary courses introduced: (Target: 7)
- Improving Student faculty ratio.
- Increasing research publications by teachers (Target: 30 annually) and students: (Target: 5 annually).
- Enhancing the placement rate of graduates.

4. Knowledge Sharing and Dissemination

NIEPA's knowledge-sharing strategy focusses on making research findings accessible to policymakers, practitioners, and the broader educational community. The target is at least one research paper and one other publication per faculty member annually, building on existing publication strengths across all formats. Publishing 1-2 policy briefs per major research project ensures that their findings reach decision-makers in accessible formats. Organising four policy dialogues annually (every 3 months) provides regular platforms for knowledge exchange while remaining manageable for institutional resources. Digital transformation is central to this objective, with plans for comprehensive digital repositories and 50 per cent annual increase in digital module dissemination. A 50 per cent annual increase in website traffic and resource downloads will measure the effectiveness of digital outreach efforts.

Strategic Objectives	Performance Indicators
<p>4. Knowledge sharing by disseminating research findings through publications (research papers, research reports, books and monographs), policy briefs, and training modules, and organising policy dialogues.</p>	<ul style="list-style-type: none"> • Publishing peer-reviewed journal papers, research series reports, policy briefs, books and monographs. • Increasing the number of publications produced annually (Target: at least 1 research paper and 1 other publication per faculty). • Increasing the number policy briefs published: 1-2 per project. • Increasing the number of policy dialogues organised. (Target: 4 in a year). Digital repository developed with accessible research resources. • Increasing the number of training modules disseminated digitally (Target: 50% annually). • Increasing institutional website traffic and digital resources downloads: 50% increase annually.

5. Networking with National & International Institutions and Organisations

This strategic objective positions NIEPA as a hub for educational collaboration, hosting two major conferences annually to establish leadership in both national and international contexts. The focus is on building systematic partnerships across India's educational ecosystem through strategic MoUs. Faculty and student exchange programmes will provide international exposure and collaborative opportunities, while expansion beyond the ANTRIEP network will diversify NIEPA's global partnership. These initiatives will strengthen NIEPA's position as a bridge between Indian educational planning expertise and global best practices.

The networking strategy emphasises quality over quantity, focussing on partnerships that provide mutual benefits and contribute to NIEPA's core mission of improving educational planning and administration.

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Strategic Objectives	Performance Indicators
<p>5. Strengthen “networking with national and international institutions and agencies,” enhancing collaboration through networks like ANTRIEP and fostering international cooperation to promote educational development.</p>	<ul style="list-style-type: none"> • Developing institutional mechanisms for coordination with industry and civil society stakeholders, including industry-academic roundtables and CSR initiatives. • Leveraging and liaise with Unnat Bharat Abhiyan for university-community outreach. • Designing student internships with industry and civil society. • Developing a comprehensive alumni database with professional profiles and achievements, and conduct alumni meet-ups online and offline. • Hosting national / international conferences (Target: 2 annually). • Increasing Number of MoUs to enable systematic partnership building across India’s educational ecosystem. • Initiating faculty and students exchange programmes. • Expanding regional cooperation network beyond ANTRIEP. • Increasing international collaborative research projects and development of academic resources and programmes.

Through the above five strategic objectives and associated concerted efforts, the strategic plan aspires to build a robust framework that not only enhances the quality and accessibility of education but also ensures its alignment with broader developmental goals. This will ultimately contribute to the creation of an education system that is responsive, resilient, and capable of meeting the diverse needs of all learners.

The Institutional Development Plan (IDP) of NIEPA, as presented in various sections above, serves as a comprehensive strategic blueprint, steering its growth and transformation in alignment with its core vision and mission. It underscores the University’s unwavering

commitment to achieving its short-term, mid-term, and long-term objectives. The IDP addresses critical facets of operations of the University across eight Key Enablers: governance, academic, research, human resources, finance, networking and collaboration, physical infrastructure, and digital infrastructure. These prospective goals have been formulated with a pragmatic and phased approach, ensuring feasibility, tenability, and sustainability. However, it is pertinent to recognise that the categorisation of these goals necessitates continuous monitoring and dynamic revision to remain relevant and productive. The inherent flexibility of the plan allows it to adapt to emerging challenges and capitalise on new opportunities, ensuring that the University remains at the vanguard of educational innovation and excellence. Through dedicated execution, rigorous evaluation, and periodic updates, the IDP will enable the University to ascend as a distinguished leader in higher education as well as a role model for other institutions, fostering an empowered academic community and significantly contributing to the area of educational planning and administration, leading to societal advancement and humanity at large.

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National Institute of Educational Planning and Administration
(Deemed University u/s 3 of the UGC Act, 1956)
17-B, Sri Aurobindo Marg, New Delhi – 110016

F.No. NIEPA/Admn/RO/Notifications/030/2023-24
Dated: June 26, 2024

NOTIFICATION

In partial modification of Notification No. NIEPA/Admn/RO/Notifications/030/2023-24 dated June 21, 2024 it is notified that the Competent Authority is pleased to constitute an **Internal Committee** to devise an **Institutional Development Plan (IDP)** with the following members:

1.	Prof. Kumar Suresh Department of Educational Administration	Chairperson
2.	Prof. Vineeta Sirohi Head, Department of Educational Administration	Member
3.	Prof. Mona Khare Head, Department of Educational Finance	Member
4.	Prof. P. Geetha Rani Head, Department of Educational Planning	Member
5.	Prof. Avinash Kumar Singh Head, Department of Educational Policy	Member
6.	Prof. K. Srinivas Head, ICT & Project Management Unit	Member
7.	Prof. Madhumita Bandhyopadhyay Head, Department of School and Non-Formal Education	Member
8.	Prof. Neeru Snehi Head (I/c), Department of Training & Professional Development in Education	Member
9.	Prof. P.K. Misra Director, centre for Policy Research in Higher Education	Member
10.	Prof. K. Biswal Department of Educational Planning	Member
11.	Prof. Aarti Srivastava Head, Department of Higher & Professional Education	Member Secretary

This is issued with the approval of Competent Authority.

Registrar (I/c)

To
All concerned

Copy to:

1. All Faculty Members
2. IQAC Team
3. P.S. to Vice-Chancellor for information to Hon'ble VC
4. PA to Registrar
5. Administrative Officer (I/c)
6. SO, Establishment Section – for keeping in the P/F of the concerned
7. System Analyst – with the request to upload on 'Intranet'

ANNEXURE II



National Institute of Educational Planning and Administration
(Deemed University u/s 3 of the UGC Act, 1956)
17-B, Sri Aurobindo Marg, New Delhi – 110016

F.No. NIEPA/Admn/RO/Notifications/030/2023-24
Dated: June 21, 2024

NOTIFICATION

The Competent Authority is pleased to constitute an external Committee to consider and analyse the **Institutional Development Plan (IDP)** submitted by the Internal Committee of the Institute and to advise the Vice-Chancellor regarding the implementation of the same. The composition of the external Committee is :

1.	Dr. Harshad. A. Patel Gujrat Vidyapith Nr. Income Tax Office, Ashram Road, Ahmedabad - 380 009, Gujarat Email: harshad5350@gmail.com, harshad1880@gmail.com,	Member
2.	Prof. Bhimaraya Metri Director, Institute of Management Nagpur, Plot No. 1, Sector 20 Milan (Non-Sez) Magpur – 441 108 directoroffice@iimnagpur.ac.in	Member
3.	Prof. Anand Bhalerao, Vice Chancellor, Central University of Rajasthan NH-8, Bandar Sindri, Dist-Ajmer-305817, Rajasthan [INDIA]	Member
4.	Prof. R.C. Patel Former Head & Dean, University of Baroda 22, Madhur Milan Society Near Hari Om Nagar, High Tension Road Ellora Park, Vadodara – 390023 Email: rcpatelsir@yahoo.co.in	Member
5.	Professor Santosh Panda Director & Coordinator, Research Degree Programmes, Staff Training & Research Institute, Indira Gandhi National Open University, New Delhi 110068. Email: spandaignou@gmail.com	Member
6.	Professor Kumar Suresh Department of Educational Administration	Member Co-ordinator

This is issued with the approval of Competent Authority.

Registrar (I/c)

To
All concerned

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राष्ट्रीय शैक्षिक योजना एवं प्रशासन संस्थान
NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

(Deemed to be University)

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