Annual Report

OF

CENTRE FOR INTERNAL QUALITY ASSURANCE(CIQA)

PROGRAMMES UNDER

ONLINE MODE

<2022-2023>

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PART – I: GENERAL INFORMATION

1.1   Date of Notification of the Centre

Upload PDF: Link

1.2   Details of Director, CIQA

- Name:
- Qualification: Director
- Appointment: 2022

S. No	Designation	Nomination	Name & Qualification	Specialization	Date of Nomination
a.	Vice Chancellor	Chairperson	Prof. (Dr.) C. Raj Kumar	Law	19.12.2022
b.	Three Senior Teachers of HEI	Member 1	Prof. Padmanabha Ramanujam, Director of the Centre for Online and Distance Education	Law	19.12.2022
		Member 2	Prof. (Dr.) Naveen Thomas	Economics	19.12.2022
		Member 3	Prof. (Dr.) Amanish Lohan	Management	19.12.2022
		Member 4	Prof. Debendra Sahu	International Affairs	19.12.2022
c.	Head of four Schools from which programmes are being offered in ODL and Online Mode	Member 5	Prof. (Dr.) Sreeram Sundar Chaulia	International Affairs	19.12.2022
		Member 6	Prof. R. Sudarshan	Development & Governance	19.12.2022
		Member 7	Prof. (Dr.) Mayank Dhaundiyal	Strategic Alliances	19.12.2022
		Member 8	Prof. (Dr.) Dayanand Pandey	Business & Management	19.12.2022
d.	Two external experts of ODL/	Member 9	Ms. Kumkum Arora	ODL Expert	19.12.2022
		Member 10	Mr. Eric Datta	ODL Expert	19.12.2022
e.	Officials from departments of HEI • Administration • Finance	Member 11	Mr. Atharva Mehendale	Academic Administration	19.12.2022
		Member 12	Ms. Riddhima Poddar	Academic Administration	19.12.2022
		Member 13	Mr. Arun Jain	Finance	19.12.2022
f.	Director, CIQA	Member 14	Prof. (Dr.) Nitesh Bansal	M.P.T.	19.12.2022
g.	Additional Member	Member Secretary	Mr. Adil Bashir	Online Education	19.12.2022

1.3   Details of CIQA Committee:

   a. Composition of the committee as per regulations

   b. whether members mentioned from 'b' to 'e' changed every 2 years.

YES

1.4   Number of Meetings held and its approval:

   a. Number of Meetings held every year: | 2 |

   b. Meeting Details:

Meetings	Date-Month-Year	Number of Attendees	Minutes
1	23 July 2022	10	Link
2	18 January 2023	11	Link

1.9   Number of Programmes started at Post-Graduate Degree Programmes as per Commission Order:

Sr. No.	Post-graduate Degree Title	Duration (years)	No. of Credits	Admission Eligibility	Fee (Rs.)	Number of students admitted (Male/Female/Trans-gender)			
						M	F	TG	Total
1.	M.A. International Relations, Security, and Strategy	2	80	Bachelor's degree from a recognized university in India or abroad	INR 4,50,000	114	64		178
2.	M.A. Public Policy	2	80	Bachelor's degree from a recognized university in India or abroad	INR 4,50,000	42	23		65
3.	MBA Business Analytics	2	80	Bachelor's degree from a recognized university in India or abroad	INR 4,87,500	44	24		68
4.	MBA	1	72	Bachelor's degree from a recognized university in India or abroad	INR 1,50,000	91	82		173

PART – II: REQUIREMENTS AS PER CIQA FUNCTIONING

2.1　　Actions taken on the functions of CIQA:

Sr. No.	Provisions in Regulations	Details of Actiontaken by CIQA and Outcome thereof (Not more than 500 words)
1.	Quality maintained in the services provided to the learners	The CIQA at JGU has adopted various measures to maintain and improve the quality of the services provided to the learners. A robust technical support and IT infrastructure allows JGU to address any issues faced by learners. This includes addressing problems related to learning platforms, internet connectivity, and access to learning materials. JGU also maintains clear and timely communication with online learners. JGU responds to inquiries, concerns, and feedback promptly, ensuring that learners feel supported throughout their learning journey.
2.	Self-evaluate and reflective exercises undertaken for continual quality improvement in all the systems and processes of the Higher Educational Institution	The CIQA meetings facilitate transparency with respect to the budget, syllabus, pedagogy, assessments and overall learner outcomes. This allows JGU to objectively build on their services to offer holistic support to the enrolled learners.
3.	Contribution in the identification of the key areas in which Higher Educational Institution should maintain quality	CIQA put in place SOPs to ensure that online learners receive career support in terms of training and are included in alumni engagement activities.
4.	Mechanism devised to ensure that the quality of Online programmes matches with the quality of relevant programmes in conventional mode	CIQA at JGU emphasizes on the following aspects when designing programmes that will be offered online: • **Faculty Training and Support**: Provide training and support to online instructors to ensure they are proficient in delivering high-quality education online. • **Course Development**: ensuring that courses are pedagogically sound, engaging, and interactive. Special attention is paid to multimedia integration, assessments, and opportunities for student interaction. • **Student Support Services**: Academic advising, tutoring, technical support, and access to online library resources • **Engagement and Interaction**: Facilitating student engagement and interaction in online programmes through discussion forums, virtual meetings/office hours, and other collaborative activities.
5.	Mechanism devised for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.	A structured questionnaire is being developed to obtain the feedback from our learners, alumni, subject experts and academic counsellors. The feedback shall then be analyzed after every academic year and measures will be taken to enhance the existing practices based on the responses received.

6.	Measures suggested to the authorities of Higher Educational Institution for qualitative improvement	Yes, the CIQA suggests innovative solutions and recommendations to the senior management to enhance learner experience and promote academic excellence.
7.	Implementation of its recommendations through periodic reviews	The recommendations are implemented and the same are reviewed during the CIQA meetings.
8.	Workshops/ seminars/symposiums organized on quality-related themes, ensure the participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.	Webinars are regularly organized by faculty for prospective learners to inform them about JGU's pedagogy, and support available for online learners (alumni, career, library services). This is done to ensure that the learners make informed decisions to enrol into the programmes offered by JGU. Teacher Training Programmes are also conducted in regular intervals for the faculty to equip our faculty with modern pedagogy and student management strategies.
9.	Developed and collated best practices in all areas leading to quality enhancement in services to the learners and disseminate the same all concerned in HEI	The CIQA actively reviews the processes and systems in place for online education at JGU. It then develops and collates best practices to enhance the quality of services offered to learners and ensures that the same is disseminated. Some of the best practices recommended by CIQA include: • Strategies to Strengthen the Office of Online Education • Incentives for faculty teaching online courses • Teaching Assistants to act as an interface between the learners and faculty • Partial fee waivers/scholarships on merit cum means basis.
10.	Collected, collated and disseminated accurate, complete and reliable statistics about the quality of the programme(s).	The CIQA collects learner feedback in terms of course ratings and surveys. The same is accurately analyzed to generate statistical reports which are shared with all relevant stakeholders.
11.	Measures taken to ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme	The Programme Project Report is reviewed by the CIQA before it is finalized and put into action. The CIQA thoroughly examines the submitted Programme Program Report and ensures that the document is as per the requirements of the UGC Regulations of 2020.
12.	Mechanism to ensure the proper implementation of Programme Project Reports	The Programme Project Report needs CIQA's approval for implementation. Once in action, the CIQA requires periodic status reports to ensure that the quality of the programme to be offered is not compromised. This also helps keep track of budgetary expenses.
13.	Maintenance of record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.	Before the commencement of the new Academic Year, JGU prepares and finalizes its annual plan, annual budget and compiles an annual report. The University management safeguards these documents.

14.	Inputs provided to the HEI for restructuring of programmes in order to make them relevant to the job market.	Yes. The CIQA provides JGU with regular inputs to ensure synergy between the programmes and the requirements of the industry.
15.	Facilitated system-based research on ways of creating a learner-centric environment and bringing about a qualitative change in the entire system.	Yes. Based on the analysis of the learner feedback, the CIQA proposes ways to create a learner-centric environment. This activity has led to JGU offering library services, career support and inclusion of learners in the university's alumni engagement activities.
16.	Steps taken as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.	O.P. Jindal Global University has been recognized as an Institute of Eminence.
17.	Measures adopted to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit	As an IoE, JGU is committed to promoting excellence and innovation in academics, regardless of the mode of delivery of the programme. The need to assess the quality of our programmes and provide world-class education to our students is embedded in the framework of the University itself.
18.	Steps taken to coordinate between Higher Educational Institution and the Commission for various quality-related initiatives or guidelines	Yes. This initiative is spearheaded by the University Registrar at the behest of the CIQA.
19.	Information obtained from other Higher Educational Institutions on various quality benchmarks or parameters and best practices	Yes.
20.	Recorded activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.	Yes. All activities are discussed during the CIQA meetings and are recorded in the form of minutes.
21.	(a) Submitted Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session.	Yes. This is done at the end and before the commencement of each academic year.
	b) Submitted a copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution annually to the Commission.	Yes, this is our first report given that we have started these programmes few years back.
22.	Overseen the functioning of the Centre for Internal Quality Assurance and approve the reports generated by the Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes	Yes, all CIQA reports are approved by the Vice-Chancellor.
23.	Facilitated adoption of instructional design requirements as per the philosophy of Online learning decided by the statutory bodies of the HEI for its different academic programmes	The instructional design is prepared as per the requirements of the programme being offered and the prevalent industry standards. The instructional design requires due approval from the Vice-Chancellor as well as the CIQA before it is implemented.

24.	Promoted automation of learner support services of the HEI	Yes. A robust ERP system is in place to promote the automation of the learner support system.
25.	Coordinated with external subject experts or agencies or organizations, the activities pertaining to validation and annual review of its in-house processes	Yes. The CIQA coordinates with experts of the online mode platform to review and evaluate the in-house processes in place to offer degree programmes online.
26.	Coordinated with third-party auditing bodies for quality audit of programme(s)	Yes. Financial audits are carried out by external auditors and similarly, quality audit of programmes are carried out by external subject experts and experts of the online mode platform.
27.	Overseen the preparation of Self-Appraisal Reports to be submitted to the Assessment and Accreditation agencies on behalf of Higher Educational Institution	N/A since JGU is recognized as an Institute of Eminence
28.	Promoted collaboration and association for quality enhancement of Online mode of education and research therein	Yes
29.	Facilitated industry-institution linkage for providing exposure to the learners and enhancing their employability.	Every month, the University organizes HR Conclaves each to understand the needs and requirements of recruiters and the industry. This is achieved through panel discussions and open dialogue. The recommendations emerging from the conclaves are then incorporated in the pedagogy to ensure our graduates are industry ready.

2.2   Compliance of Quality Monitoring Mechanism - As per UGC Regulations

Sr. No.	Provisions in Regulations	Action taken in respect of online programmes
1.	Governance, Leadership andManagement: a. Organisation Structure andGovernance b. Management c. Strategic Planning Operational Plan, Goals andPolicies	Yes
2.	Articulation of Higher Educational Institution Objectives	Yes

3.	Programme Development and Approval Processes a. Curriculum Planning, Design and Development b. Curriculum Implementation c. Academic Flexibility d. Learning Resource e. Feedback System	Yes
4.	Programme Monitoring and Review	Yes
5.	Infrastructure Resources	Yes
6.	Learning Environment and Learner Support	A team of teaching assistants are available to respond to learners and provide them support with respect to their concerns or queries.
7.	Assessment and Evaluation	Yes
8.	Teaching Quality and Staff Development	JGU faculty teaching in online programmes undergoes regular trainings on online learning design, pedagogy, and instructional design. These trainings are conducted by external experts.

2.3   Compliance of Process of Internal Quality Audit as per UGC Regulations

Sr. No.	Provisions in Regulations	Action taken in respect of online programmes
1.	Academic Planning	**Yes**

2.	Validation	**Yes**
3.	Monitoring, Evaluation and Enhancement Plans a. Reports from Examination Centres b. External Auditor or other External Agencies report c. Systematic Consideration of Performance Data at Programme, Faculty and Higher Educational Institution levels d. Reporting and Analytics by the Higher Educational Institution e. Periodic Review	**Yes**

PART – III: HUMAN RESOURCES & INFRASTRUCTURAL REQUIREMENTS

3.1   Name and Details of the Director of the Centre for Online and Distance Education

> Prof. Padmanabha Ramanujam, Dean, B.A.L., LL.B. (Bangalore University); MBL (NLSIU, Bangalore); LL.M. (University of East Anglia)

3.2   Name and Details of Deputy Director of the Centre for Online and Distance Education

> Prof. (Dr.) Naveen Thomas, Associate Professor, B.Sc. (University of Delhi); M.Sc. (TERI University); Ph.D. (Delhi School of Economics, Delhi)

3.3   Name and Details of Assistant Director of the Centre for Online and Distance Education

> Prof. (Dr.) Amanish Lohan, Assistant Professor, B.Eng.(Hons.). (University of Wolverhampton, UK); M.A.; Ph.D. (O.P. Jindal Global University)

3.4   Compliance Status in respect of Human Resources

HEI shall mention compliance details against the requirements in terms of Staffing norms, as mentioned in Annexure-IV of the Regulations. In addition, the faculty details shall be provided in the following format:

i) Programme Name: MA IRSS

    a. Programme Coordinator

Sr. No	Name with Designation	Qualification	Experience	Type	Date of Joining
1.	Dr. Debendra Sahu, Assistant Professor & Assistant Dean for Online Programmes	M.Phil. (JNU), Ph.D. (JNU)	1.5 years of teaching and research	Regular	1st May 2023

b. Course Coordinator

Sr. No.	Course Name	Name and Designation	Qualification	Type of employee	Date of Joining
1.	International Relations Theory (INRT -6001)	**Deepshikha Shahi** Associate Professor	Ph.D. (University of Delhi)	Regular	Spring 2022
2.	Diplomatic Practices (DIPR-6002)	**Mohan Kumar** Professor	Ph.D. (Sciences Po, Paris)	Regular	Fall 2021
3.	Foreign Policies of Great, Middle and Small Powers (FGMS -6005)	**Sreeram Chaulia** Professor and Dean	Ph.D. (Syracuse University)	Regular	Fall 2021
4.	Law and Ethics in International Relations (LEIR-6007)	**Sweta Sen** Assistant Professor	Ph.D. (Kent State University)	Regular	Fall 2021
5.	Intelligence Analysis and Risk Assessment (IARA- 7001)	**Savini Mehta** Lecturer	M.A. (The University of St. Andrews)	Regular	Fall 2022
6.	Domestic Politics and their Impact on Foreign Policy (DPFP-7002)	**Jitendra Nath Misra** Professor	Ph.D. (JNU)	Regular	Fall 2022
7.	Military Conflict and Deterrence in the 21st Century (MCDC-7005)	**Pankaj Jha** Professor	Ph.D. (JNU)	Regular	Fall 2021
8.	The China-US New Cold War and the Indo-Pacific (CUIP-7006)	**Tatiana Belousova** Assistant Professor	Ph.D. (University of Kerala)	Regular	Fall 2023
9.	Intelligence, War and Weapons (INWW-6003)	**Pankaj Jha** Professor	Ph.D. (JNU)	Regular	Fall 2021
10.	Maritime Security and Naval Strategy (MSNS-6004)	**Shishir Upadhyaya** Associate Professor	Ph.D. (University of Wollongong, Australia)	Regular	Fall 2021
11.	Terrorism, Counter Terrorism and Unconventional	**Pankaj Jha** Professor	Ph.D. (JNU)	Regular	Fall 2021

	Threats (TCUT-6006)				
12.	Negotiating and Resolving International Conflicts (NRIC-6008)	**Jyoti Pathania** Professor	Ph.D. (HNB Central University Dehradun)	Regular	Spring 2022
13.	Nuclear, Space and Cyber Security (NSCS-7003)	**Gitanjali Sinha Roy** Assistant Professor	Ph.D. (University of Delhi)	Regular	Fall 2022
14.	Climate Change, Migration and Human Security (CMHS-7004)	**Jasmeet Kaur** Professor	Ph.D. (Central University, Bhopal)	Regular	Spring 2023
15.	Multilateral Institutions and Global Security	**Savini Mehta** Lecturer	M.A. (The University of St. Andrews)	Regular	Fall 2022
16.	India's Rise in World Affairs	**Sreeradha Datta** Professor	Ph.D. (JNU)	Regular	Fall 2023

c. Course Mentor

S. No.	Names with Designation	Qualification	Type	Date of Joining
1.	**Palak Maheshwari** Research Fellow & Teaching Assistant	M.A. (JGU)	Regular	June 2022
2.	**Ananthram Sundarababu** Research Fellow & Teaching Assistant	M.A. (JGU)	Regular	July 2022
3.	**Abhijith H. Nair** Research Fellow & Teaching Assistant	M.A. (JGU)	Regular	January 2023

ii) Programme Name: MA PP

    a. Programme Coordinator

Sr. No	Name with Designation	Qualification	Experience	Type
1.	Rajeev Malhotra, Professor	M.A. (Delhi School of Economics, University of Delhi); M.Sc. (London School of Economics, London) PhD (Jawaharlal Nehru University, New Delhi)	More than 35 years of experience in policymaking and research and public administration at the national and international levels out of which 11 years in full academic teaching	Regular
2.	Naveen Thomas, Associate Professor	B.Sc. (University of Delhi); M.Sc. (TERI University); Ph.D. (Delhi School of Economics, Delhi)	10 years of teaching and 4 years of research experience	Regular
3.	Rahul Menon, Associate Professor	B.A. (St Xavier's College, Mumbai); M.A (Gokhale Institute of Politics and Economics); MPhil (Jawaharlal Nehru University); Ph.D (Jawaharlal Nehru University)	8 years of teaching and research experience	Regular

b. Course Coordinator

Sr. No.	Name	Designation	Qualification	Experience
1.	R. Sudarshan	Professor and Dean	M.A. (Delhi School of Economics, University of Delhi); M.Phil. (University of Oxford)	More than 35 years of experience in policy making and research and 11 years in full academic teaching
2.	Naresh Singh	Professor and Executive Dean	B.Sc. (University of Guyana, Georgetown) M.Sc. (Indian Agricultural Research Institute IARI, New Delhi); Ph.D. (University of West Indies, Jamaica);	30 years of experience as an international development practitioner and adviser, with a special focus on sustainable livelihoods, poverty, environment and legal empowerment
3.	Rajeev Malhotra	Professor	M.A. (Delhi School of Economics, University of Delhi); M.Sc. (London School of Economics, London) PhD (Jawaharlal Nehru University, New Delhi)	More than 35 years of experience in policy making and research and public administration at national and international level out of which 11 years in full academic teaching
4.	Milindo Chakrabarti	Professor	B.A., M.A., Ph.D. (University of North Bengal)	36 years of teaching and research experience
5.	Swagato Sarkar	Professor	M.A. (TISS, Mumbai); M.Phil., D.Phil. (University of Oxford)	16 Years Research and Teaching experience
6.	Bhuvaneswari Raman	Professor	M.Sc (University of Bangkok); M.Sc.; Ph.D. (London School of Economics , London)	25 years of research and 15 years of teaching experience
7.	Subhasish Ray	Professor	B.Sc. Hons (St. Xavier's College, Kolkata) M.A.; M.Phil. (Jawaharlal Nehru University, New Delhi)	13 years of teaching and research experience

			PhD (University of Rochester)	
8.	Indranil Mukhopadhyay	Professor	B.Sc. (Hons.) (University of Calcutta); M.A.; M.Phil; Ph.D. (Jawaharlal Nehru University, New Delhi)	11 Years Research and 6 years of teaching experience
9.	Naveen Thomas	Associate Professor	B.Sc. (University of Delhi); M.Sc. (TERI University); Ph.D. (Delhi School of Economics, Delhi)	10 years of teaching and 4 years of research experience
10.	Sunaina Dhingra	Associate Professor	B.A. (University of Delhi); M.A. (Jamia Milia Islamia University); Ph.D. (Delhi School of Economics, University of Delhi)	6.5 years of teaching and 3 years of research experience
11.	Pradeep Guin	Associate Professor	B.Sc.; M.Sc. (University of Delhi); Ph.D. (University of Maryland, Baltimore County)	10 years of research and 5 years of teaching experience
12.	Vidya Subramanian	Associate Professor	M.A. (TISS, Mumbai); M.Phil., Ph.D. (Jawaharlal Nehru University, New Delhi)	5 years of teaching and research experience
13.	Vivek U Padvetnaya	Associate Professor	M.B.B.S (University of Mysore); D.B.M. (ICFAI University); M.Sc. (Health Policy) (LSE & LSHTM); D. Phil. – Public Health (Political-Economy) (University of Oxford)	6 years of research and 5 years of teaching experience
14.	Geeta Sinha	Associate Professor	B.A. (Sambalpur University); PGDRD (Xavier Institute of Social Service); M.A. (University of Sussex); Ph.D. Pursuing (Oxford Brookes University)	10 years of research and 5 years of teaching experience

15.	Krishanu Karmakar	Associate Professor	B.Sc. (University of Calcutta); M.A. (University of Delhi); M.A. (Georgia State University); Ph.D. (Georgia Institute of Technology and Georgia State University)	7 years of teaching and research experience
16.	Debajit Jha	Associate Professor	B.A. (University of North Bengal); M.A.(Banaras Hindu University); Ph.D. (Jawaharlal Nehru University, New Delhi)	15 years of teaching and research experience
17.	Komal Sahai	Assistant Professor	B.A. Hons. ; M.A. (University of Delhi); Ph.D. (Indian Statistical Institute, New Delhi)	2 years of teaching and research experience
18.	Namesh Killemsetty	Assistant Professor	B.Tech. (Motilal Nehru National Institute of Technology); M.Tech. (CEPT, Ahmedabad); Ph.D. (University of Massachusetts, Boston)	7 years of research and 5 years of teaching experience
19.	Vatsalya Srivastava	Assistant Professor	B.A.(University of Delhi); M.Sc., Ph.D. candidate (Tilburg University)	9.5 years of teaching and 8.5 years of research experience
20.	Shariq Husain	Assistant Professor	M.Sc. (Jamia Millia Islamia, India); Pre PhD (Jawaharlal Nehru University, India); Ph.D. (Jawaharlal Nehru University, India)	6 years of teaching and research experience
21.	Shivangi Chandel	Assistant Professor	B.Sc.(Hons.) in Mathematics (Hindu College, University of Delhi); M.Sc. in Mathematics (Indian Institute of Technology Kanpur); Ph.D. in Economics (Indira Gandhi Institute of Development Research)	5 years of teaching and research experience

22.	Pratik Padhkule	Assistant Professor of Practice	B.A.; M.S.W. (TISS, Mumbai); M.P.A. (Central European University)	5 years of teaching and research experience

c. Course Mentor

Sr. No.	Name	Designation	Qualification	Experience
1.	Sabeela Siddiqui	Assistant Lecturer	B.Sc. (Dr. A.H.R Shia Degree College, Jaunpur); M.A. Public Policy (Azim Premji University, Bangalore)	4.5 years of research and 2.5 years of teaching experience
2.	Zara Hasnain	Assistant Lecturer	B.A. (Delhi University); M.A. Public Policy (O.P. Jindal Global University)	3 years research and will complete 1 year teaching experience
3.	Elizabeth Lyn	Assistant Lecturer	B.A. (Delhi University); M.A.Economics (Loyola College, Chennai)	3 years research and will complete 1 year teaching experience
4.	Riddhi Sharma	Research Fellow	B.Tech(Computer Science, Amity University); M.A. (O.P. Jindal Global University)	1 year teaching and research

iii) Programme Name: MBA BA

    a.   Programme Coordinator: Prof. Asit Tripathy

    b.   Course Coordinator and Course Mentor

S. No.	Courses	Faculty
1	Business Communication	Sneha Kadyan, Rihana, Anshu
2	Business Economics	Chitrakalpa Sen
3	Marketing Management	Amanish Lohan
4	Financial Accounting	Palka
5	Statistical Methods for Decision Making	Nivedita
6	Business Decision Modeling with Spreadsheets	Sumedha Chauhan
7	Introduction to Business Analytics using R	Srinivas
8	Managing People & Organizations	Manisha Mishra
9	Design Thinking	Preeti Tiwari
10	Operations & Supply Chain Management	Anirban Ganguly
11	Financial Management	Naina Grover
12	Emerging Technologies & Digital Business	Amanish Lohan
13	Data Visualization	Sanlap
14	Advanced Business Analytics	Apeksha Hooda
15	Strategic Management & Business Policy	Preeti Tiwari
16	Project Management	Sandeep Singh
17	Text Analytics	Ritanjali
18	Time Series Analytics	Rajni
19	Artificial Intelligence	Arpit Singh
20	Predictive Analytics & Forecasting	Apeksha Hooda
21	Prescriptive Analytics	Ashish Kumar Kaushal
22	International Business	Rameshwar Arora, Ishita, Manash
23	Leadership Essentials for Business	Manisha Mishra, Anshu Sharma
24	Business Ethics & CSR	Paribhasha

25	Database Management with SQL	Vedika, Nivedita, Srinivas
26	Blockchain and Cryptocurrency	Vinayak Drave
27	Big Data Analytics	Mohit Bhatnagar
28	Machine Learning	Mohit Bhatnagar, Sandeep Kumar
29	Capstone	Kaustav Saha

3.5   Details of Administrative Staff

a. Number of Administrative Staff Available Exclusively for Online Programmes

Admin Staff	Required	Available
Deputy Registrar	1	1
Assistant Registrar	1	1
Section Officer	1	1
Assistants	2	2
Computer Operator	2	2
Multi Tasking Staff	2	2

b. Number and Details of Technical Support for Online Programmes

i.   Technical Team for Development of e-Content as Self-Learning e- Modules:

Post	Required	Available
Technical Manager (Production)	1	1
Technical Associate (Audio-Video recording and editing)	1	1
Technical Assistant (Audio-Video recording)	1	1
Technical Assistant (Audio-Video editing)	1	1

ii.   For Delivery of Online Programmes

Post	Required	Available
Technical Manager (LMS and Data Management)	1 (per Centre)	1
Technical Assistant (LMS and Data Management	2	2

iii.   For Admission and Examination for Online Mode:

Post	Required	Available
Technical Manager(Admission, Examination and Result)	1 (per Centre)	1
Technical Assistant (Admission, Examination andResult)	2	2

PART – IV: EXAMINATIONS

4.1   Information of formative and summative assessments/examinations conducted with the actions taken to ensure sanctity of examinations:

Sr. No.	Provisions in Regulations	Whether complied Yes/No	If No, Reason Thereof
1.	All processes of assessment of learners in different components of the Examination shall be directly handled by the concerned Institution and no part of the assessment shall be outsourced.	Yes	
2.	For ensuring transparency and credibility, the full-time faculty of the Online mode Higher Educational Institutions or qualified faculty from University Grants Commission recognized Higher Educational Institutions only should be associated to function as invigilators, examination superintendents, as observers etc.	Yes	
3.	A Higher Educational Institution offering the programme through Online mode shall conduct examinations either using Computer-based tests or pen-and-paper tests in a proctored environment in a designated test centre with all the security arrangements ensuring transparency and credibility of the examinations. It can also conduct online examinations through technology-mediated proctoring.	Yes (via technology-mediated and AI enabled proctoring)	
4.	The examination centre must be centrally located in the city, with good connectivity from therailway station or bus stand, for the convenience of the students.	N/A	Refer to point 3
5.	The number of examination centres in a city or State must be proportionate to the student enrolment from the region.	N/A	Refer to point 3
6.	The building and grounds of the examination centre must be clean and in good condition.	N/A	Refer to point 3
7.	The examination centre must have an	N/A	Refer to point 3

	examination hall with adequate seating capacity and basic amenities.		
8.	Fire extinguishers must be in working order, locations well marked and easily accessible. Emergency exits must be clearly identified and clear of obstructions	N/A	Refer to point 3
9.	The Examination Centre shall have adequate and comfortable seating capacity and amenities including adequate lighting, ventilation and clean drinking water facilities	N/A	Refer to point 3
10.	Safety and security of the examination centre must be ensured	N/A	Refer to point 3
11.	Restrooms must be located in the same building as the examination centre, and restrooms must be clean, supplied with necessary items, and in working order	N/A	Refer to point 3
12.	Provision of drinking water must be made for learners	N/A	Refer to point 3
13.	Adequate parking must be available near the examination centre	N/A	Refer to point 3
14.	Facilities for Persons with Disabilities should be available	N/A	Refer to point 3

4.2   Compliance of Facilities Required for the Conduct of Online Examinations for Online Programmes

S. No.	Provisions in Regulations	Whether being complied	If No, Reason thereof
1.	Requirements at Test Centres (as mentioned in provision II (B)(13)(i) of Annexure II)	N/A	Refer to point 3 of 4.1
2.	Requirement of proctors (as mentioned in provision II (B)(13)(ii) of Annexure II)	N/A	Refer to point 3 of 4.1

| 3. | Security arrangements in the testing centre (as mentioned in provision II (B)(13)(iii) of Annexure II) | N/A | Refer to point 3 of 4.1 |
| 4. | Remote Proctoring (as mentioned in provision II (B)(13)(iii) of Annexure II) | Yes | |

4.3   Compliance Status of 'Evaluation' and 'Certification'

Sr. No.	Provisions in Regulations	Whether Complied	If No, Reason Thereof
1.	The Higher Educational Institution shall adopt the guidelines issued by the Commission for the conduct of proctored examinations.	Yes Link Policy	
2.	A Higher Educational Institution offering Online programmes shall have a mechanism well in place for evaluation of learners enrolled through Online mode and their certification.	Yes Link Policy	
3.	The evaluation shall include two types of assessments continuous or formative assessment and summative assessment in the form of end-semester examination or term-end examination: Provided that no semester or year-end examination shall be held unless: i) The Higher Educational Institution is satisfied that at least 75 per cent. of the programme of study stipulated for the semester or year has been actually conducted; For Online mode: the learner has minimum participation of 75 per cent. in all the activities of the Online programme prior to end semester examination or term-end examination.	Yes	

4.	The curricular aspects, assessment criteria and credit framework for the award of Degree programmes at undergraduate and postgraduate level and/or Post Graduate Diploma programmes through online mode shall be evolved by adopting same standards as being followed in conventional learners enrolled through Online mode and their certification.	Yes	
5.	The weightage for different components of assessments for Online mode shall be as under: (i) continuous or formative assessment (in semester): Maximum 30 per cent. (ii) summative assessment (end semester examination or term-end examination): Minimum 70 per cent.	Formative assessments are conducted on Coursera platform as quizzes. They account for 30% of the total grades. Summative assessments are either research or project based. It is conducted under proctored environment and accounts for 70% of the total grade.	
6.	The Higher Educational Institution shall notify all assessment tools to be used for formative and summative assessments.	Yes	
7.	Marks or grades obtained in continuous assessment and end semester examinations or term end examinations shall be shown separately in the grade card.	N/A	The grade card/transcript is not available since the first cohort has not yet graduated.
8.	A Higher Educational Institution offering a Programme in Online mode shall adopt a rigorous process in the development of question papers, question banks, assignments and their moderation, conduct of examination, evaluation of answer scripts by qualified teachers, and result declaration, and shall so frame the question papers as to ensure that no part of the syllabus is left out of study by a learner.	Yes Link Policy	

9.	The examination of the programmes in Online mode shall be managed by the examination or evaluation Unit of the Higher Educational Institution and shall be conducted in the examination centre as given under these regulations.	Yes, all assessments are managed by the Examinations Office. However, exams are not conducted in examination centres.	
10.	(a) The Examination Centre shall have proper monitoring mechanisms for Closed-Circuit Television (CCTV) recording of the entire examination procedure.	No	All exams are conducted online via technology mediated and AI enabled proctoring
	(b) Availability of biometric system		
	(c) The attendance of examinees shall be authenticated through a biometric system as per Aadhaar details or other Government identifiers of Indian learners and Passports for International learners		
	(d) In case of non-availability of the Closed-Circuit Television facilities, the Higher Educational Institution shall ensure that proper videography be conducted and video recordings are submitted by particular incharge of examination centre to the Higher Educational Institution		
11.	The Higher Educational Institution shall retain all such Closed- Circuit Television recordings in archives for a minimum period of five years	N/A	All exams are conducted online via technology mediated and AI enabled proctoring
12.	(a) There shall be an observer for each of the Examination Centre appointed by the Higher Educational Institution and	N/A	All exams are conducted online via technology mediated and AI enabled proctoring
	(b) It shall be mandatory to have observer report submitted to the Higher Educational Institution		
13.	A Higher Educational Institution offering programme through Online mode shall conduct examinations either using technology enabled online test with all the security arrangements	Yes	

	ensuring transparency and credibility of the examinations, or through the Proctored Examination and in conformity with any other norms for such examination as may be laid down by the Commission		
14.	As restriction of territorial jurisdiction is not applicable for Online learning, such Higher Educational Institutions which are recognised to enroll international learners shall endeavour to conduct proctored examinations for such learners	Yes	

15.	(a) Each award of Degree at undergraduate and postgraduate level and post graduate diploma for Online mode shall be assigned a unique identification number and shall have
	  i. Photograph
	  ii. Aadhaar number or other government-recognized identifier or Passport number, as applicable,
	  iii. Other relevant details of the learner along with the Programme name.
		Yes
		Link	

	(b) Each award shall also be uploaded on the National Academic Depository	N/A	The first cohort is yet to graduate

16.	It shall be mandatory for Higher Educational Institution to mention the following on the backside of each of the degrees/certificates and mark sheets issued by the Higher Educational Institution to the learners (for each semester certificate and at the end of the programme):
	  i. Mode of delivery;
	  ii. Date of admission;
	  iii. Date of completion;
	  iv. Name and address of all Examination Centres
		Yes
		Link	

4.4   Result and Student Progression

Semester Beginning	Programme	Students Admitted	Appeared in exams	Progressed to next year	Students passed	Distinction
September 2022	MA IRSS	52	N/A	N/A	N/A	N/A
March 2023	MA IRSS	52	N/A	N/A	N/A	N/A

Semester Beginning	Programme	Students Admitted	Appeared in exams	Progressed to next year	Students passed	Distinction
September 2022	MA PP	12	N/A	N/A	N/A	N/A
March 2023	MA PP	23	N/A	N/A	N/A	N/A

Semester Beginning	Programme	Students Admitted	Appeared in exams	Progressed to next year	Students passed	Distinction
September 2022	MBA BA	19	N/A	N/A	N/A	N/A
March 2023	MBA BA	29	N/A	N/A	N/A	N/A

* Please note: Cohort onboarded in September 2022 is yet to write end-term exams

PART – V: PROGRAMME PROJECT REPORT (PPR) AND E-LEARNING MATERIAL (e-LM)

5.1 Compliance status of 'Guidelines on Programme Project Report'

Since the University has not offered new programmes in the Academic Year 2022-2023, No PPRs were prepared.

5.2 Compliance status of 'Quality Assurance Guidelines of Learning Material In Multiple Media And Curriculum And Pedagogy'

All SLMs are developed and updated as per the guidelines laid down in the UGC ODL Regulations 2020. The audio-visual materials have been developed by subject matter experts and have world-class production value to enhance learner experience and academic outcomes. The same has been vetted by academic and technical experts.

5.3 Compliance status in respect of e-LMs

JGU has partnered with SkillUp to produce its online learning modules. SkillUp ensures that all SLMs are prepared timely by regularly following up with the faculty for manuscripts. Once the manuscripts are drafted, they undergo rigorous editing to make them learner-friendly and effective for online delivery. The final manuscript is presented to the CIQA for approval-upon which it is recorded.

Skill-Up: the company delivers digital-ready learning solutions that meet the needs of Enterprises, Higher Education Institutes, Government, and Learning Partners. Skill-Up assists our faculty with creating, managing, organizing content for online delivery. It also assists the faculty with post-production of videos.

PART – VI: PROGRAMME DELIVERY THROUGH LEARNING PLATFORM

6.1   Details of Learning Platform

All degree programmes offered by JGU Online are the Intellectual Property of JGU and JGU full ownership of the programmes being offered. The same is reflected in our contract with Coursera and upGrad.

6.2   Compliant status in respect of the Programme Delivery

The mechanism for ensuring that a learner participates for at least 2 hours every fortnight is as follows:

- The Coursera Platform Provides a Student Success tracking system for each course, providing details on the progress regarding active learning hours and formative assessment completion.

- The mechanisms followed to ensure that students engage for minimum requisite learning time are based on the Activity Flagging by the Coursera Platform generated weekly for each course. The flags are generated as follows:

  - The Activity Flag is triggered in two situations. First, if the median number of active days in the course session is greater than zero (meaning most learners have been active), and a particular learner has either zero active days or falls within the bottom 5% in terms of active days, they will be flagged. Second, if a student has a zero or null value in any course, they will also receive a flag.

  - The Performance Flag identifies students based on their performance insights. It triggers a flag if a student's current grade is zero or falls within the bottom 5% after 20% of the points in the course that have been graded and are due.

  - Flagged students are sent automated emails from the Coursera Platform, and the course mentor follows up with the flagged students every fortnight over email and the Slack Platform.

6.3   Whether e-learning material of any course in a particular programme was sourced through OER/ Massive Open Online Courses: Y/N

No

PART – VII: SELF-REGULATION THROUGH DISCLOSURES, DECLARATIONS, & REPORTS

7.1   Compliance status of Regulations 9 of UGC

Sr. No.	Provision	Complied Yes/No with the explicit link address	If No, Reason
1.	Joint declaration by authorised signatories, Registrar and Director of Centre for Internal Quality Assurance has been displayed on the HEI website authenticating that the documents from Sr. No. '2' to '17' have been uploaded on the HEI website?	Yes	
2.	The establishing Act and Statutes there under or the Memorandum of Association, as the case may be or both, of the Higher Educational Institution, empowering it to offer programmes in Online mode.	Yes Link Establishing Statute	
3.	Copies of the letters of recognition from Commission and other relevant statutory or regulatory authorities	Yes Link Haryana Govt. Gazette	
4.	Programme details including brochures or programme guides inter alia information such as the name of the programme, duration, eligibility for enrolment, programme fee, programme structure.	Yes MA IRSS MA PP MBA BA	
5.	Programme-wise information on syllabus, suggested readings, contact points for counselling/mentoring, programme structure with credit points, programme-wise faculty details, list of supporting staff, their	Yes MA IRSS MA PP MBA Business Analytics MBA	

	working hours and mentoring (for Online mode) Schedule.		
6.	Important schedules or date-sheets for admissions, registration, re-registration, counselling/mentoring, assignments and feedback thereon, examinations, result declarations etc.	Yes (All relevant information is made available to enrolled learners on the onboarding page of respective programmes) MA IRSS MA PP MBA Business Analytics	
7.	Detailed strategy plan related to Online programme delivery, if any including learning materials offered through Online and learner assessment system and quality assurance practices of Online learning programmes	Yes Learning Materials are made available to enrolled learners on the onboarding page of respective programmes Policy	
8.	The feedback mechanism on design, development, delivery and continuous evaluation of learner-performance which shall form an integral part of the transactional design of the Online programmes and shall be an input for maintaining the quality of the programmes and bridging the gaps, if any	Yes Link	
9.	Information regarding all the programmes recognised by the Commission	Yes All Online Programmes offered by JGU are recognized by the Commission. This information may be found on the landing pages of respective programmes. MA IRSS MA PP MBA Business Analytics	
10.	Data of year-wise and programme-wise learner enrolment details in respect of degrees and/or post-graduate diplomas awarded	Yes, however, access to this information is only available for internal use	

11.	Complete information about 'e-Learning Material' including name of the faculty who prepared it, when was it prepared and last updated for Online Programmes;	Yes Link	
12.	A compilation of questions and answers under the head 'Frequently Asked Questions' with the facility of online interaction with learners providing hyperlink support for Online Programmes	Yes MA IRSS MA PP MBA BA	
13.	List of the 'Examination Centres' along with the number of learners in each centre, for Online programmes	All exams are conducted online via technology mediated proctoring	
14.	Details of proctored examination in case of end-semester examination or term-end examination of Online programmes	Yes Link Policy	
15.	Academic Calendar mentioning period of the admission process along with the academic session, dates of continuous and end semester examinations or term end examinations, etc	Yes Link	
16.	Reports of the third-party academic audit to be undertaken every five years and internal academic audit every year by the Centre for Internal Quality Assurance	Yes, CIQA conducts a yearly academic audit of the courses being offered. However, third-party audit has not yet been conducted because it hasn't been 5 years since JGU started offering online programmes.	

PART – VIII: ADMISSIONS AND FEES

8.1   Compliance status of Admissions and Fees

Sr. No.	Whether being Complied	Yes/No
1.	Enrolment of learners to the Higher Educational Institution, for any reason whatsoever, in anticipation of grant of recognition for offering a programme in online mode, shall render the enrolment invalid	Yes
2.	A Higher Educational Institution shall, for admission in respect of any programme in online mode, accept payment towards admission fee and other fees and charges- (a) as may be fixed by it and declared by it in the prospectus for admission, and on the website of the Higher Educational Institutions; (b) with a proper receipt in writing issued for such payment to the concerned learner admitted in such Higher Educational Institutions; (c) only by way of online transfer, bank draft or pay order directly in favour of the Higher Educational Institution.	Yes
3.	It shall be mandatory for the Higher Educational Institution to upload the details of all kind of payment or fee paid by the learners on the website of the Higher Educational Institution.	Yes
4.	The fee waiver and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners and students from deprived section of the society shall be in accordance with the instructions or orders issued by Central Government or State Government: Provided that a Higher Educational Institution shall not engage in the commercialization of education in any manner whatsoever, and shall provide for equity and access to all deserving learners	Yes (as per Haryana Private Universities Act)
5.	Admission of learners to a Higher Educational Institution for a programme in Online mode shall be offered in a transparent manner and made directly by the Head Quarters of the Higher Educational Institution which shall be solely responsible for final approval relating to admissions or registration of learners	Yes
6.	Every Higher Educational Institution shall– (a) record Aadhaar details or other Government identifier(s) of Indian learner and Passport for an International Learner; (b) maintain the records of the entire process of selection of candidates, and preserve such records for a minimum period of five years; (c) exhibit such records as permissible under law on its website; and be liable to produce such record, whenever called upon to	Yes

	do so by any statutory authority of the Government under any law for the time being in force.	
7.	Every Higher Educational Institution shall publish, prior to the date of commencement of admission to any of its programme in Online mode, a prospectus (print and in e-form) containing the following for the purposes of informing those persons intending to seek admission to such Higher Educational Institutions and the general public, namely, as mentioned at sr. no. '8(a)' to '8(k)' below	
8.	(a) Each component of the fee, deposits and other charges payable by the learners admitted to such Higher Educational Institutions for pursuing a programme in online mode, and the other terms and conditions of such payment	Yes
	(b) The percentage of tuition fee and other charges refundable to a learner admitted in such Higher Educational Institutions in case such learner withdraws from such Higher Educational Institutions before or after completion of programme of study and the time within, and the manner in, which such refund shall be made to the learner	Yes
	(c) The number of seats approved in respect of each programme of online mode, which shall be in consonance with the resources	Yes
	(d) The conditions of eligibility including the minimum age of a learner in a particular programme of study, where so specified by the Higher Educational Institution	Yes, however, since we offer postgraduate programmes, minimum age of a learner is not mentioned.
	(e) The minimum educational qualifications required for admission in programme(s) specified by the Commission or relevant statutory authority or councils, or by the Higher Educational Institution, where no such qualifying standards have been specified by any statutory authority	Yes
	(f) The process of admission and selection of eligible candidates applying for such admission, including all relevant information in regard to the details of test or examination for selecting such candidates for admission to each programme of study and the amount of fee to be paid for the admission test	Yes
	(g) Details of the teaching faculty, including therein the educational qualifications and teaching experience of every member of its teaching faculty and also indicating therein whether such member is employed on regular or contractual basis or any other	Yes

	(h) Pay and other emoluments payable for each category of teachers and other employees	Yes
	(i) Information in regard to physical and academic infrastructure and other facilities, including that of each of the learner support centres (for ODL programmes) and in particular the facilities accessible by learners on being admitted to the Higher Educational Institution	Yes
	(j) Broad outline of the syllabus specified by the appropriate statutory body or by higher educational institution, as the case may be, for every programme of study	Yes
	(k) Activity planner including all the academic activities to be carried out by the higher educational institution during the academic sessions	Yes
9.	Higher Educational Institution shall publish information at sr. no. '8' above on its website, and the attention of the prospective learners and the general public shall be drawn to such publication on its website and Higher Educational Institution admission prospectus and the admission process shall necessarily be over within the time period mentioned in the commission order.	Yes
10.	No Higher Educational Institution shall, directly or indirectly, demand or charge or accept, capitation fee or demand any donation, by way of consideration for admission to any seat or seats in a programme of study conducted by it	Yes
11.	No person shall, directly or indirectly, offer or pay capitation fee or give any donation, by way of consideration either in cash or kind or otherwise, for obtaining admission to any seat or seats in a programme in Online mode offered by a Higher Education Institution	Yes
12.	No Higher Educational Institution, who has in its possession or custody, any document in the form of certificates of degree, diploma or any other award or other document deposited with it by a person for the purpose of seeking admission in such Higher Educational Institution, shall refuse to return such degree, certificate award or other document with a view to induce or compel such person to pay any fee or fees in respect of any programme of study which such person does not intend to pursue or avail any facility in such Higher Educational Institution	Yes

13.	In case a learner, after having admitted to a Higher Educational Institution, for pursuing any programme in online mode subsequently withdraws from such Higher Educational Institution, no Higher Educational Institution in that case shall refuse to refund such percentage of fee deposited by such learner and within such time as notified by the Commission and mentioned in the prospectus of such Higher Educational Institution.	Yes
14.	No Higher Educational Institution shall, issue or publish- (a) any advertisement for inducing learners for taking admission in the Higher Educational Institution, claiming to be recognised by the appropriate statutory authority or by the Commission where it is not so recognised; (b) any information, through advertisement or otherwise in respect of its infrastructure or its academic facilities or of its faculty or standard of instruction or academic or research performance, which the Higher Educational Institution, or person authorised to issue such advertisement on behalf of the Higher Educational Institution knows to be false or not based on facts or to be misleading	Yes

8.2   Whether Higher Educational Institution provided the details of all international learners enrolled immediately after the beginning of the academic session to the Ministry of External Affairs, Ministry of Education and University Grants Commission: Yes/No If No, the reason thereof:

Yes

PART – IX: GRIEVANCE REDRESSAL MECHANISM

9.1   Compliance status of 'Grievance Redressal Mechanism'

O.P. Jindal Global University has established the Students Grievances Redressal Committee. In lieu of this, the university has appointed an Ombudsperson. The details are as follows:

(i) Name and address of the HEI:	O. P. Jindal Global [Institution of Eminence Deemed to be University], Sonipat Narela Road, Near Jagdishpur Village, Sonipat, Haryana 131001
(ii) Name of the Ombudsperson(s) appointed by the HEI:	Hon'ble Mr. Justice (Retd.) N.N. Mathur
(iii) Contact details (Mobile Number and Email ID) of the Ombudsperson(s) appointed:	ombudsman@jgu.edu.in
(iv) Number of the SGRCs constituted (if applicable):	University wide SGRC and School wise SGRC school

9.2   Details of Grievance Received

Numbers of Grievance Received	Numbers of Grievance Resolved
37	36

9.3   Complaint Handling Mechanism

Since O.P. Jindal Global University hosts its online degrees through Coursera, learners have the facility to a Ticketing system – Salesforce. All learners may raise their concerns or complaints on Salesforce and the team at JGU responds to each query. The ticket is only closed when the learner expresses that their query has been successfully resolved. Learners are informed about this in the onboarding course, which is a mandatory orientation course at the very beginning of the program.

In addition to this, students may directly write to the programme coordinator with their concerns and the same is responded to via email.

9.4   Details of Complaints Received from UGC

Number of Complaints Received	Numbers of Complaints Resolved	Whether Complaint was resolved within 60 Days
Nil	Nil	Nil

PART – X: INNOVATIVE AND BEST PRACTICES

10.1   Innovations Introduced during Academic Year

(a) Teaching Learning Feedback Questionnaire (TLFQ)
To ensure that students have an enriching learning experience, the University has implemented certain quality assurance systems and measures. In particular, to ensure the quality of teaching, learning and assessment, the University collects feedback regularly from students and other stakeholders for the purpose of continuous quality improvement. Student feedback is important for the continuous improvement of the quality of teaching, learning and assessment. It is also very useful to help faculty to strategize their teaching for maximum impact on student learning. Therefore, to enable students to provide feedback without the fear of being recognized, the feedback survey is conducted completely in a confidential manner.
The questionnaire collects objective feedback on a 7 point scale and also subjective feedback related to course aim, learning outcome, assessment area and so on

(b) Dissertation track in the final semester
The dissertation track is offered in the final semester of the MA-IRSS degree programme. Students may opt for writing a dissertation if they meet the criteria. There is an internal choice in the fourth semester where students may either complete 4 elective courses OR opt to write a MA Dissertation.

(c) Webinar on "Hear from our learners"
With prospective and new students wanting to hear from students who have gone through the process, Webinar was conducted, where new and prospective student could interact with the few graduating batch students.

(d) Improving the Student Success tracking system of Coursera
With prospective and new students wanting to hear from students who have gone through the process, Webinar was conducted, where new and prospective student could interact with the few graduating batch students.

(e) The Onboarding Live Course is continuously updated before the admission of each program cohort
It has been updated to provide a snapshot of all the courses that comprise this program and now provides students with the course outlines and reading lists from the first day of their admission into the program.

(f) Created a process manual for tracking the various program and course level activities
These have been implemented on the project management software ASANA. This is now being shifted to JGU University Management System to coordinate the various activities of the program and their timely implementation.

(g) Flexibility

Since the program provides the flexibility to students to spread out their learning over 3 years by choosing a slower learning track, tracking students' progress in this scenario becomes extremely important. We are currently developing a student-tracking tool which keeps track of students' progress and learning track.

(h) Soft Launch of Courses

Each course is launched 15 days before its official start date. The soft launch phase of the course provides students with the course introduction video, course outline, reading list, pre-sessional reading material and course schedule.

(i) Feedback Mechanism

A system of an internal review of courses is followed by sharing a feedback form with students. From the beginning of this academic year, this has been replaced by the TLFQ and an Open House conducted once every semester for each cohort of learners.

(j) Masterclass

A system of hosting an online master class each month by each faculty member teaching in the online program. The master class provides current and prospective students with an opportunity to learn about the various public policy problems of the developing south and innovative solutions for them.

10.2   Best Practices of the HEI

O.P. Jindal Global (Institution of Eminence Deemed To Be University) aspires to be a role model for institutional excellence in higher education among leading institutions in the world as a multidisciplinary, research driven university fostering excellence in teaching, research, community service, and capacity building and nurturing socially responsible leaders through an eclectic and sustainable approach serving the local and regional communities. Through its work, the University seeks to build bridges across nations, working with national, international, and governmental organisations, and NGOs, and business organisations.

Mission

- Promote a global perspective through a global faculty, global courses, global programmes, global curriculum, global research, and global collaborations in an intensive research environment, ensuring academic freedom and functional autonomy.

- Provide an enriching, intellectually engaging, and discovery-based learning environment for students including opportunities for engaging in interdisciplinary research, summer internships in leading organisations.

- Create and maintain a vibrant research environment to promote cutting-edge, interdisciplinary research and collaborative work with local, regional, and international communities.

- Conduct capacity development programmes for practitioners from governments, corporations, and civil society organisations to enhance their leadership qualities and skills, management capacity and commitment to professional ethics.

- Promote a culture of excellence in all activities of the University by implementing good practices aimed at personal and professional development of students, faculty members, and non-academic staff.

10.3   Details of Job Fairs Conducted by the HEI

N/A since the first cohort is yet to graduate.

10.4   Success Stories of Students of Online Mode of the HEI

N/A since the first cohort is yet to graduate.

Testimonials:

MA IRSS: Testimonials

MA PP: Testimonials

MBA Business Analytics: Testimonials

10.5   Initiatives Taken Towards Conversion of e-LM into Regional Languages

Nil

10.6   Number of Students Placed Through Campus Placements

N/A since the first cohort is yet to graduate.

10.7   Details of Alumni Cell and its Activities

N/A since the first cohort is yet to graduate.

DECLARATION

I hereby declare that the information given above and in the enclosed documents is true, correct and nothing material has been concealed therein. In case information provided is found to be contrary to the fact, it will result in cancellation of recognition to offer ODL programmes, along with initiation of action as per provision of the UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.

Signature of the Director:

Name: R. PADMONABHA

Seal:

Date: 9/Aug/2023

Signature of the Registrar:

Name: Prof. DABIRU SRIDHAR PATNAIK
Professor & Registrar

Seal: O.P. JINDAL GLOBAL
Institution of Eminence Deemed to be
UNIVERSITY
(A Private University Promoting Public Service)

Date:

Note: Kindly take the printout of dully filled CIQA report and submit it to UGC DEB office (after getting it approved by Statutory Authorities of the HEI) and upload the same on HEI's website also. Please refer to the provisions regarding CIQA mentioned in UGC (ODL Programmes and Online Programmes) Regulations, 2020 and its amendments.