



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

O.P. JINDAL UNIVERSITY

O.P. JINDAL KNOWLEDGE PARK, PUNJIPATHRA, RAIGARH

496109

www.opju.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

OP Jindal University (OPJU) was established to provide top-notch education to its students through an industry curriculum, innovative teaching methods, and dedicated faculty members. This multidisciplinary university strives to nurture young professionals and future leaders who will not only contribute to the growth and development of the state but also leave a global impact. Situated amidst more than 50 industrial establishments of varying scales, OP Jindal University is uniquely positioned to offer a curriculum that meets the current demands of students.

Spread over 52 acres of land, the university was founded in August 2014 under a State Legislature Act. It has gained recognition for its excellence in education and research at both national and international levels. Offering a diverse range of 33 undergraduate, postgraduate, and doctoral programs in fields such as Engineering, Science, and Management, the university boasts a faculty of 108 professors and an enrollment of approximately 2000 students. Renowned companies like, JSL, JSP, JSW, Jindal Saw, Eicher Volvo, BYJU'S, Axis Bank, HDFC Bank, ICICI Bank, Uno-Minda, ITC etc. frequently visit the campus for recruitment.

OP Jindal University takes pride in its state-of-the-art facilities with over 750+ computers, seminar halls, banks with ATM services, a fleet of 20+ buses for transportation, food courts, a well-equipped indoor, outdoor gymnasium, and indoor and outdoor sports complexes. With Wi-Fi accessibility, modern laboratories, classrooms equipped with ICT facilities, and a digital platform called ILMS that links all libraries, the university ensures a conducive learning environment for both faculty and students. Additionally, the establishment of Centers of Excellence such as CSTPD which contains 7 unique centers like COEST, COEI 4.0, CoEMA, COE LCSM, COEWM, CoE-MSNT and COEPT further demonstrates OPJU's commitment to driving sustainability through technological advancements.

Vision

To be a role model among higher education institutions globally, aims to empower young minds to drive sustainable societal transformation through excellence in value-based education, research, innovation, and entrepreneurship.

Mission

- **Develop Industry-Ready Talent:** Create programs aligned with new-age technologies to build a skilled workforce that drives societal growth.
- **Enhance Employability:** Implement outcome-based education using emerging technologies and experiential learning, equipping students to solve real-world problems and improve their employability.
- **Cultivate Global Collaborations:** Foster local and global partnerships to enrich teaching, research, and institution building.
- **Promote Holistic Leadership:** Incorporate liberal education to nurture well-rounded, globally competent leaders capable of multifaceted responsibilities.
- **Encourage Innovation and Entrepreneurship:** Establish an industry-focused environment that

supports innovation and entrepreneurship, contributing to sustainable development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Outcome based education,
Industry oriented curriculum,
Strong industry connect,
Student Centric Learning
State of the art Laboratories

Institutional Weakness

Transportation Accessibility

Institutional Opportunity

International Collaborations with reputed universities
More programs aligned to sustainable technology
Ranking and Accreditation
Increased funding opportunities

Institutional Challenge

Adapting the rapid change in technology and its alignment towards curriculum
Meeting with the stake holder expectation

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

One of the key pillars of OP Jindal University's success in this regard is its dynamic and industry-relevant curriculum. The institution places a strong emphasis on regularly updating and revising its course syllabi to align with contemporary requirements. This proactive approach ensures that students are exposed to the latest developments in their respective fields, preparing them for the demands of the ever-changing professional world. OPJU's commitment to employability is evident in the structure of its programs. The university collaborates closely with industry leaders to understand current market needs, emerging trends, and skill gaps. Armed with this knowledge, OPJU tailors its courses to incorporate practical elements, hands-on experiences, and real-world projects that provide students with a holistic understanding of their chosen fields. The high dedication on Curricular aspect of the university should be evident with more than 60% new courses introduced, more than 75 Value Added Courses offered, and 100% programs will prime focus on field projects

and internships. regular Feedback from students, teachers, staff members, industry experts, Alumni, Academic Peers, and other stakeholders are collected, analysed, action planned and tracked. The feedback reports are shared on the website for further awareness.

Teaching-learning and Evaluation

O.P. Jindal University is dedicated towards high quality of teaching and Learning procedures. With its high-quality standards, it is in good demand in the state and nation and maintains a high demand of enrolment. With 15:1 Student Faculty Ratio and majority of faculty members qualified with Ph.D/higher degrees and average experience of more than 17 years, the university maintains excellent quality of teaching and learning procedures. The Examination systems are 100% automated that helps in evaluation and release of result in less than 10 days on an average with less than 0.5% of complaints related to evaluation. The high quality of teaching and learning processes results in more than 95% passing percentage.

Research, Innovations and Extension

O.P Jindal University maintains high quality research procedures and infrastructure. On an average more than 60lakh rupees per annum are invested in Research Seed that is spent to motivate and support the research projects in the university. More than 90% of the teachers have got financial support from external agencies for advanced studies or research projects. Majority of Ph.D. Scholars in the University are receiving Research fellowship and Many research projects have been funded by Govt./Non-Govt. agencies. the university has received more than 2cr of research grant apart from consultancy of more than 2.5cr and infrastructure support of more than 1.5cr from external agencies. The teachers and students of the university have received more than 60 awards/recognitions in research. The university has supported many research projects that have generated more than 82 patents. More than 02 research papers in Scopus/WoS/UGC-CARE journals and more than 02 book chapters per teacher have been published. Contributions to MOOC, LMS, and other platforms have been ensured by the staff. More than 120 extension activities have been conducted with NSS Wing of the university and with more than 60 active MoU for the support of research and student progressions.

Infrastructure and Learning Resources

O.P. Jindal University maintains a rich infrastructure including Physical Facilities, Library, ICT, Sports, and other. More than 30% of total expenses are spent over the infrastructure augmentation, and more that 40% are spent on maintenance of the physical infrastructure. The University has been equipped with high-speed internet, Wi-Fi facility across the campus, Recording and Mixing equipment in Studio, Lecture Capturing Systems, theatre, Museum, Art gallery and many other facilities. Sports facilities include Gym, Outdoor sports, indoor sports, and health centre.

Student Support and Progression

The students are the core in the success of the O.P. Jindal University and the quality of the progression of the students is evident with 100% placement in the university in past five years with success of students in many competitive tests and higher educations at national and international levels. The students have got multiple scholarships from the Govt. and Non-Govt. organizations on the basis of merit. The University maintains strong

procedures of grievance against ragging and sexual harassment for students and staff. regular measures have been ensured and the result is successful Ragging Free Campus since its inception. Regular participation in sports and cultural activities of the students is an integral practice in the university.

Governance, Leadership and Management

The university has been established with the defined vision and mission that have been supported with short term and long-term strategic plans. eGovernance have been strongly established in Administration, Finance, Student Admission and Support, and in Examination through a 100% automated ERP. More than 75% of the teachers are provided with financial support for improving their skills, attending skill development, and professional memberships.

Institutional Values and Best Practices

O.P. Jindal University maintains a rich green campus with sustainable practices of energy conservation and responsibility towards nature. The renewable sources of energy like Solar and energy conservation with sensors have been implemented in the campus. The building is illuminated with energy efficient LED lights and all electrical appliances are ensured to be energy rated for efficient use of energy. Water harvesting and Conservation practices have been implemented in the campus. The waste management best practices have been implemented in the campus that is audited periodically for green environment, and energy efficiency.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	O.P. JINDAL UNIVERSITY
Address	O.P. Jindal Knowledge Park, Punjipathra, Raigarh
City	Raigarh
State	Chhattisgarh
Pin	496109
Website	www.opju.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	R. D. Patidar	07767-254001	9445884028	07767-254002	iqac.steering@opju.ac.in
Professor	M. Kalyan Phani	07767-254003	9303870700	-	kalyan.makkuva@opju.ac.in

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	21-08-2014
Status Prior to Establishment, If applicable	Affiliated College
Establishment Date	27-06-2008

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	30-12-2016	View Document
12B of UGC		

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	O.P. Jindal Knowledge Park, Punjipathra, Raigarh	Rural	52	17192.2	Diploma, UG, PG, PhD, EMBA		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes				
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td>115595_13290_1_1695626747.pdf</td> </tr> </tbody> </table>	SRA program	Document	AICTE	115595_13290_1_1695626747.pdf	
SRA program	Document				
AICTE	115595_13290_1_1695626747.pdf				

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	15				25				77			
Recruited	14	1	0	15	19	6	0	25	56	21	0	77
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				78
Recruited	60	18	0	78
Yet to Recruit				0
On Contract	9	2	0	11

Technical Staff				
	Male	Female	Others	Total
Sanctioned				35
Recruited	31	4	0	35
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	14	1	0	19	6	0	33	9	0	82
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	23	12	0	35
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	2	0	0	2
Adjunct Professor	0	0	0	0
Visiting Professor	26	2	0	28

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	School of Engineering	Steel Chair Professor	O.P. Jindal University
2	School of Engineering	Chair Professor	O.P. Jindal University

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	646	330	0	0	976
	Female	423	75	0	0	498
	Others	0	0	0	0	0
PG	Male	115	59	0	0	174
	Female	101	13	0	0	114
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	19	19	0	0	38
	Female	6	5	0	0	11
	Others	0	0	0	0	0
Diploma	Male	66	18	0	0	84
	Female	3	0	0	0	3
	Others	0	0	0	0	0
Certificate / Awareness	Male	16	12	0	0	28
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	21-08-2014
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	37
Total Number of Programmes Conducted (last five years)	33

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
School Of Engineering	View Document
School Of Management	View Document
School Of Science	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The O.P. Jindal University is making continuous efforts towards implementation of National Educational Policy 2020 (NEP 2020) with CBCS based flexible curricula supported with multiple Value Added Courses and Multiple Entry and Exit provisions. A high-quality education must promote economic independence as well as better prepared students for more fulfilling personal and professional lives. Multiple measures have been taken to support multidisciplinary/interdisciplinary education and research. The University follows the Choice Based Credit System(CBCS), Learning Outcome Based Curriculum Framework (LOCF) for all programs as per the New Education Policy (NEP), Value-Added Programs introduced to develop interdisciplinary skills for better employability, Workshops, seminars, and conferences supported curricula to promote an interdisciplinary approach.
2. Academic bank of credits (ABC):	Academic Bank of Credit (ABC) has been implemented in O.P. Jindal University.
3. Skill development:	The University offers more than hundred value added courses with flexible curricula. All programs are supported with field works, internships, and project works for strong focus with skill development.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Multiple courses have been included in all programs linked to IKS. Regional Language linked courses have also been introduced.
5. Focus on Outcome based education (OBE):	The O.P. Jindal University has implemented Outcome Based Education (OBE) in all its programs. The university has been reviewing the curriculum in-depth with the goal of aligning the curriculum, pedagogy, and outcomes. The POs, PSOs and COs have been framed and displayed on the website. Regular monitoring on CO-PO attainment has been ensured.
6. Distance education/online education:	The University procedures are equipped and supported with efficient ICT systems including 100% automated examination system, online lecture delivery systems, Lecture Capturing Systems, Online Learning Management System, and digital library. The University is equipped for any modern requirement of extending online and distance education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	ELC has been established in the University.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Since its establishment, the club has appointed Student Coordinators and Faculty Coordinators to take the lead in organizing activities that revolve around the core objective of enlightening students about the vital importance of exercising their voting rights.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Numerous innovative, tailor-made initiatives were launched to actively engage and garner the support of young learners at the university, emphasizing their essential duty to participate in the electoral process. Multiple awareness extension activities and sessions have been organized by the ELC with the student clubs.
4. Any socially relevant projects/initiatives taken by	Numerous innovative, tailor-made initiatives were

<p>College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>launched to actively engage and garner the support of young learners at the university, emphasizing their essential duty to participate in the electoral process. Multiple awareness extension activities and sessions have been organized by the ELC with the student clubs.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Orientation Sessions for awareness and motivation of the students are conducted to motivate their participation in supporting the constitutional responsibilities of all citizen of India.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1504	1422	1210	1070	994
File Description		Document		
Institutional Data in prescribed format		View Document		

1.2

Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
490	391	316	294	364
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

Number of full time teachers in the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
97	73	68	64	59
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 160

File Description	Document
Institutional data in prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
1644.68	962.73	354.81	732.82	777.89

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

OP Jindal University (OPJU) is the first and only private university dedicated to steel technology and management in the country. Located in the rich mineral state of Chhattisgarh, OPJU is established with a dedication to provide best-in-class education to its stakeholders and generate skilled manpower. To meet the current local/national/international needs, our curriculum is designed with a mission to generate manpower able to solve the real-world issues.

The objectives of the Curricula developed are:

- To have a holistic approach towards development of the students.
- Relevance to the national development needs.
- Relevance to the adjoining industry.
- Relevance to the need of the society.
- Emphasis on the Steel technology and Management.
- Emphasis on current needs of local/national/international market.

The curriculum is developed in consideration by a dedicated committee which contains eminent faculty members from leading institutes, students, parents, educational policy makers and industry professionals. Our industry-oriented curriculum is reviewed periodically and designed to meet the needs of the current industry trends. Knowledge upgradation of the students in diversified fields are through regular field visits, internships and Industrial/NGOs exposure which are made mandatory. Apart from these the curriculum is designed to upgrade the skills of students by incorporating value added courses to help the students become industry and also a leader in his domain. The university ensures the pursuit of knowledge through experience and following our mantra of learning by doing, our students try to understand the real world challenges, find practical solutions and innovation.

OPJU offers undergraduate and postgraduate programmes in Science, Engineering, and Management. The programmes in the university are designed with a mind-set to adopt and inculcate the emerging technologies around the globe. Such programmes will address the current market trends and make the professional industry ready. The outcomes of our programmes ensure critical thinking, communication and management, ethics, Innovation, entrepreneurship, leadership, environment and sustainability, self-directed and life-long learning in the students. The developed curricula provides the flexibility of inter branch credit transfer system which ensures holistic development of the student.

OPJU being surrounded by more than 50 industries related to Steel, Power and Construction sectors,

offers courses inclined to these sectors. To improve the learning and competency of the students, the university also offers courses such as Communication development, entrepreneurship, skill development, human values, creativity and innovation, environment awareness, disaster management, social and professional ethics.

Keeping in view of the geographical location the university offers programmes specific to metallurgy, automation, structural engineering, supply chain management, Human Resource Management, Industry 4.0, power technology etc. These programmes are designed with a curricula aligned to Make-in- India Digital India, green technologies, sustainable technology, environment, innovation, entrepreneurship.

1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

OP Jindal University (OPJU), situated in the vibrant state of Chhattisgarh, stands as a beacon of academic excellence with a distinctive focus on shaping the future of its students through innovative and industry-aligned programs. The institution takes pride in its commitment to fostering employability, entrepreneurship, and skill development among its students, ensuring that they are well-prepared for the challenges of the rapidly evolving professional landscape. At the heart of OP Jindal University's philosophy is the recognition that education should not only impart theoretical knowledge but also equip students with practical skills that make them valuable contributors to the workforce. The university's diverse range of programs is carefully designed to instill a sense of entrepreneurship and cultivate a mindset that goes beyond conventional job-seeking.

One of the key pillars of OP Jindal University's success in this regard is its dynamic and industry-relevant curriculum. The institution places a strong emphasis on regularly updating and revising its course syllabi to align with contemporary requirements. This proactive approach ensures that students are exposed to the latest developments in their respective fields, preparing them for the demands of the ever-changing professional world. OPJU's commitment to employability is evident in the structure of its programs. The university collaborates closely with industry leaders to understand current market needs, emerging trends, and skill gaps. Armed with this knowledge, OPJU tailors its courses to incorporate practical elements, hands-on experiences, and real-world projects that provide students with a holistic understanding of their chosen fields.

Entrepreneurship is another cornerstone of OP Jindal University's educational philosophy. The institution recognizes the importance of nurturing a spirit of innovation and risk-taking among its students. Through specialized courses, workshops, and mentorship programs, OPJU encourages aspiring entrepreneurs to develop their ideas into viable business ventures. The university's ecosystem fosters creativity and critical thinking, essential qualities for those looking to carve their path in the competitive business landscape. Skill development is woven into the fabric of OP Jindal University's academic programs. Beyond traditional classroom learning, students have access to workshops, internships, and industry immersion programs that hone their practical skills. The university's partnerships with leading corporations provide

students with opportunities for internships and placements, giving them a taste of real-world scenarios and enhancing their employability quotient.

OP Jindal University's commitment to excellence in education and holistic development extends beyond the campus. The institution actively engages with the community and industry stakeholders to bridge the gap between academia and practical application. This not only benefits students but also contributes to the overall development of the region by producing a skilled and employable workforce. In conclusion, OP Jindal University's unwavering commitment to fostering employability, entrepreneurship, and skill development sets it apart as a dynamic and forward-thinking institution. Through continuously revising its course syllabi to meet contemporary requirements, OPJU ensures that its students are not just graduates but well-rounded professionals equipped to thrive in the competitive and ever-changing global landscape. The university's holistic approach to education empowers students to not only secure jobs but also to create opportunities, making them valuable contributors to the growth and development of society at large.

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 63.89

1.2.1.1 Number of new courses introduced during the last five years:

Response: 1026

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 1606

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

OP Jindal University strongly believes in the incorporation of human values, gender equality, professional ethics, promotion of environmental awareness, and sustainable development among its students. The curricula of many courses offered at the University attempt to address the concerns and inculcate an appreciation for issues relevant to these domains, both in the theoretical and pragmatic contexts. During the entry-level in the university, all the students are made to undergo classes and activities that focus on developing mutual cooperation among male and female students and treating female staff and students with dignity and respect. Moreover, the university regularly conducts various guest lectures, seminars, conferences, and celebrations of Women's Day and other activities on women empowerment.

Environmental Studies as a subject is being taught across all the departments throughout the course of study and is also offered as a mandatory course in all the programs. such as SOE-B-CE-305, SOE-B-FY207, MGT-B-206, BCH-2302, etc. The course syllabus is designed in a comprehensive manner encompassing all aspects of the environment, such as biodiversity, pollution, alternate energy sources, preservation, protection of the environment, and natural resources. Diverse courses with innovative teaching-learning methods have been introduced to make acquainted the students with the environment and sustainable development interconnected issues. Also, regular awareness programmes on the environment and sustainability, celebration of Environment Day, Earth Day, Water Day are being organized for all the students of all semesters every year.

Humanities and Social Sciences (HSS) are being taught as a subject across all the departments throughout the course of study to make acquainted the students with Human Values, such as HSS-2102, HSS-3103, HSS-4104, etc., these courses emphasize human values and the professional ethics awareness, helping to develop a culture of professionalism and also help the student to ensure quality education and practice after qualifying graduation. OPJU is not only dedicated to evolve a leader within a student but also having proper morals of living which will help the student to be a professional throughout their career. Besides, OPJU ensures the development of skills at the institutional level that will inculcate the desirable value system among the students. Values related to social, economic, and cultural realities are focused to inculcate respect and tolerance for various diversities among the student community through subjects like MGT-B-108, MGT-B-306, and MGT –B-301.

Personality Development and Communication skills are also offered as a mandatory course in all the programmes as a subject in all the Departments to familiarize students with issues related to Personality development and communication skills, such as PFD-2103, PFD-2204, MGT-B309 etc. Special capsule programmes at regular intervals are being conducted for the students to make them better professionals. In the first year of their academic session, it is a regular part of the curriculum. Many special workshops and training are also organized on personality development and communication skills

In addition to the above, the students are sensitized to the above issues through a series of extra-curricular activities including lecture series by eminent personalities and alumni, street plays, and cultural events organized regularly.

1.3.2

Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 69

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 60.87

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 14

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 23

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Feedback analysis report submitted to appropriate committee/bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis and its report to appropriate committee/bodies	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 91.36

2.1.1.1 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
485	479	382	426	322

2.1.1.2 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
426	477	352	392	266

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Admission extract signed by the competent authority (only fresh admissions to be considered)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 62.58

2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
182	196	120	170	98

2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
283	280	223	249	189

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Catering to Student Diversity**2.2.1**

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The O P Jindal University follows the periodic continuous evaluation process for students at various

stages across all the programmes. OPJU has developed a system to monitor the CO-PO-PSOs attainment by the students to assess the learning levels of the students. Separate provisions are also formulated to identify slow and fast learners in each course of the programme immediately after the declaration of the preceding semester exam result or after one month of the teaching for the newly admitted students. Reports on the basis of parameters such as exam result, class test, and faculty assessment are being prepared for determining slow and advanced learners. Special activities are conducted for the improvement of the slow learners and for the career advancement of advanced learners which are as follows:

Activities for slow learners:

1. Special remedial class for slow learners.
2. Extra one hour for conducting problem-solving sessions /revision sessions/extra sessions
3. Conducting counselling sessions.
4. Peer-Peer group study method.
5. Giving additional learning materials like question bank, university question papers, handwritten notes, etc.

Activities for advanced learners:

1. Providing soft skills/personality development training.
2. Providing extra coaching for competitive exams.
3. Motivating them to pursue online certifications from various sources.
4. Encouraging them to participate in conferences/seminars/events etc.
5. Advanced assignment based on model development/case study
6. Article for journals etc.

Bridge courses (Mathematics I & II, (SOE-B-FY101&201) Physics (SOE-B-FY103), C Programming, Basic Computing (SOE-B-FY104), Introduction to Artificial Intelligence (SOE-B-FY208 etc.) are being executed to minimize the knowledge gap among the students from inter-disciplinary domains and help the students to adapt with the changed environment. These courses are also offered for the students of lateral entry in B.Tech. programme.

University also gives freedom to the faculties to identify and conduct various activities for students as per their need. Continuous monitoring and performance evaluation is being carried out independently at the department level.

File Description	Document
Provide link for additional information	View Document

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 15.51

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

OPJU is strongly determined with its mantra of learning by doing. We believe that students can learn concepts by involving themselves in solving real life problems. Such environment provides them experiential & participative learning that also provides them to think out-of-box to solve the various real life problems. OPJU adopts the project based learning (PBL) approach, where the student is encouraged to take up a project or case study that will help him to understand various concepts in their curriculum.

Experiential learning & Participative learning:

To make the students industry ready, specialized training modules in technical and soft skills are organized in regular intervals. Students are made involved in various Industry related projects/internship programmes/major and minor projects under the supervision of the mentor. Further they are encouraged to participate in various competitions, hackathons, techfests, conferences, seminars and workshops organized by various colleges and universities not only in India but also in abroad.

Problem solving methodologies:

Students are involved in various projects of their choice and regular assignments are being given to student to make them independent learner and develop life-long learning capabilities. Students are encouraged to take up innovative projects with an encouragement to patent their idea as well. Organizing meetings with accomplished senior students provide the students a motivation to work and develop skills. Organize regular meeting with the mentees to make them comfortable and identify the skills Students are involved in designing new products, conducting investigations for solving complex problems by using research-based knowledge including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions while working in various projects.

OPJU Cloud/Moodle

Our university facilitates its students and faculties with a centralized cloud platform where the student

has access to subject lecture notes, tutorials, presentations, assignments submission, programming language servers, and quizzes for better learning experience and overall development.

NPTEL/SWAYAM

OPJU has established NPTEL Local Chapter in partnership since Jan-2017 with College ID: 915, under this chapter students and faculties can participate in different activities, like, live sessions, conferences, special lecture sessions, online certification courses, workshops, seminars, etc.

ICT Enabled Classrooms

All the classrooms in our university are ICT enabled i.e., equipped with Wi-fi access points, LCD projectors, each department also has one classroom also with interactive smart boards.

Online Subscriptions

University has an e-library facility where the students can access various journals, periodicals and e-books to get familiar with the technology upgradations around the world. University possesses subscriptions in EBSCO academic collection with 2 lakhs e-books, J-GATE (Datatype) with 12,000+ resources including e-books, journals, conference proceedings, journals, and videos. To ensure the better learning experience to the students the university is equipped with best-in-class library facilities.

ERP

University has an ERP module with support features for student record management including admission, semester registration, complete student attendance management system integrated with SMS alert/notification service, learning management system for resource sharing and assessment, library module, examination form online registration, online marks entry of the respective subjects, TR report and result declaration.

File Description	Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

OP Jindal University (OPJU) stands out not only for its academic excellence but also for its commitment to the holistic well-being of its students. One of the distinctive features that sets

OPJU apart is its effective Mentor-Mentee Schemes, strategically designed to address both academic challenges and student-psychological issues. These schemes serve as a robust support system, fostering a nurturing environment that goes beyond traditional education. At the core of OP Jindal University's Mentor-Mentee Schemes is the belief that academic success is deeply intertwined with the emotional and psychological well-being of students. Recognizing the transitional phase of university life and the diverse challenges students may face, OPJU has implemented a structured mentoring program that pairs each

student with a dedicated mentor.

The academic aspect of the Mentor-Mentee Schemes focuses on ensuring that students receive personalized guidance to navigate the complexities of their chosen courses. Mentors, often experienced faculty members, play a crucial role in providing academic support, clarifying doubts, and offering insights into the curriculum. This one-on-one interaction not only enhances the learning experience but also helps students tailor their academic journey to align with their career goals. Beyond academics, OPJU's Mentor-Mentee Schemes extend to addressing the psychological well-being of students. The university understands that the pressures of academia, coupled with the challenges of personal growth, can impact a student's mental health. Mentors are not only academic guides but also compassionate listeners and mentors. They create a safe space for mentees to discuss any concerns, anxieties, or personal challenges they may be facing.

The psychological support offered by mentors is particularly crucial in the university environment, where students often find themselves away from familiar support systems. The mentorship programs at OPJU are designed to ease the transition to university life, helping students adapt to the new environment and cope with the demands of higher education. The mentor-mentee relationship is characterized by open communication, trust, and confidentiality. This allows students to express themselves freely and seek guidance on a wide range of issues, from academic struggles to personal dilemmas. The mentor becomes a reliable resource, offering not just solutions but also encouragement and motivation.

The effectiveness of OP Jindal University's Mentor-Mentee Schemes is evident in the positive impact it has on the overall student experience. Students who feel supported in both academic and personal realms are more likely to excel in their studies and develop a sense of belonging within the university community. The mentorship programs contribute to a nurturing atmosphere that values the individual journey of each student. In conclusion, OP Jindal University's commitment to the well-being of its students is exemplified through its thoughtfully designed Mentor-Mentee Schemes. By addressing both academic and psychological aspects, these programs create a support structure that enhances the overall educational experience. Through personalized guidance and a focus on individual growth, OPJU ensures that students not only succeed academically but also thrive emotionally and psychologically, preparing them for a successful and fulfilling future beyond the university walls.

File Description	Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 89

2.4.1.1 Total Number of Sanctioned year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
108	86	73	70	68

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 74.38

2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years

Response: 119

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	View Document
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template)	View Document
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	View Document

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest

completed academic year, in number of years)

Response: 17.58

2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year

Response: 1705

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 8.6

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the last date of declaration of results year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	8	9	9

File Description	Document
Institutional data in the prescribed format (data template)	View Document

2.5.2

Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

Response: 0.21

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
14	10	2	0	0

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3035	2878	2424	2155	2014

File Description	Document
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	View Document
Institutional data in the prescribed format (data template)	View Document

2.5.3

Status of automation of Examination division along with approved Examination Manual/ordinance

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	View Document
The report on the present status of automation of examination division including screenshots of various modules of the software.	View Document
Institutional data in the prescribed format (data template)	View Document
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	View Document
Copies of the purchase order and bills/AMC of the software.	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

The institution evaluates the attainment of programme outcomes, programme specific outcomes, and course outcomes in accordance with outcome-based education (OBE), which ensures the achievement of course outcomes (COs) and programme outcomes (POs). Linked to the program's objectives and outcomes are the course's objectives and outcomes. Students are put through tests and evaluations to ensure that PSOs are obtained via the information and skills they have acquired.

In order to achieve the intended programme objectives as well as program-specific outcomes, the departments ensure the proper mix of curriculum development, delivery manner based on best pedagogical practises, evaluation, and assessment.

The creation of materials and questions based on critical thinking and analysis is used to measure the course outcomes in assignments, midterm exams, online quizzes, end of semester exams, and other contexts. To guarantee that the PO, PSO, and COs are satisfied, the university employs both direct and indirect techniques of evaluation.

Attainment of Courses:

Two different assessment methods are adopted to measure the attainment of each course.

1. Direct assessment methods (90%): This consists of Mid Semester Examination, Teachers Assessment and End Semester Examination.
2. Indirect assessment methods (10%): This consists of End of course survey

The data used for evaluating program outcome attainment is obtained from the course outcome and indirect assessment methods. The indirect assessments consists of:

- Course Exit Survey and Feedbacks
- Alumni Survey Employer Survey
- Co-curricular Activities
- Extracurricular Activities

Course Exit Surveys (CES) are used to improve the teaching learning process and outcome based education. Questionnaires on subject related Course Outcome (COs) are prepared and uploaded by the department through Google form University gives different weightage to these assessment tools in the overall course assessment.

Attainment levels of course outcomes are set as follows:

- Attainment Level 1: 55% students scoring more than C grade Attainment.

- Attainment Level 2: 60% students scoring more than B grade Attainment.
- Attainment Level 3: 65% students scoring more than A grade.

The University offers a student-centered structure that emphasizes the abilities that graduates are expected to have. The outputs are analyzed and appraised to determine the extent to which learning objectives are accomplished. The gaps discovered are remedied by assessing the performance criteria used to assess the success of the learning objectives.

Students attainment of COs, POs, and PSOs are assessed by customized evaluation pattern to suit the course and its course outcomes.

To ensure that the course outcomes are reached, the question banks for each course are developed with the course objectives in mind. Internal examinations and end-of-semester exams for each subject cover all types of questions, including quick response, lengthy answer, average difficulty, and high difficulty questions, among others. Before the end of the last semester, students are given a thorough test to specifically gauge their progress toward program-specific objectives. The contributions of various placement teams demonstrate both program-specific results and the accomplishment of programmer objectives.

2.6.2

Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)

Response: 94.9

2.6.2.1 Total number of final year students who passed the examination conducted by Institution.

Response: 465

File Description	Document
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	View Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the Controller of Examinations indicating the pass	View Document
Annual report of COE highlighting the pass percentage of students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.52

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The university regularly updates the research facilities to ensure a conducive research environment in the university. State of the art equipment are being installed in all the departments to ensure best in class facility for the faculty and scholars to perform research activities in the university. The university has also established a dedicated Research and Development Cell (RDC) earlier it was named as Center for Research Excellence, which ensures all the research related activities well in place in the university. The Research and Development Cell (RDC) has been established to nurture research culture into challenging areas of Engineering, Technology, Science, Humanities and Management, including multidisciplinary fields. The RDC is designed to increase the impact and prominence of scholarly research throughout the university. Under the auspices of the Research Advisory Council (RAC), the RDC will promote advancement, leadership and excellence in the pursuit of all areas of research, innovation and consultancy, university-wide. The core of the RDC will be a group of OPJU faculty experts who are both accomplished and committed to promoting a culture of research excellence at OPJU.

Roles and Responsibilities of the RDC:

1. Create and report on all research activities on a periodic basis.
2. Make the research activities visible on the website and other appropriate forums.
3. Create and manage an annual faculty research budget and get it approved for each academic year.
4. The research committee will use its annual research fund to decide on merit which proposals to fund.
5. Put in place a process to approve and fund faculty participation in conferences.
6. Create and monitor an incentive scheme for promoting research publications / patents.
7. Create a process to encourage and reward faculty engaged in research grants.
8. Formulate the rules for qualifying for the approval of grants / awards and seek the approval of the Vice Chancellor.
9. Ensure the enrichment and monitoring of the research facilities in the university

Also the university has set up the Central Instrument Facility (CIF) with the prime objective to support the research and development activities carried out by the faculty, staff, research scholars and students. CIF houses a wide range of sophisticated analytical and fabrication equipment/techniques for chemical/mechanical/metallurgical characterization of a range of samples. CIF is responsible to maintain these equipment and ensure a fair utilization among the research community. CIF is operated by the RDC and is envisaged to nourish collaborative research between OPJU and other academic and Industrial organizations. A central instrumentation facility is being monitored by the RDC and ensures proper utilization and consultancy works carried out by the university faculty members. The RDC has a dedicated policy to promote research and development in the university. Following are the benefits provided by the RDC policy:

- Support for attendance in Conference/FDP/Workshops/STTP nationally and also internationally

- Monetary incentives for:
 - Paper Publication
 - Book Publication
 - Award for Faculty member
 - Patent Publication
 - Sponsored Project Completion
- Support for Patent filing in national and international levels.
- Article Processing charges for selected SCOPUS/SCI journals
- Memberships fees in professional bodies
- Recognition ceremonies
- Seed money grants

3.1.2

The institution provides seed money to its teachers for research (average per year)

Response: 72.02

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
51.75	298.34	5	3	2

File Description

Document

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

3.1.3

Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 56.88

3.1.3.1 Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years

Response: 91

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.4

Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 66.67

3.1.4.1 The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 34

3.1.4.2 Number of PhD Scholars enrolled during last five years

Response: 51

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research**3.2.1**

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 1

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2.2	
Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years	
Response: 0.12	
3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years	
Response: 19	
File Description	Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3 Innovation Ecosystem

3.3.1
Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident
Response:
<p>OPJU stands as a beacon of innovation, embracing the rich tapestry of India's intellectual heritage through its commitment to the Indian Knowledge System (IKS). At the heart of this commitment is the university's vision to foster a culture of innovation, technology transfer, and knowledge creation. OPJU's dedication to nurturing the spirit of innovation is manifested in various initiatives, including the promotion of awareness about Intellectual Property Rights (IPR), the establishment of an IPR cell, the creation of an incubation center, and other strategic endeavors. The foundation of OP Jindal University's innovation ecosystem lies in the recognition of the immense potential embedded in India's traditional knowledge systems. The Indian Knowledge System (IKS) is an integral part of the university's ethos, celebrating the wisdom embedded in ancient Indian texts and practices while providing a platform for their integration with modern technology and industry needs.</p> <p>An essential component of OPJU's innovation ecosystem is the emphasis on awareness and protection of Intellectual Property Rights (IPR). The institution recognizes that safeguarding the intellectual contributions of its students and faculty is pivotal for fostering a culture of innovation. To this end, the university has established an IPR cell, dedicated to raising awareness about intellectual property issues, guiding researchers and inventors through the patenting process, and ensuring that the fruits of innovation are duly protected. The establishment of an incubation center further exemplifies OP Jindal</p>

University's commitment to transforming innovative ideas into practical solutions. The incubation center serves as a nurturing ground for budding entrepreneurs and innovators, providing them with the necessary resources, mentorship, and infrastructure to bring their ideas to fruition. This initiative not only encourages students and faculty to think creatively but also supports them in the critical stages of idea development, prototyping, and commercialization. OPJU's innovation ecosystem is characterized by collaboration between academia and industry, facilitating the seamless transfer of technology and knowledge. The university actively engages in research and development activities, encouraging faculty and students to work on projects that have practical applications in various industries. This collaborative approach ensures that the outcomes of research and innovation are not confined to academic publications but contribute tangibly to societal and industrial advancements.

The outcomes of OP Jindal University's innovation ecosystem are evident in the numerous success stories that have emerged from its halls. Students and faculty have been at the forefront of groundbreaking research, technological advancements, and entrepreneurial ventures. The university takes pride in the fact that its innovation initiatives have not only contributed to academic excellence but have also played a pivotal role in addressing real-world challenges and fostering economic development. OP Jindal University's dedication to fostering innovation through the Indian Knowledge System (IKS), awareness about IPR, the establishment of an IPR cell, and the creation of an incubation center underscores its commitment to creating a dynamic and impactful ecosystem. The outcomes of these initiatives are visible in the form of innovative solutions, successful technology transfers, and a culture that celebrates the fusion of traditional wisdom with contemporary knowledge.

3.3.2

Total number of awards received for *research/innovations* by institution/teachers/research scholars/students during the last five years

Response: 26

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Research Publications and Awards

3.4.1

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

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

- 1. Inclusion of research ethics in the research methodology course work**

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

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI.	View Document

3.4.2

Total number of Patents awarded during the last five years

Response: 17

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.3

Number of Ph.Ds awarded per recognized guide during the last five years

Response: 0

3.4.3.1 How many Ph.D s were awarded during last 5 years

3.4.3.2 Number of teachers recognized as guides during the last five years

Response: 4

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.4.4

Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years

Response: 1.72

3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years

Response: 275

File Description	Document
List and links of the papers published in journals listed in UGC CARE list and	View Document
Institutional data in the prescribed format (data template)	View Document

3.4.5

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 0.58

3.4.5.1 Total Number of books and chapters in edited volumes published during the last five years

Response: 92

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.6

E-content is developed by teachers :

- 1. For e-PG-Pathshala***
- 2. For CEC (Under Graduate)***

3. For SWAYAM
 4. For other MOOCs platform
 5. Any other Government initiative
 6. For institutional LMS

Response: C. Any 3 of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.4.7

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 8.24

3.4.8

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 20

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 257.74

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2022-23	2021-22	2020-21	2019-20	2018-19
43.51	170.62	17.06	23.70	2.85

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Response:

The 'Centre for Social Empowerment' (CSE) works towards socio-economic empowerment, ensuring better quality of life and equality amongst various sections of the society, livelihood enhancement of the people residing in the target community. CSE Concentrates on empowerment of weaker section of the society of the rural areas; the Centre includes the participation of all stakeholders: students, faculty, NSS, NGO and the local community.

OPJU has made its significant contribution to the society and environment by making a participation to promote University-Neighborhood-Community network. Major emphasis is given on student engagement, service orientation and holistic development of students contributing to good citizenship. NSS unit and a team of committed faculty members engage students in the community development programmes.

Team work with other individuals, students learns to negotiate, communicate, manage and lead others. Scheduled programmes sensitize the student volunteers towards the social issues and take challenges of the lesser privileged sections of the society. Involvement in these extension and outreach activities, the students are able to develop critical thinking skills and time management. Working outside the university campus and with diversified social groups of peoples allows them to gain more self-confidence, autonomy, and appreciation. Activities on social issues help them to become good leaders and well mannered citizens. The special camping programme (especially Rock Climbing) is being conducted every year with some volunteer faculty members. Different social club activities being conducted in the University as per schedules like Film Club, Music Club, Photography Club, where students undertake opportunities for the extension sensitization.

NSS organizes and participates in various extension activities with a dual objective of not only sensitizing students about various social issues but also contribute to community and strengthen community participation. The NSS units takes part in various initiatives.

In addition, community involvement is ensured following occasion like: Workshop on Promoting Positive Mental Health amongst Women of Raigarh, Chhattisgarh (Sponsored by National Commission for Women).

In addition, student volunteers are actively associated with the committee members to facilitate the programmes.

Roles and Responsibilities:

- Health awareness and Cleanliness programs.

- Programmes for Gender Sensitization.
- Capacity Building and Empowerment Programs.
- Soft Skill Development Programs.
- Environment Awareness Programmes.

Objectives:

- Promote literacy, cultural and social activities by awareness programs
- Social activities and trainings.
- Extend help/support
- Build capacity local groups
- Act as resource base

3.6.2

Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years

Response: 106

3.6.2.1 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
35	28	19	16	8

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.7 Collaboration**3.7.1**

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

Response: 63

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate infrastructure facilities for

a. teaching - learning. viz., classrooms, laboratories,

b. ICT enabled facilities such as smart classes, LMS etc.

c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Describe the adequacy of facilities within a maximum of 500 words

Response:

OPJU believes in the concept of a multi-dimensional education system with a sense that students learn best when exposed to a real-world situation. All the classrooms at OPJU are spacious and technically designed to ensure that each student has sufficient space and that each faculty member has adequate space for addressing class students. In addition, all the classrooms in the university are ICT enabled i.e., equipped with Wi-fi access points, green boards, projector sheet, and LCD projectors. A dedicated media room with a proper lecture-capturing system is available in the campus that facilitates the faculty members to create e-contents for various MOOC platforms.

The library at OPJU has more than 35000 books and more than 5000 titles. University has an e-library facility where the students can access various journals, periodicals and e-books to get familiar with the technological upgradations around the world. University possesses subscriptions in EBSCO academic collection with 2 lakhs e-books, J-GATE (Datatype) with 12,000+ resources including e-books, journals, conference proceedings, journals, and videos. To ensure a better learning experience for the students the university is equipped with best-in-class library facilities.

At OPJU the student computer ratio lies around 2.5:1 with the whole campus being Wi-fi enabled with 900 MBPS. All the faculty members have their own laptops or laptops provided by the university through the 'own your laptop scheme' with a very high configuration.

The library at OPJU has more than 35000 books and more than 5000 titles. University has an e-library facility where the students can access various journals, periodicals and e-books to get familiar with the technological upgradations around the world. University possesses subscriptions in EBSCO academic collection with 2 lakhs e-books, J-GATE (Datatype) with 12,000+ resources including e-books, journals, conference proceedings, journals, and videos. To ensure a better learning experience for the students the university is equipped with best-in-class library facilities.

Cultural Activities

The university has one auditorium, one amphitheatre, two seminar halls, and one big ground where many cultural activities are being organized.

Yoga

A separate area is specifically demarcated for conducting yoga and meditation. Every year on the occasion of International Yoga Day a special yoga practice is being conducted for the benefit of the students and faculty members.

Games and sports

OP Jindal University has excellent games and sports facilities for the students with 1 football field, 2 volleyball court, 2 basketball court, 2 badminton court, 10 Carrom boards, 10 Chess boards, 5 table tennis table, 1 kabaddi ground, 1 Kho-Kho ground, 1 table tennis arena, 2 net practice arena for cricket and 1 cricket ground. Apart from this as a member of All India University (AIU) the university got opportunities to organize national events at the university premises and also encourages students to participate in national events. Recently, OPJU successfully organised all India-level inter-university chess competition in 2021.

Gymnasium

The university has two fully equipped Gymnasias, which ensure the physical fitness of the students.

4.1.2**Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years**

Response: 29.58

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
749.12	262.69	52.42	122.69	136.10

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

OP Jindal University (OPJU) stands as a testament to its commitment to providing a cutting-edge learning environment, and a crucial component of this commitment is its state-of-the-art library, seamlessly blending tradition with technology. The university's library is a hub of knowledge, where the convergence of automation and digital facilities has transformed it into a dynamic resource center. Through the implementation of an Integrated Library Management System (ILMS), coupled with a robust subscription to e-resources and journals, OPJU ensures that its library is optimally utilized by both faculty and students. The implementation of an Integrated Library Management System (ILMS) marks a significant leap in the efficiency and accessibility of the library's resources. This automation streamlines various library functions, from cataloging and circulation to resource management and user services. The ILMS not only enhances the speed and accuracy of these operations but also provides users with a user-friendly interface, allowing for seamless navigation through the vast array of resources available in the library. KOHA and Knimbus platforms in the library accelerate the digital library experience at OP Jindal University.

Adequate subscription to e-resources and journals is a cornerstone of OP Jindal University's library strategy. Recognizing the dynamic nature of contemporary research and the importance of staying current with the latest developments in various fields, the university ensures that its digital repository is rich and diverse. Students and faculty have access to a plethora of e-journals, databases, and electronic books, providing them with a wealth of information at their fingertips. This digital collection is regularly updated to reflect the evolving landscape of knowledge, ensuring that users have access to the most recent and relevant materials. The faculty at OPJU actively engages with the library's digital resources, utilizing them for research, course development, and staying abreast of emerging trends in their respective fields.

For students, the automated and digital library facilities at OP Jindal University provide a transformative learning experience. The vast array of e-resources enables students to explore beyond the confines of traditional textbooks, encouraging independent research and critical thinking. The library becomes a virtual gateway to the global pool of knowledge, allowing students to access information from renowned journals, databases, and digital repositories, thus enriching their academic journey. The optimal utilization of the library is a testament to the university's commitment to creating a culture of continuous learning. Workshops, training sessions, and orientation programs are organized to familiarize both faculty and students with the digital facilities and resources available.

OP Jindal University's automated library with digital facilities, powered by an Integrated Library Management System and comprehensive subscriptions to e-resources and journals, stands as a beacon of modern educational infrastructure. The optimal use of the library by both faculty and students underscores its significance as a dynamic knowledge hub. Through embracing technology and staying committed to the evolving needs of academia, OPJU ensures

that its library remains a vital resource, contributing to the intellectual growth and success of its academic community.

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 2.32

4.2.2.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
37.47	23.35	4.04	23.92	14.89

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

OP Jindal University (OPJU) is at the forefront of technological integration in education, exemplifying a commitment to providing cutting-edge IT facilities that empower both faculty and students in their

academic pursuits. The institution's proactive approach to keeping its IT infrastructure up-to-date ensures that it remains at the pinnacle of technological advancements. A key aspect of this commitment is the provision of sufficient bandwidth for internet connection, acknowledging the pivotal role that seamless connectivity plays in the contemporary educational landscape.

The university's dedication to staying abreast of technological advancements is reflected in its frequent updates to IT facilities. The fast-paced evolution of technology demands a responsive and adaptive infrastructure, and OPJU meets this challenge head-on. The institution invests in the latest hardware, software, and networking solutions to provide a robust and efficient IT environment for its academic community. Frequent updates to IT facilities translate into enhanced computing power, improved software capabilities, and the integration of cutting-edge technologies into the learning ecosystem. This ensures that students and faculty have access to state-of-the-art tools and resources, facilitating a dynamic and engaging learning experience. Whether it's advanced laboratories, multimedia classrooms, or specialized software for various disciplines, OPJU's IT facilities are designed to meet the diverse needs of a modern educational institution.

Crucial to the effective functioning of these IT facilities is the provision of sufficient bandwidth for internet connection. OP Jindal University recognizes that a seamless and high-speed internet connection is indispensable for a host of academic activities, including research, online collaboration, virtual classes, and accessing digital resources. To meet this requirement, the institution invests in a robust network infrastructure, ensuring that the entire campus enjoys reliable and high-speed internet connectivity. Sufficient bandwidth not only supports the day-to-day operations of the university but also enables innovative teaching methodologies and research initiatives. Faculty members can seamlessly integrate online resources into their lectures, conduct virtual classes, and engage in collaborative research with peers globally. Students, on the other hand, have unrestricted access to a wealth of information, online courses, and collaborative platforms that enrich their learning experience.

The commitment to providing ample bandwidth aligns with OPJU's broader vision of preparing students for the digital era. In a world where connectivity is synonymous with opportunity, the university ensures that its academic community is well-equipped to navigate the digital landscape. Whether it's accessing online libraries, participating in virtual conferences, or collaborating on international research projects, students and faculty at OPJU can leverage the power of a robust internet connection to expand their horizons. Moreover, the institution's focus on IT infrastructure extends beyond academic needs. Adequate bandwidth also supports administrative functions, communication systems, and various online services, contributing to the overall efficiency of the university's operations.

4.3.2

Student - Computer ratio (Data for the latest completed academic year)

Response: 1.71

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 880

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	View Document
Purchased Bills/Copies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.3.3

Institution has the following Facilities for e-content development and other resource development

1. Audio visual center, mixing equipment, editing facilities and Media Studio
2. Lecture Capturing System(LCS)
3. Central Instrumentation Centre
4. Animal House
5. Museum
6. Business Lab
7. Research/statistical database
8. Moot court
9. Theatre
10. Art Gallery
11. Any other facility to support research

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	View Document
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years

Response: 42.83

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year - wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
532.31	393.06	159.27	396.18	435.11

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4.2

There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

OP Jindal University boasts meticulously established systems and procedures to efficiently maintain and utilize its diverse facilities. From cutting-edge laboratories, resource-rich libraries, and state-of-the-art sports complexes to well-equipped computer labs and modern classrooms, the institution prioritizes the seamless functioning of these spaces. These systematic approaches ensure optimal utilization, fostering an environment where students and faculty can thrive in their academic pursuits, research endeavors, and extracurricular activities. OPJU's commitment to maintaining top-notch physical, academic, and support facilities contributes to a conducive and progressive learning environment. OPJU has all the general campus facilities which are required by the students and staffs. The facilities include health centre and trauma centre, banking facility, canteen and cafeteria, hostels, guest house, staff quarters, sports complex, girls common room, boys common room, temple, community centre, auditorium and amphitheatre, LED lighting, stationary shop, nursery, etc.

Laboratories:

OPJU is equipped with more than 50 state of the art laboratories and is frequently updated based on the curriculum requirements.

Health Centre and Trauma Centre

The university has two centre for immediate health care with ambulance facility, the health centre provide urgent first aid service where one dedicated doctor and two nurses are available. The trauma centre has advance equipments for providing proper diagnosis and treatment at initial level.

Banking and Postal Services

A HDFC smart lobby is being installed by HDFC for the benefit of the visitors, students, staff, and faculty members in the university. This is first of its kind in central India. Two ATMs of State Bank of India (SBI) and Punjab National Bank (PNB) bank are adjacent to OPJU campus. A branch of PNB and a post office is available in the common shopping complex which are adjacent to the staff quarters.

Guest Houses

OPJU has two well-furnished guest house for the hospitality of the guest.

Hostel

There are two boys and 1 girls hostels at OPJU. Hostel rooms at OPJU are spacious, air-conditioned, fully furnished and equipped with Wi-fi access points for the Internet access.

Canteen and cafeteria

Two hostels of the university have its own canteen along with that a centralized canteen and cafeteria within the university premises. Specialized experienced vendors are outsourced for providing hygiene food and beverages to the students.

Transportation

OPJU has adequate number of bus facility for the transportation of students and staffs from Raigarh and nearby places. During holidays special buses are scheduled for campus residents for their convenient commute to-and-fro from Raigarh city.

Sports Facilities

The university is facilitated with a huge sport related facilities for both the indoor and outdoor games including football, volleyball, basketball, badminton, athletics, gymnasium, carrom, chess, table tennis, kabaddi, kho-kho and cricket).

Boy's and Girl's Common Room

Separate boy's and girl's common room with facility of attach toilets and washrooms, sitting arrangement, drinking water facility are available inside the university campus.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 99.63

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and (NGOs)non-government bodies, industries, individuals, philanthropists year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1548	1458	1040	1096	1035

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority

[View Document](#)

Upload Sanction letter of scholarship and free ships (in English).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Career Counselling at OP Jindal University is a comprehensive program designed to guide students towards suitable career paths and facilitate placements at opportune moments. The university not only imparts essential skills but also nurtures technical prowess and leadership qualities among its students. The establishment of a "Mentor-Mentee" system connects knowledgeable teachers with career-focused students, fostering direct relationships and promoting academic and overall development.

In this system, each teacher is responsible for monitoring a maximum of 20 students, ensuring personalized attention and support. This practical interaction plays a pivotal role in building strong connections among students, teachers, and the institution. Additionally, group discussions between students and teachers about career options are encouraged, providing valuable insights and guidance.

OP Jindal University places significant emphasis on the structured sequence of activities and experiences integral to the development of competencies such as goal setting and career planning. All constituent colleges within the university have dedicated placement cells, instilling accountability and qualified leadership qualities in students. The University has established a Career Development Center (CDC) which is responsible for the professional development of the students and equip with the necessary knowledge and skills for their chosen professions.

The university offers a range of career counselling programs covering diverse disciplines, including Engineering, Management, and Science. During and after the pandemic period, the university adapted by organizing numerous online programs aimed at supporting students in their career pursuits. These programs encompassed talks by industry experts, as well as technical and motivational sessions.

The CDC actively organizes training programs covering interview skills, recent trends in career opportunities, and the enhancement of soft skills. The university operates with the motto to make the student industry ready and skilled by facilitating each student's journey toward their goals.

OP Jindal University extends its commitment to guidance for competitive exams, offering support for Civil Services Examination, IES, and GATE Exams on an annual basis. The university goes beyond traditional exam preparation by providing guidance on emerging trends in cybersecurity, embedded systems, software development, advanced manufacturing, renewable energy, supply chain management, digital marketing and other relevant areas. Coaching classes for judicial service examinations and various competitive exams contribute to the students' success in securing employment across diverse fields.

5.1.3

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4. Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	View Document
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	View Document
Report with photographs on Language & communication skills enhancement programs	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format (data template)	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Report of Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Institutional data in the prescribed format (data template)	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee monitoring the activities and number of grievances	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students during the last five years

Response: 100

5.2.1.1 *Number of outgoing students placed year wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
438	332	290	274	340

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years

Response: 100

5.2.2.1 **Number of outgoing students progressing to higher education**

2022-23	2021-22	2020-21	2019-20	2018-19
52	59	26	20	24

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.3

Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 2.21

5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)

Response: 41

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 91

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	22	5	7	9

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

OP Jindal University employs a democratic process and ensure robust student representation, the institute appoints members to various committees and bodies, including:

Placement Committee: Elected members collaborate with the placement team, actively engaging with industry professionals and candidates, and overseeing campus placement processes.

Magazine Committee: Responsible for the institute's monthly newsletters and annual cultural magazine, committee members, led by the Magazine Secretary, contribute significantly to these publications.

Grievance Committee: Comprising elected student members, this committee promotes transparency in decision-making processes.

Anti-Ragging Committee: Student representation in the Anti-Ragging Committee ensures transparency in decision-making related to ragging prevention.

Canteen Committee: Tasked with managing the institute's canteen, committee members ensure the provision of healthy and hygienic food.

Cultural Committee: The student council, including a Cultural Secretary and Joint Cultural Secretary, actively organizes cultural events such as Unity Day, Guru Purnima, Youth Day, Independence Day, and Republic Day, Vishwakarma puja, Saraswathi puja, Iftar celebration on Ramadan, Christmas, Engineers Day, Guru Nanak Jayanthi, OP Jindal Jayanthi, International Yoga Day, etc. They oversee event coordination, sponsorship, and management.

Sports Committee: Responsible for organizing various sports events, including the Corporate Football League in collaboration with Rotaract club members.

Hostel Committee: Student members address hostel-related needs, reporting issues to the management and managing day-to-day tasks related to security, hygiene, and discipline.

Alumni Committee: Committee members collaborate with alumni for mentoring, grooming, and placement, actively participating in organizing alumni meets.

Maintaining transparency in all activities by involving stakeholders like students and parents, students participating in these committees gain exposure to social and corporate atmospheres. This involvement contributes to the development of leadership skills, team building, decision-making abilities, time management, and self-discipline among students, molding them into robust managers for the industry. The active participation in committees fosters an environment that generates fresh ideas, infusing dynamism into the institute's overall atmosphere.

5.3.3

The institution conducts / organizes following activities:

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	View Document
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	View Document
List of students participated in different events year wise signed by the head of the Institution.	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities	View Document

5.4 Alumni Engagement**5.4.1**

Alumni contribution during the last five years to the University through registered Alumni Association

Response: 3.81

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2022-23	2021-22	2020-21	2019-20	2018-19
2.74	1.07	0	0	0

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

OP Jindal University (OPJU) takes immense pride in the vibrant and engaged community of alumni who not only carry the legacy of the institution but also actively contribute to its continued growth and development. The alumni of OPJU play a pivotal role in shaping the future of the university, not just through financial contributions but also through their invaluable academic expertise and a range of support systems that enrich the educational experience for current students. One of the most tangible ways in which alumni contribute to the development of OP Jindal University is through financial support. Many successful graduates, who have flourished in their respective fields, generously give back to their alma mater. These financial contributions are instrumental in funding scholarships, infrastructure development, research initiatives, and other essential aspects that elevate the overall educational experience at OPJU. The alumni's commitment to investing in the institution speaks volumes about their gratitude and belief in the transformative power of education.

However, the contribution of OPJU's alumni extends beyond financial support. Many alumni actively engage in academic collaborations, offering their expertise and industry insights to enrich the curriculum and provide students with a real-world perspective. Guest lectures, workshops, and mentorship programs facilitated by alumni create valuable opportunities for students to learn from those who have successfully navigated the professional landscape. This academic support system bridges the gap between theory and practice, preparing students for the challenges of their chosen fields. Moreover, the alumni network serves as a powerful resource for students seeking guidance on career paths, industry trends, and networking opportunities. Alumni mentorship programs, career counselling sessions, and networking events facilitate meaningful interactions between current students and successful graduates, fostering a culture of mentorship and professional development. This connection to a network of accomplished individuals opens doors for internships, job placements, and collaborative projects, enhancing the employability of OPJU graduates.

In addition to academic and career support, OP Jindal University's alumni contribute to the holistic development of the institution by actively participating in various co-curricular and extracurricular activities. Alumni often return to campus to engage in sports events, cultural activities, and other recreational pursuits, creating a vibrant and dynamic campus life. This involvement enhances the sense of community at OPJU, fostering a strong bond between current students and those who have walked the same halls before them. The alumni's commitment to giving back to OPJU is a testament to the enduring impact of the institution on their lives. By actively participating in the university's development, they ensure that the legacy of OPJU continues to evolve and thrive. The institution, in turn, recognizes and celebrates the achievements of its alumni, creating a symbiotic relationship that strengthens the sense of pride and connection within the OPJU community.

OP Jindal University's alumni are not just beneficiaries of the institution's education; they are integral contributors to its ongoing success. Their financial contributions, academic support, and engagement in various aspects of university life enrich the educational experience for current students and enhance the overall reputation of OPJU.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

VISION: To be a role model among higher education institutions globally, aims to empower young minds to drive sustainable societal transformation through excellence in value-based education, research, innovation, and entrepreneurship.

MISSION

- **Develop Industry-Ready Talent:** Create programs aligned with new-age technologies to build a skilled workforce that drives societal growth.
- **Enhance Employability:** Implement outcome-based education using emerging technologies and experiential learning, equipping students to solve real-world problems and improve their employability.
- **Cultivate Global Collaborations:** Foster local and global partnerships to enrich teaching, research, and institution building.
- **Promote Holistic Leadership:** Incorporate liberal education to nurture well-rounded, globally competent leaders capable of multifaceted responsibilities.
- **Encourage Innovation and Entrepreneurship:** Establish an industry-focused environment that supports innovation and entrepreneurship, contributing to sustainable development.

CORE VALUES

- **Student-Centric Success:** Measure success through student outcomes
- **Academic Freedom and Trust:** Foster an environment of academic freedom and trust
- **Ethical Integrity:** Maintain the highest standards of ethics and integrity in all operations
- **Social Responsibility:** Develop sustainable practices and concern for the environment & Society
- **Inclusive Accessibility and Compassion:** Remain accessible to all facets of society without consideration of economic status

The OP Jindal University includes the leadership of the Chancellor, Vice Chancellor, Pro Vice Chancellor, Deans, Department Heads, Course coordinators, and Strategic Managers.

The Vice-Chancellor steers the University on the right path to the fulfillment of its objectives, vision, and mission by leading the faculty members at all levels. They form a board of governance by setting up five years strategic plan by developing specific goals, and responsibilities through a review mechanism accordingly. Each effort is aligned toward fulfilling our future aspirations and our chosen path to get there.

The governance model of the University

The governance model of O.P. Jindal University (OPJU) is designed to ensure effective leadership, transparency, and collaboration across various stakeholders to promote the institution's mission and objectives. OP Jindal University, is known for its commitment to academic excellence, research, and industry connect.

Perspective Plan

A perspective plan for O.P. Jindal University (OPJU) outlines a strategic vision and a roadmap for the institution's development over a specified period. This plan considers the university's mission, values, and aspirations, aligning them with emerging trends in education and the broader global context. Here's a comprehensive perspective plan for OPJU:

Strategic Vision:

Creating India's First Private Steel University through excellence in teaching, research and skill building to meet the steel industry needs and growth aspirations.

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The University by involving VC, Deans, all HODs, and faculty members' implements decentralized management with the participative approach in all its activities and initiatives through decision-making at all levels of hierarchy. The different committees like sports committee, extracurricular activity committee, hostel committee, disciplinary committee, faculty welfare committee, and student's welfare committee are formed in place to review the various functionality of the significant progress of those committees and accordingly suggest timely improvement in order to measure the excellence in respective areas. The roles and responsibilities of these organizational units are defined at the time of formation as per the UGC regulations. The members of these organizational units are nominated from different disciplines depending on their individual interests, preferences and competencies observed. Students are also nominated to the departmental and university level to contribute and participate in the discussion related to various academic issues. By involving everybody in the decision-making at various levels, the culture of participative management is extended. The responsibilities such as administrative and academic are decentralized to promote effective educational leadership and it leads to effective implementation as well as monitoring of various policies, procedures, and guidelines hat are further monitored and traced thorough different formats and automated systems..

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Institutional data in the prescribed format (data template)	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies**6.3.1**

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Performance Appraisal System:

The Performance of Teaching and Non-Teaching staff is appraised annually in the month of November/December at OP Jindal University in a well-defined manner. The performance of teaching and non-teaching staff is conducted to assess the outcome of his/her performance and relevance to University's Vision on the basis of well-defined parameters. The appraisal system is described below:

The welfare scheme:

The welfare scheme is provided for all the staff and faculty at OPJU. The following welfare schemes are:

1. Medical Insurance is covered for all faculty and staff members.
2. Group Insurance for all faculty and staff members.

1. Assistantship is provided to the faculty for attending conferences and workshops internationally which enhances the exposure in terms of academic and skills development.
2. In the emergency case, medical expenses of staff and family members are provided.
3. All the non-doctoral faculties are encouraged to get enrolled in Ph.D. program
4. Wards of the faculty and staff are given priority in admission at OPJU.
5. They have the facility to receive an advanced salary if required.
6. Child Allowance is also provided.
7. Zero-Interest Loan Schemes:
 1. a. Own your Car scheme
 2. b. Own your Cycle scheme
 3. c. Own your Laptop scheme

The following extra facilities are given to employees by the OPJU, which supports maintaining safety and satisfaction:

- OP Jindal Fortis Hospital.
- Trauma center at the campus of OPJU.
- Maternity benefits.
- Medical leave.
- Special Yoga classes
- Gymnasium at the campus of OPJU
- Special treatment by calling specialized Doctors from time to time apart from employees' insurance
- Shopping complex
- Birthday celebrations unitedly each month
- Free Bus Facility during Weekends

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 69.25

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
67	75	16	53	39

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 80.61

6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
100	59	63	40	29

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

OP Jindal University (OPJU) stands as a beacon of academic excellence, and a significant aspect of its sustained success lies in its innovative and strategic approaches to mobilizing funds beyond traditional revenue streams such as salaries and fees. The University's finances are regularly audited by qualified independent auditors.

The university's strategies to mobilise the funds are designed in a way that it should achieve the short term and long term objectives of the organization. The sources of financial revenue include:

1. Tuition Fees
2. Training & Consultancy
3. Research Project grants
4. Participation fee in various conferences, and seminars organized by the University.
5. Sponsorships for various events, conferences, seminars, etc.
6. Establishment of Industry sponsored labs
7. Endowments funds

Under sections 20 (d) and 24 (2) of the AUUP Act, the Finance Committee is the principal financial body of the University. The Finance Committee is constituted and functions as prescribed in article 6 of the Statues of the University.

The finance committee prepares the annual estimates of income and expenditure based on inputs from Leadership Team and Financial Planning Sub-Committee and its recommendations along with the annual budget are put up to the executive council for consideration and approval. Financial planning and budgeting (operational expenses and capital investments) is an integral part of annual academic planning at the University level. The University has a provision for internal and external audits. The University has had a full-time chief finance and account officer (CFAO) since inception (i.e. 2014 onward) who is having the responsibility of managing the finance like: -

- Preparation of budget
- Estimation of cash flow
- Conduct of internal audit

Procedure to prepare annual estimates of Income and expenditure

1. All schools/departments/centers propose their annual financial plans based on academic planning to the finance committee of the University to achieve educational purposes and objectives.
2. The proposed budget is examined and approved by the finance committee of the University for the academic year.
3. The administrative and financial approvals are taken from competent authorities as per University policy and guidelines.
4. The various heads for which the budget is prepared and funds allocated, are provided in the financial guidelines given by the University.

The institution is renowned for its foresight in diversifying funding sources and its commitment to the optimal utilization of resources. These institutional strategies contribute to the financial health of OPJU and play a crucial role in elevating the quality of education and infrastructure provided to students. One of the key strategies employed by OP Jindal University is actively seeking external funding through collaborations, partnerships, and grants. The institution proactively engages with industry leaders, government agencies, and philanthropic organizations to secure funding for research projects, infrastructure development, and academic initiatives. These collaborations not only bring in additional financial resources but also foster a dynamic exchange of ideas, expertise, and opportunities for students and faculty.

6.4.2

Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)

Response: 0

6.4.2.1 Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

O.P. Jindal University (OPJU) conducts internal and external financial audits regularly. It has a full-time accounts department and is actively engaged with internal and external auditors to ensure the transparency and reliability of statutory compliances and financial information.

The **External Financial Audit of OPJU** is carried out by the appointed independent auditors, appointed by the sponsoring body Jindal Education and Welfare Society. For each financial year, the audit firm physically checks all the vouchers, bills, invoices, and other related documents to establish the accuracy of the financial statements and related accounting policies. After thorough verification & and scrutiny of books of accounts, the draft financial statement is prepared and submitted to the auditor for finalization. The audit firm scrutinizes the draft financial statement and recommends changes/corrections. After implementing the changes as recommended the financial statement is finalized and attested by the Audit

firm.

The **Internal audit of OPJU** is conducted on a concurrent basis by its internal audit team, consisting of employees. The team is responsible for the operational efficiency and effectiveness of internal control mechanisms. Apart from this, the internal audit team is also involved in verification of working sheets of payroll, statutory compliances, fraud detection etc. The Internal audit team also conducts special audits such as process audits, hostel audits, mess audits, etc. from time to time as per the requirement of the Vice Chancellor. The team is responsible for review of internal policies/procedures and gives recommendations to the Vice Chancellor for modification of existing policies or implementation of new policies time to time.

Process of settling audit objections:

- The audit objections of external audit and internal audit with all the material facts, and findings are communicated to the audit committee through a formal report after completion of the audit assignment.
- The audit objections could be in the nature of – Recovery, Rectification, Action -oriented, non-production of evidence, misappropriation, mis-utilization of funds, procedural lapses, non-compliances of statutory provisions etc.
- These communications were examined by the Registrar, Head of Finance and Accounts, Heads of the Departments, and any other expert members nominated by the Vice Chancellor.
- The audit compliance committee reviews the observations in detail along with all available justification notes from the concerned department / responsible person along with the supporting and exercises its power to verify the facts in detail.
- The concerned department / responsible person is asked to submit a timeline for rectification or correction if needed.
- The committee meets separately with the auditors for any further clarification/discussions before issuance of the compliance report.
- The final audit report is submitted to the VC for review.
- The follow-up audit is conducted to review the status of completion for such rectification and corrections suggested by the auditor.

6.5 Internal Quality Assurance System

6.5.1

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

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

Quality enhancement is a continuous process; the IQAC becomes a part of OPJU's system from the commencement of the organization and it works towards realizing the goals of quality enhancement and sustenance. OPJU has a rich culture of institutional functioning through participation among all stakeholders especially faculty, students, and the non-teaching staff. The IQAC plays an important role in ensuring the quality of the functioning of the administrative and academic units of the college.

The following two practices are institutionalized as a result of IQAC initiatives that have been taken at OPJU: -

Industry academia collaboration (IAC) conducted by OPJU in November 2019

The IAC aimed to bridge the gap between the industry and the academic community; it provided a common platform for the exchange of ideas and brings a system to develop collaboration between the two. This two-day conclave helped the participants to discuss and understand today's industry needs and seek inputs from the industry for shaping the curriculum. This initiative also provided opportunities to increase engagement through internships, projects, and industry visits in the long term. The conclave hosts several keynote speakers from across our industry partners and also conducts multiple breakout sessions to discuss the specific issues outlined above.

The objective is to bring together experts from the industry and R & D organizations to discuss some prime issues concerning the relationship between the industry and academia based on the current societal requirement.

Transparency systems adopted by OPJU in the evaluation process of semester exams Transparency means that it will be clear to students how they will be assessed and based on what criteria. It includes the assessment procedure and how the final mark will be calculated, clarifying the assessment criteria to students. Transparency also includes accessibility to students. OPJU has a system of showing the answer sheets to the students after evaluation which makes the evaluation process more transparent and impartial. Every student has to sign the copy if they are satisfied with the mark awarded.

Two examples of institutional reviews and implementation of teaching-learning reforms through IQAC are:

Course curriculum upgradation:

A comprehensive revision of all the courses being offered at the UG and PG levels was undertaken in the Centre since the inception of the university. The exercise involved a major restructuring of the courses including compulsory and optional courses at all levels. Introduction of new courses and minor revisions in existing courses were undertaken. Courses are continuously revised to reflect the new literature and debates in the field by individual faculty members and reported in the faculty meetings. These courses cover areas where new research is emerging in varied disciplines. These courses were approved by the

Board of Studies in those respective academic years.

Initiatives towards NEP implementation:

- The university works towards the implementation of NEP at every program level which includes the following:
- Choice Based Credit System (CBCS)
- Value added courses
- Skill based training programs
- Indian Knowledge System
- Interdisciplinary and Multidisciplinary courses
- Interdisciplinary research initiatives and others

6.5.2

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Response: B. Any 4 of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	View Document
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	View Document
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Institutional data in the prescribed format (data template)	View Document

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)

Response:

In order to develop a system for conscious, consistent, and catalytic improvement in the performance of the institution, there is a requirement for a periodic and effective monitoring system in place. OPJU is having a robust system to assess and measure the regular level of improvement.

OPJU has adopted an **effective internal and external quality enhancement mechanism**. The Internal academic and administrative processes are monitored continuously and are audited periodically through a robust three-tier audit system. The University also undergoes external quality audits of its processes by way of external audits, accreditations, and inspections by legally constituted controlling bodies. The reports of these bodies form an input to the Internal Quality Assurance processes thus resulting in improvement.

Incremental continuous improvement is an ongoing effort in the University to improve our systems and processes. The observation given by the external agencies is followed up rigorously till they are closed and further benchmarked for the next higher level. The IQAC is persistently assessed and audits are conducted at all three levels:

1. Departmental level : Head of the Department
2. School level : Dean of respective schools
3. University level : Board of Studies

Complaint Management and Redressal: A well-defined grievance redressal mechanism has been developed.

Achievements during the last five years: o Obtained AICTE Approval and AIU status o Launched very Unique Diploma Programs in the department of Metallurgical, Mechanical, Mining and Electrical Engineering focussing on skill based education

- Prestigious awards:
 - o “Emerging University of India” at 14th World Education Summit in August 2019
 - o “Most trusted Technical University” by IBC, Infomedia, the USA in August 2019
 - o “Emerging University of Steel Technology”: By AUROPATH Society in October 2019
 - o “6th Rank in Swachh Campus 2019”: MHRD and UGC in December 2019
 - o “AICTE-CII - Best emerging industry linked institute and Best Industry linked institute in the category of mechanical and allied engineering ” from AICTE and CII Survey, 2021
 - o Among 151-300 band in the NIRF Innovation by MHRD, 2022
 - o IIC Star rating 3.5 and 4 in 2022 and 2023 from Ministry of Innovation Cell and Ministry of Education.
 - o “Outstanding Private University for Research and Innovation” by IIRF Education Impact Awards, 2023

- Gold band in Outcome based Education by R World Institutional Ranking, 2023
- Under 500 universities among the world in sustainability practices, UI Greenmetric, Indonesia, 2023
- Among the emerging private university B-Schools of India by The Week – Hansa Research Survey, 2023

Establishing Centre for Sustainable Technology and Product Development (CSTPD) which contains 7 focussed centers

- o Improved Infrastructure and facilities including the purchase of software, new equipment, CCTV installation in the entire campus, renovation of reception area, Installation of AC in some of the classrooms, AC facility in Hostels, improvement in sports facilities (basketball court, net cricket, etc.)
- o Registration and formation of Alumni Association and conduction of Alumni meet
- o Conduction of Parents-Teachers' meeting

- Conduction of AIU sports tournaments
- Promoting green initiatives
- Working towards waste management
- Promoting curricular and co-curricular activities in the university for the benefit of students

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The University regularly puts efforts to maintain mental and physical well-being of its students, employees and other stakeholders. The University maintains healthy working environment for staff and students so that there is no gender discrimination. Since foundation, the University follows its motto “Welfare of Masses” and strives hard to maintain gender equality. This is revealed from the facts that many of our departments and committees are headed by lady faculties and we have more than 40% ladies staff in our University.

1.Safety:

- The University has established electronic surveillance facility (CCTV) in the campus which is monitored by the Vice Chancellor.
- Discipline committee of the University keeps a regular watch on misbehavior of students. Punishment of penalty is charged if any student is found indulging in misbehavior.
- Code of conduct is printed in the prospectus and displayed in the campus.
- First aid is provided.
- Fire extinguishers are placed.
- Women grievances cell (ICC) is working.

1.Security:

- The University has established electronic surveillance facility (CCTV) in the campus which is monitored by the Vice Chancellor.
- Anti- ragging committee is active to note the cases of ragging if any.
- Watchman at the entrance gate.

1.Counseling: The University has a broad-based “Students Counseling System” for the effective management of problems and challenges faced by students. It should be a unique, interactive and target-oriented system, involving students, teachers, and parents, resolved to address common student concerns ranging from anxiety, stress, fear of change and failure to homesickness and a slew of academic worries. It should bridge the formal as well as communicative gaps between the students and the University at large. Faculty mentors, trained to act as the guardians of students at the college level, should remain in close touch with the students allotted to them throughout the

year, analyzed their emotional and intellectual needs and convey their growth report and feedback on attendance, examination results etc., to their parents at regular interval of time.

1. Common Rooms: To keep the privacy as well as to eliminate unwanted incidents, University maintains separate common room for boys and girls.

- Ladies common room with toilet facility is constructed.
- Separate wash rooms for girl students.
- Sanitary napkin vending machines are also installed at common room.

1. Day Care Centre for Young Children:

- Cradle for babies of girl students and lady staff members.
- Walker for young children.
- Slides for kids.

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	View Document
Institutional data in the prescribed format (data template)	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

This initiative was taken in view of the National mission on Clean and Green Environment followed by Swatch Bharat Abhiyan, Plastic ban, Dry and Wet waste garbage separation, Rain water harvesting, Controlled water use, Recycling of used water, Paper shredding to make art paper, E-waste and so on so forth. As a University, we take steps in whatever small way we can to support the global cause by initiating few but concrete steps towards the goals.

1. **Solid Waste Management:** Solid waste is collected in separate containers and assembled at the waste yard marked as Garbage Collection Pit at extreme end of the campus (West side). Here the dry waste including paper/plastics etc. is segregated and sent in vans to recyclable joints. Separate garbage collection bins are kept for dry/ recyclable waste in laboratories, library, classrooms etc. The wet waste is recycled along with Cafeteria waste for soil manure/fertilizers after processing the same in a pit created for such purpose. This manure is used in our own garden for vegetation and garden proceeds/vegetables are made available to all staff members.
- 2.

Solid Waste collection in Hostle

Location: Near Mess Hall (New Hostel)

Liquid Waste Management: The liquid wastes generated in the campus include Sewage, Laboratory, Laundry, hostel and canteen effluent waste. The liquid waste is treated through Sewage Treatment Plant (STP) outside the campus near dormitory.

The sludge settled in the STP is removed and is dried on drying beds and used as manure for the gardens. Therefore, the entire waste water generated in the campus is treated and clean water is reused for the gardening purpose in the campus.

< >**Biomedical waste management:** The OP Jindal University have 4 bed health center for the primary health treatment of working employees and students near the administrative block. Primary health treatment having following wastes:BandagesBlood-soaked bandagesGlovesSharps (Needles, Syringes, Ampules, Broken glass etc.)The above medical waste is collected in the dustbins and disposed in the pit dedicated for the disposal of medical waste in campus itself which is located 100 m away from the health center.

< >**E-Waste Management:** Electronic goods are put to optimum use; the minor repairs are set right by the Laboratory assistants and teaching staff; and the major repairs are handled by the Technical Assistant

and are reused. University is connected with an agency KARO SAMBHAV, has a State-Of-The-Art Warehouse meant for storage, dismantling and recycling of electronic waste with the support of latest technology. The equipment which cannot be refurbished for re-use is dismantled and remanufactured into raw materials (i.e. metals, plastics, glass) to be marketed as recyclable. The company assures that the E-waste does not end up in a landfill. The waste compact discs and other disposable non-hazardous items are used by students for during college fests as a creative means of showcasing the waste management practice that has been induced in the minds of the students.

7.1.4

Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric.	View Document

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

The institutional initiatives for greening the campus are as follows:

- **Restricted entry of automobiles**
- **Use of Bicycles/Battery powered vehicles**

- **Pedestrian Friendly pathways**
- **Ban on use of Plastic**
- **Landscaping with trees and plants**
- **Paperless Campus**

RESTRICTED ENTRY OF AUTOMOBILES

The University has earmarked various areas as restricted areas to improve the green footfall of the University. This includes.

1. Restricted entry of petrol and diesel automobiles
2. Use of Bi-cycles
3. Plastic free campus
4. Landscaping with tree and plants
5. Green house
6. Use of battery-operated vehicle

RESTRICTED ENTRY OF PETROL AND DIESEL AUTOMOBILES

Some of the areas are restricted for movement of petrol and diesel automobiles as anyone can refer from the road map of the University.

POLLUTION UNDER CONTROL

The vehicles owned by faculty or students with pollution check stickers are permitted into the campus. Passes for individual vehicles are allotted. Monthly checks are made to check the validation and periodicity of this certificate. For two wheelers or four wheelers, security measures are mandatory. PUC camp is organized periodically.

USE OF BICYCLES/BATTERY OPERATED VEHICLES

The students and some of the staff's staying in boy's hostel are using bicycle to travel inside the campus. To move stuffs from one place to another place battery operated auto rickshaw is used inside the university campus. It is environment friendly and prevents pollution.

PEDESTRIAN FRIENDLY PATHWAYS

Since, most of the campus is vehicle free, students and staff experience comfort walking through the pedestrian friendly pathways. The internal roads are lined with trees and they are properly maintained by the campus maintenance department. Most of the pathways are shadowed by lined trees so that the end user enjoys the trouble-free walking even during summer season.

BAN ON USE OF PLASTIC

To restrict the use of plastic, measures have been taken to replace plastic tea cups and glasses with steel glasses in the canteen. The staff and students are using steel, glass, copper, and clay water bottles instead of Plastic bottles. The University has provided glass bottle and tumblers to all the faculty and staff members.

CIRCULAR REGARDING BAN OF PLASTIC USE IN THE UNIVERSITY CAMPUS

OPJU management used to send circulars to its students and employees for creating awareness for ban of plastic use inside the campus.

LANDSCAPING WITH TREES AND PLANTS

Landscaping of the university is worth seeing and reflects aesthetic sense. The university has awning of trees and plants to make the environment pollution free to safeguard the health of all the inmates.

PAPERLESS CAMPUS

Internal communication in the campus, through e-mail or e-messages, is driving towards paperless office. Electronic gadgets are preferred to transfer and store the official data and information.

6TH RANK IN SWACHH CAMPUS 2019: MHRD and UGC: OPJU bagged the 6th position in the Residential campus category ranking in 3rd Swachh Campus Ranking, 2019, organized by Ministry of Human Resource Development, Govt. Of India through UGC & AICTE.

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

Response: A. All of the above

File Description	Document
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency.	View Document
Institutional data in the prescribed format (data template)	View Document
Green audit report of all the years from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

THE INSTITUTION HAS A DISABLED-FRIENDLY, BARRIER-FREE ENVIRONMENT:

- **Built environment with ramps/lifts for easy access to classrooms.**
- **Disabled-friendly washrooms.**
- **Signage including tactile path, lights, display boards, and signposts.**

- **Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, and mechanized equipment.**
- **Provision for inquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading.**

RESPONSE:

O P Jindal University, one of the best universities in central India, has always taken utmost care for Divyangjan. The university places this Disability Guidelines document as a set of guiding principles to all the schools– academic and administrative – with a view to creating a barrier-free, inclusive environment that values diversity, is free from unlawful discrimination or harassment, and ensures equality of opportunity, dignity, and respect for ALL immaterial of his/her dis/abilities.

The university staff and the students are sensitized towards the needs of the differently abled students, to empathize with them and provide physical and psychological support to such kinds.

To achieve this purpose, the following steps/measures have been taken:

Built environment with ramps/lifts for easy access to classrooms.

The university building has ramp and a wide-door elevator to facilitate easy movement in the case of wheelchair-bound persons.

- **Disabled-friendly washrooms.**

Separate western style toilet facilities are provided for the use of differently abled students/staffs.

- **Signage including tactile path, lights, display boards, and signposts**

The university places disability signage as a set of guiding the students and staff– with a view to creating a barrier-free, inclusive environment that values diversity.

- **Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, and mechanized equipment.**

The university has finalized to implement braille supported keypad and headphones for listening audio classes in the library area.

- **Provision for inquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading.**

The university is committed to provide human assistance, reader, scribe, soft copies of reading material, screen reading on necessity basis.

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

OP Jindal University is committed to fostering an inclusive environment that embraces diversity in all its forms. The institution recognizes the importance of creating a space where individuals from various cultural, regional, linguistic, communal, socio-economic, and other backgrounds feel welcome, respected, and valued. Through a range of institutional efforts and initiatives, OP Jindal University has been actively promoting tolerance, harmony, and inclusivity on its campus.

One of the key initiatives at OP Jindal University is the promotion of cultural diversity. The university celebrates various cultural festivals, encouraging students to actively participate and share their cultural traditions with the broader campus community. Cultural events, such as annual cultural fests, provide a platform for students to showcase their talents, traditional dances, music, and cuisines. These celebrations not only contribute to a vibrant campus life but also help in breaking down cultural barriers and fostering a sense of unity among students from diverse backgrounds.

The institution also places a strong emphasis on linguistic diversity. Recognizing that students come from different linguistic backgrounds, OP Jindal University promotes multilingualism on campus. The university encourages the use of multiple languages, ensuring that students have the opportunity to communicate and express themselves in their preferred languages. Language clubs (Literary Club), and support for regional language learning contribute to a linguistic tapestry that reflects the rich diversity of the student body.

Moreover, OP Jindal University actively addresses communal harmony by promoting interfaith dialogue and understanding. The institution organizes seminars, workshops, and discussions on religious diversity, fostering an environment where students can learn about and respect various faiths and beliefs. Interfaith prayer sessions and cultural exchanges further promote a sense of unity and harmony among students from different religious backgrounds.

Socio-economic diversity is another aspect that OP Jindal University prioritizes. The institution is dedicated to providing equal opportunities for students from all economic backgrounds. Scholarship

programs, financial aid, and mentorship initiatives are in place to support economically disadvantaged students, ensuring that financial constraints do not hinder their access to quality education. This commitment to socio-economic inclusivity contributes to the creation of a campus community that is representative of diverse economic backgrounds.

In addition to these efforts, the university actively engages in community outreach programs that address broader societal issues. Collaborative projects with local communities, social awareness campaigns, and volunteering opportunities encourage students to develop a sense of responsibility towards society and to appreciate the socio-economic diversities that exist beyond the campus boundaries. OP Jindal University's commitment to creating an inclusive environment extends to policies that actively discourage discrimination and promote a sense of belonging for everyone. Anti-discrimination policies, grievance redressal mechanisms, and counselling services are in place to address any instances of discrimination and ensure a safe and inclusive environment for all.

7.1.9

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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

The University focuses its curriculum and extracurricular activities with the aim of nurturing responsible citizenship among its students. Central to this endeavor are constitutional ideals, particularly the fundamental duties, around which these activities revolve. Numerous events and initiatives are strategically scheduled throughout the academic year to educate both students and faculty about the vital importance of constitutional values. These encompass the protection of the environment, the pursuit of equality, the advancement of education, and the upholding of justice, among other crucial principles. These values stand as the bedrock of our legal and ethical framework, guiding not only governmental actions but also significantly influencing the conduct and attitudes of individuals within their professional environments.

Recognizing and upholding constitutional values hold paramount significance, not solely for government bodies or legal professionals but for every employee across diverse organizations. These values safeguard fundamental rights, such as freedom of speech, equality, and due process, ensuring fair treatment devoid of discrimination or bias within workplaces. Organizations embracing constitutional values foster an inclusive and respectful atmosphere that values diversity, encourages open communication, and respects the opinions of all employees.

Additionally, constitutional values serve as a moral guide for ethical decision-making amid challenging situations. Upholding these principles aids individuals in navigating complexities, ensuring fair and just choices in compliance with legal and ethical standards. By adhering to these values, employees contribute to an ethical organizational culture that promotes integrity, accountability, and transparency. Moreover, constitutional values nurture a sense of civic responsibility among employees, encouraging

active engagement in community initiatives and support for social causes. This understanding of democracy, human rights, and the rule of law empowers individuals to participate meaningfully in civic activities, fostering positive contributions to society.

Embracing constitutional values fosters trust and cooperation among employees within an environment that values individual rights, equality, and justice. This trust forms the basis for effective collaboration and teamwork, ultimately leading to heightened productivity and increased employee satisfaction. Furthermore, integrating these values into the workplace showcases a commitment to diversity and inclusion. By valuing and respecting the diverse backgrounds and perspectives of all employees, organizations harness the power of diversity, fostering innovation and improved problem-solving. In essence, constitutional values transcend beyond governmental realms, extending their significance to each individual, including employees in workplaces. Upholding these values nurtures fairness, ethics, and accountability while encouraging civic engagement, cooperation, and respect for diversity. Employees, by embracing these values, actively contribute to the development of a robust and ethical organizational culture beneficial to both individuals and the organization as a whole.

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Institutional data in the prescribed format (data template)	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	View Document

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented as per NAAC format provided in the Manual.

Response:

Best Practice 1: "Bridging Theory and Practice: The Impact of Industry-Aligned Curriculum and Learning by Doing Pedagogy"

Introduction:

As part of its commitment to academic excellence, OP Jindal University embraces a distinctive best practice centered on "Bridging Theory and Practice: The Impact of Industry-Aligned Curriculum and Learning by Doing Pedagogy" for fostering Industry-Relevant Learning. This industry-linked curriculum stands as a testament to its dedication to academic excellence, practical learning, and industry readiness. The university's commitment to innovation in education ensures its position as a hub for meaningful connections with industry stakeholders, shaping the future of education. This innovative approach is designed to bridge the gap between academic knowledge and the dynamic demands of various industries.

Objectives of the Practice:

The university's primary goal is to equip students with practical skills and real-world experience,

ensuring they are not just academically proficient but also industry-ready. The industry-linked curriculum focuses on active engagement, experiential learning, and collaboration with industry experts.

The Practice:

OP Jindal University pioneers a project-based learning (PBL) approach, integrating industry-relevant projects, internships, and workshops directly into academic coursework. This unique approach fosters a holistic understanding of the subject matter and enhances students' practical skills. The university emphasizes long-term internship programs, providing students with exposure to real-world issues and ensuring they are well-prepared for the challenges of their future careers.

Collaboration with Industry:

To maintain the relevance of the curriculum, the university actively involves industry experts in course design and delivery. The Board of Studies for each program includes members from academia and industry, ensuring alignment with current industry demands. This collaborative approach extends beyond the classroom, as the university actively forges partnerships with over 10 key industries. Some industries even established pilot projects within the university premises, enriching the learning experience for students.

Overcoming Challenges:

Implementing this innovative curriculum faced challenges inherent in transforming traditional academic practices. Faculty training programs were initiated to familiarize educators with the benefits and methodologies of this integrative approach. Infrastructure upgrades were crucial to providing state-of-the-art facilities for hands-on learning experiences. Persistent efforts in establishing strategic alliances with industries and overcoming barriers have positioned OP Jindal University as a trailblazer in industry-aligned education.

Recognition and Feedback:

The university consistently organizes Industry Academia conclaves and international conferences, engaging industry professionals. These events serve as forums to showcase the university's achievements and gather valuable feedback, fostering a dynamic and collaborative exchange between academia and industry.

Other Success Evidence:

- The presence of an Industry Advisory Board, as showcased on the university's website (<https://www.opju.ac.in/iab-team>), reinforces OP Jindal University's commitment to industry collaboration and guidance.
- Tangible improvements in employability rates and increased industry partnerships demonstrate the practical impact of the university's initiatives.
- Positive feedback from industry partners attests to the relevance of OP Jindal University graduates in the professional landscape.
- Graduates' heightened adaptability to workplace challenges, evident in employer surveys and alumni success stories, reflects the effectiveness of the learning-by-doing approach.
- The workforce seamlessly integrates into professional environments, meeting and exceeding employer expectations.
- Review results indicate a significant reduction in the industry-academia gap, showcasing the success of the university's strategic approach to curriculum design and industry connections.
- Awards received, such as the "AICTE-CII Best Emerging Industry-Linked Institute" and "Best

Industry Interface University," underscore the university's recognition for its impactful practices.

Best Practice 2: Cultivating Creativity and Innovation through Student-Centric Learning

Introduction:

OP Jindal University focuses on student-centric learning, emphasizing on projects, platforms, and practices that foster innovation and creativity. This approach aligns with the institution's commitment in providing a transformative educational experience that prepares students to face the dynamic challenges of the professional world.

Objectives of the Practice:

The primary objective is to integrate experiential learning into the curriculum, ensuring that students benefit from hands-on experiences and innovative projects. By infusing creativity and innovation into the learning process, the university aims to cultivate a culture of dynamic learning, critical thinking, and problem-solving among its students.

The Practice:

OP Jindal University employs a transformative approach by integrating various student projects and activities into its curriculum. This includes capstone projects, research initiatives, hackathons, and innovation challenges. These initiatives are designed to provide students with hands-on learning experiences, breaking down traditional silos by encouraging cross-disciplinary collaboration. The university emphasizes the practical application of theoretical knowledge in real-world settings, preparing students for the complexities of their chosen fields.

Evidence of Success:

OP Jindal University is at the forefront of nurturing innovation and excellence among its students. Through strategic initiatives organized by the OPJU Innovation Center, Institution Innovation Council (IIC), and various student clubs, the university actively promotes a culture of creativity, critical thinking, and academic excellence. This multifaceted approach involves the organization of national-level competitions, participation in prestigious events like the Smart India Hackathon and National Innovation Fest, and the facilitation of numerous activities through student clubs and professional society chapters.

National-Level Competitions and Achievements:

Underpinning this commitment to innovation, OPJU regularly hosts and participates in national-level events, including the Smart India Hackathon and National Innovation Fest. Recently, a team from the university secured victory in the Hackathon, showcasing the prowess and innovative mindset of OPJU students on a national platform. Such achievements not only reflect the university's dedication to fostering innovation but also demonstrate the caliber of its students in solving real-world challenges.

Other Success Supports

- Student Clubs and Professional Society Chapters
- Centers of Excellence
- Building a Holistic Learning Experience
- Promoting Innovation, Creativity, and Critical Thinking

Recent Achievements and Recognition:

The university's commitment to fostering innovation has earned it recognition, as reflected in accolades such as its ranking in the NIRF Innovation Ranking, the highest star rating of IIC 5.0, and selection to conduct the Smart India Hackathon. These achievements underscore OPJU's position as a hub for innovation and academic excellence. Some of the related pictured below validate the same.

In summary, OP Jindal University's multifaceted approach to fostering innovation and excellence through national-level competitions, student clubs, professional society chapters, and Centers of Excellence reflects its dedication to providing students with a transformative educational experience that goes beyond traditional classroom learning.

7.3 Institutional Distinctiveness**7.3.1**

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Sustainable Horizons: Legacy of Pioneering Technological and Environmental Sustainability**Introduction:**

In a world grappling with ecological challenges, OP Jindal University (OPJU) emerges as a bastion of academic excellence with an unwavering commitment to technological and environmental sustainability. Beyond its role as an academic institution, OPJU stands as a trailblazer, prioritizing sustainability at the core of its vision and mission. This commitment goes beyond traditional boundaries, embracing inclusivity, socio-economic consciousness, and environmental responsibility.

- **Inclusive Initiatives for Sustainability:**

At the heart of OPJU's sustainability mission is the creation of an inclusive environment that transcends cultural, regional, and communal boundaries. The university seamlessly integrates diversity and inclusion programs, extending beyond cultural celebrations to initiatives that promote technological and environmental awareness. Through student clubs, events, and workshops, OPJU fosters an inclusive mindset that values both diversity and eco-consciousness.

- **Curricular Integration for Sustainable Education:**

The commitment to sustainability permeates the academic fabric of OPJU. The curriculum reflects a dedication to diverse perspectives and histories, providing a well-rounded education aligned with the values of a multicultural and environmentally aware society. OPJU envisions a future where education and innovation harmonize with sustainable practices, emphasizing advanced technologies such as Industry 4.0, Green Steel Technology, and Automation.

- **Sustainable Infrastructure Initiatives:**

OPJU doesn't merely talk about sustainability; it actively demonstrates it through pioneering infrastructure initiatives. The establishment of green zones, waste management systems, and energy-efficient solutions showcase the university's dedication to environmental stewardship. The integration of renewable energy sources, including solar panels, underscores a commitment to minimizing the environmental impact of campus development.

- **Technological Innovation for Sustainability:**

The integration of smart technologies positions OPJU as a leader in sustainable practices. Smart sensors, artificial intelligence, and real-time monitoring revolutionize energy optimization and resource management on campus. This tech-savvy approach not only enhances operational efficiency but also exemplifies the potential of cutting-edge technologies in creating an eco-friendly learning environment.

- **Academic Integration of Sustainability:**

OPJU seamlessly weaves sustainability into its academic fabric, offering a curriculum that instills environmental consciousness across disciplines. Interdisciplinary courses and research projects, coupled with the establishment of the Center for Sustainable Technology and Product Development (CSTPD), signify the university's commitment to academic integration for sustainable education.

- **Centers of Excellence Driving Sustainability:**

The establishment of Centers of Excellence, such as COEST, COEI 4.0, CoEMA, and CoE-MSNT, showcases OPJU's dedication to driving sustainability through technological advancements. The Centre of Excellence for Power Electronics and Power System is established to act as a platform with a multi-disciplinary environment for experts, researchers, academicians, students, and business in the field of power electronics and power system engineering. The Centre of Excellence in Materials Science & Nanotechnology (CoE-MSNT) integrates the cutting-edge areas of materials science and nanotechnology. These centers serve as hubs of innovation, generating impactful studies, technological solutions, and research in areas crucial for a sustainable future.

- **Green Campus Initiative:**

OPJU's Green Campus Initiative is not just about ecological responsibility; it represents a holistic dedication to societal challenges through integrated education and research initiatives. The initiative addresses global issues such as climate change, biodiversity loss, and waste management, embodying the university's commitment to being a green and sustainable campus.

- **Community Engagement for Sustainable Development:**

Recognizing the interconnectedness of education, technology, and environmental stewardship, OPJU actively engages with local communities. Collaborative programs with industries, government agencies, NGOs, National Service Scheme (NSS) and the local community aim to implement sustainable practices beyond the campus borders. Initiatives include supporting the socio-economic advancement of nearby villages and empowering communities through education and awareness. Through these initiatives, OP Jindal University actively involves the community in the journey toward sustainability, fostering a sense

of shared responsibility. Workshops, outreach programs, and collaborative projects serve as platforms for knowledge exchange, empowering communities to embrace sustainable practices. By forging partnerships and extending its expertise, the university not only contributes to the well-being of surrounding areas but also establishes itself as a responsible institution that understands the interconnectedness of education, technology, and environmental stewardship.

- **Awards and Certifications:**

OPJU's commitment to sustainability has garnered prestigious awards and certifications for its eco-friendly campus design, energy conservation measures, and innovative sustainability programs. Notable achievements include the Adopt a Tree Scheme, contributing to increased tree plantations, and further enhancing the campus's green footprint.

Our University stands as a beacon of sustainable education, seamlessly integrating eco-conscious practices into its infrastructure, academics, and community engagement. Its pioneering initiatives, technological innovations, and impactful achievements underscore the institution's commitment to a sustainable future, solidifying its role as a leader in higher education. Some of the achievements of the university working towards the technological and environmental sustainability are shown below through pictures **are also available on given link.**

<https://www.opju.ac.in/green-campus/> (Green Campus Website of OPJU), <https://www.opju.ac.in/cstpd> (CSTPD of OPJU on Website)

- **Conclusion:**

In essence, OPJU is not just an academic institution; it is a transformative force, reshaping education by placing technological and environmental sustainability at its core. From inclusive initiatives to cutting-edge technological integration, from sustainable infrastructure to community engagement, OPJU exemplifies a commitment that goes beyond rhetoric, propelling it to the forefront of sustainable education. As a leader in higher education, OPJU envisions and actively contributes to a future where innovation, education, and sustainability coalesce for the betterment of individuals and the planet.

5. CONCLUSION

Additional Information :

The O.P. Jindal University has been ranked in 150 band of NIRF-Innovation, OBE Gold Band, under 500 in UI Green Matric World University Ranking, and multiple other recognitions of national and international repute.

Concluding Remarks :

Since inception, O.P. Jindal University has been consistent in delivering the academic excellence with continuous improvement in modern practices of education delivery. With its rich green campus equipped with Modern ICT facilities, excellent sports infrastructure, research frameworks, and exceptional linkage with industry, the University maintains the highest standards of education and research and evident outcomes.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	<p>Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :69 Remark : DVV has made the chnages as per shared report by HEI certificate/value added courses.</p>
1.3.3	<p>Percentage of programmes that have components of field projects / research projects / internships during the last five years.</p> <p>1.3.3.1. Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years Answer before DVV Verification : 23 Answer after DVV Verification: 14</p> <p>1.3.3.2. Total Number of programmes offered (without repeat count) during the last five years Answer before DVV Verification : 23 Answer after DVV Verification: 23</p> <p>Remark : DVV has made the changes as per shared report by HEI Number of programmes that have components of field projects.</p>
2.4.2	<p>Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years Answer before DVV Verification : 120 Answer after DVV Verification: 119</p> <p>Remark : DVV has made the changes input as per shared report by HEI full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality.</p>
3.1.3	<p>Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.</p> <p>3.1.3.1. Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years Answer before DVV Verification : 148 Answer after DVV Verification: 91</p> <p>Remark : DVV has made the changes as per shared report by HEI of teachers who received</p>

	national/ international fellowship/financial support.
3.1.4	<p>Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years</p> <p>3.1.4.1. The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years Answer before DVV Verification : 34 Answer after DVV Verification: 34</p> <p>3.1.4.2. Number of PhD Scholars enrolled during last five years Answer before DVV Verification : 52 Answer after DVV Verification: 51</p> <p>Remark : DVV has made the changes as per shared report by HEI RfS, SRFs among the enrolled PhD scholars in the institution .</p>
3.2.1	<p>Total Grants research funding received by the institution and its faculties through Governme006Et and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification : Answer After DVV Verification :1</p> <p>Remark : DVV has change the input no supporting audited statement shared by HEI.</p>
3.2.2	<p>Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years</p> <p>3.2.2.1. Number of research projects funded by government and non-government agencies during the last five years Answer before DVV Verification : 20 Answer after DVV Verification: 19</p> <p>Remark : DVV has made the changes as per shared report by HEI research projects funded by government and non-government.</p>
3.3.2	<p>Total number of awards received for <i>research/innovations</i> by institution/teachers/research scholars/students during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :26</p> <p>Remark : DVV has not considered Best Paper award, Best e-poster presentation, Best Creative Poster Presentation and SIEP-E-bike chalenge award</p>
3.4.2	<p>Total number of Patents awarded during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :17</p>

	Remark : DVV has made the changes as per shared patent letter by HEI.
3.4.3	<p>Number of Ph.Ds awarded per recognized guide during the last five years</p> <p>3.4.3.1. How many Ph.D s were awarded during last 5 years Answer before DVV Verification : 6 Answer after DVV Verification: 0</p> <p>3.4.3.2. Number of teachers recognized as guides during the last five years Answer before DVV Verification : 4 Answer after DVV Verification: 4</p> <p>Remark : Shared Ph.D. certificates are beyond assessment period 2022-2023.</p>
3.4.4	<p>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</p> <p>3.4.4.1. Number of research papers published in the Journals as notified on UGC CARE list during the last five years Answer before DVV Verification : 373 Answer after DVV Verification: 275</p> <p>Remark : DVV has made the changes as per shared report by HEI research papers published in the Journals as notified on UGC CARE.</p>
3.4.5	<p>Number of books and chapters in edited volumes published per teacher during the last five years</p> <p>3.4.5.1. Total Number of books and chapters in edited volumes published during the last five years Answer before DVV Verification : 330 Answer after DVV Verification: 92</p> <p>Remark : DVV has made the changes as per shared report by HEI Number of books and chapters .</p>
3.4.6	<p><i>E-content is developed by teachers :</i></p> <ol style="list-style-type: none"> 1. <i>For e-PG-Pathshala</i> 2. <i>For CEC (Under Graduate)</i> 3. <i>For SWAYAM</i> 4. <i>For other MOOCs platform</i> 5. <i>Any other Government initiative</i> 6. <i>For institutional LMS</i> <p>Answer before DVV Verification : A. Any 5 of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has selected the C. Any 3 of the above as per shared report by HEI .</p>
3.5.1	Revenue generated from consultancy and corporate training during the last five years

3.5.1.1. Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27.36	174.16	15.68	30.93	14.11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
43.51	170.62	17.06	23.70	2.85

Remark : DVV has made the changes as per shared Audited statement by HEI.

3.6.2 Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years**3.6.2.1. Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	35	19	20	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35	28	19	16	8

Remark : DVV has made the changes as per shared report by HEI extension and outreach programs conducted.

3.7.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years

Answer before DVV Verification :

Answer After DVV Verification :63

Remark : DVV has made the changes as per shared e-copies of MoUs by HEI.

4.3.2 Student - Computer ratio (Data for the latest completed academic year)**4.3.2.1. Number of computers available for students usage during the latest completed academic year:**

Answer before DVV Verification : 968

Answer after DVV Verification: 880

Remark : DVV has made the changes as per shared invoices for computers by HEI.

5.2.3 Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

5.2.3.1. Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)

Answer before DVV Verification : 43

Answer after DVV Verification: 41

Remark : DVV has made the changes as per shared qualifying report by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
61	27	5	12	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48	22	5	7	9

Remark : DVV has made the changes as per shared report by HEI awards/medals won by students for outstanding.

6.3.2 Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	78	21	53	42

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
67	75	16	53	39

Remark : DVV has made the changes as per shared finance letters and payment vouchers by HEI.

6.4.2 Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V)

6.4.2.1. Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
257.95	23.84	0	0.5	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has given the input zero as Supporting audited statements has not shown grant amount.

6.5.2 Institution has adopted the following for Quality assurance:

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : DVV has select B. Any 4 of the above as per shared report of SL No. 1, 2, 5 and 6 by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of students on rolls year wise during last five years Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1548	1458	1214	1096	1035

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1504	1422	1210	1070	994

2.1 **Number of full time teachers in the institution year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	78	68	67	63

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
97	73	68	64	59