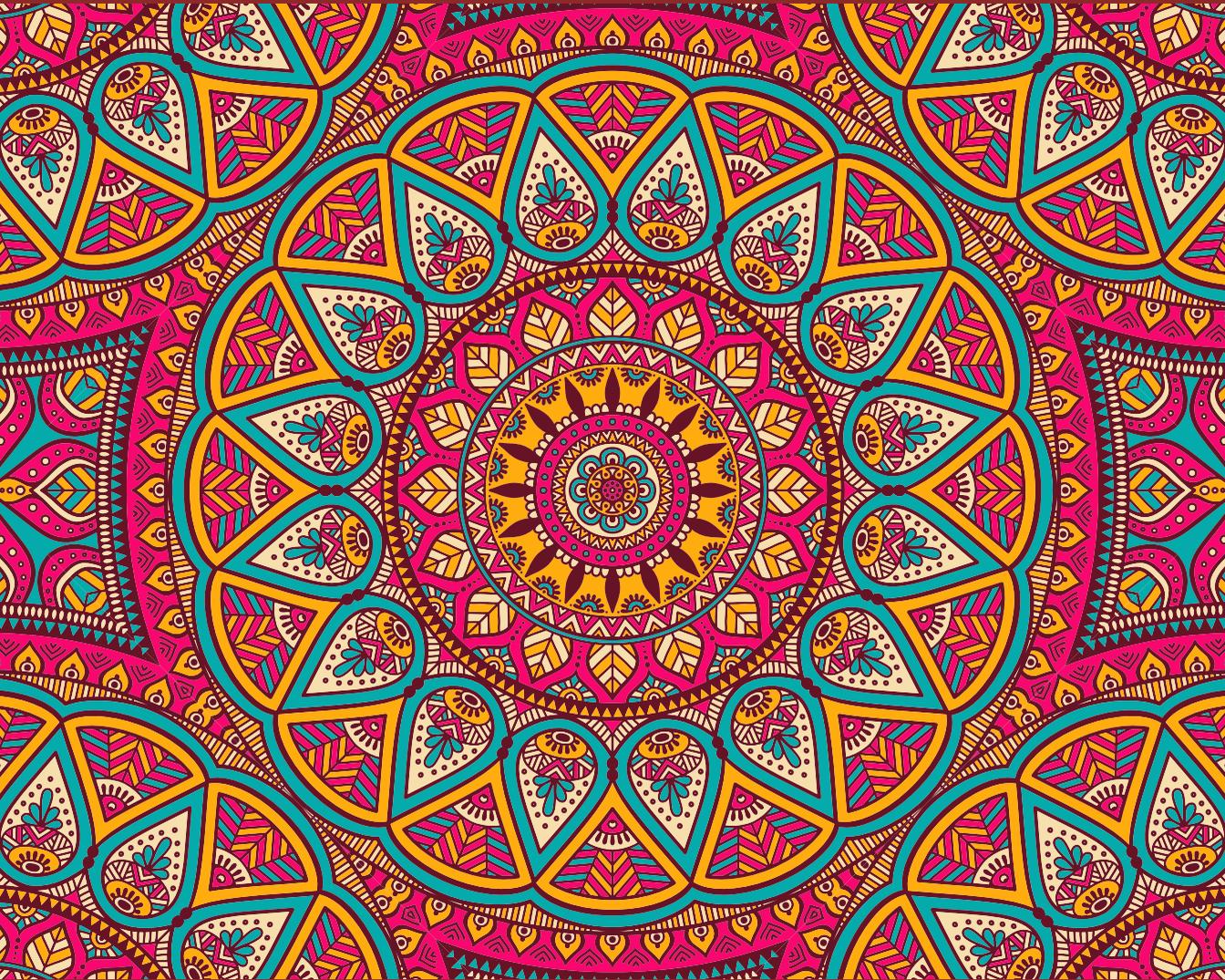




**O.P. Jindal Global University**  
*A Private University Promoting Public Service*



*Celebrating Ten Years of  
Excellence in Institution Building*



# **DIVERSITY & INCLUSION**

*Towards Building a Diverse,  
Equitable and Global University*

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# CHANCELLOR'S MESSAGE

In the constantly evolving modern societies that we live in today, institutions necessarily need to be as representative as possible of the communities they are located within in order to survive and thrive. Higher education institutions have a greater obligation to accomplish such representation given the public character of their mission and purpose, and the broad societal goals they commit to achieve. These aims take on greater significance in India's developing context, and given the value that a robust higher education system can add to achieving national developmental goals. Basic challenges still confront us – providing adequately representative access, particularly to marginalised groups of citizens; balancing such access with the provision of university environments that are of global standards; helping our students bridge gaps in communication and thinking skills that can meet the requirements of globalised careers and roles; and perhaps most importantly, institutionalising efforts to identify and correct disparities in diversity and inclusion indicators.

At JGU, a decade of institution building has made us acutely conscious of the need

*Our goal is to become known as an institution that has embraced the ideals that created and sustained the great universities of the world, and simultaneously remain rooted, mindful and responsive to the local and national concerns that India faces in the contemporary times.*



**NAVEEN JINDAL**  
FOUNDING CHANCELLOR  
O.P. JINDAL GLOBAL UNIVERSITY

to adopt deliberate strategies to ensure diversity of multiple kinds and become inclusive in our institutional orientation to address important concerns in a residential academic community. Our goal is to become known as an institution that has embraced the ideals that created and sustained the great universities of the world, and simultaneously remain rooted, mindful and responsive to the local and national concerns that India faces in the contemporary times.

While today's universities must serve as bastions for academic and scholarly work, they must also serve as models of organisational innovation, agility in a complex world, creative negotiation with change, and representative in demographic, identity and design with local and national communities. This is the objective that JGU hopes to strive towards over the coming second decade of our institutional life.

This is the first time in its institutional history that JGU is reporting on indicators of diversity and inclusion within the university. In addition to helping us examine our progress, shortfalls and challenges, we hope that the report will catalyse debate on how India's universities are addressing challenges related to diversity and inclusion.

# VICE CHANCELLOR'S PREFACE

In August 2018, we released JGU's Strategic Vision 2029 which lays out a broad vision for JGU's next decade based on our founding vision, values and commitments. A core element of our objectives and priorities for the next ten years is to drive inclusive institutional development. The need for building a diverse and inclusive university was implicated in our founding vision that emphasised both the imperatives of modelling ourselves on the best global universities and also our commitment to be part of a larger public service mission by serving as a model of excellence in higher education in India. From the very beginning, we understood that to build a university that aspires to meet global standards, diversification in all its multidimensionality has to acquire a preeminent role in what we do at JGU.

Diversity and inclusion are multidimensional paradigms. They have some elements that can be measured and others that may be more consequential, and yet intangible. We report with satisfaction that in a short span of nine years, we have been fortunate to make significant progress on some of the key dimensions such as gender parity, diversified regional representation in both our student body and staff positions, faculty educational backgrounds, representation of women in academic leadership positions, range and diversity of our international collaborations, choice of course offerings and pedagogical styles, and research programmes.

We are aware that there remain challenges on other dimensions that we see as crucial to our responsibility as a higher education institution based in a developing context.

These include attracting students from marginalised communities in India and scaling up international student participation. In that direction, we are making focussed and institutionalised efforts, including consistently seeking opportunities to secure resources that could help us reach out to marginalised communities. We also want to pay closer attention to improving inclusion on other indicators such as gender identity and sexual orientation, religion, ethnicity and caste. We earnestly hope to make meaningful progress in that direction over the coming decade.

This first edition report of diversity and inclusion at JGU is both an expression of a vision of guiding aspirations and a report of our accomplishments in the first decade of our establishment. I hope that the report will serve as a useful guide for both our external stakeholders and to the university community to build upon our progress so far.



**PROFESSOR (DR.) C. RAJ KUMAR**  
FOUNDING VICE CHANCELLOR  
O.P. JINDAL GLOBAL UNIVERSITY

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# FOREWORD

The preparation of this report coincided with a landmark ruling by the Supreme Court of India on Section 377 of the Indian Penal Code which decriminalised homosexuality. In a judgement that ended over 150 years of discrimination against the LGBTIQ (lesbian, gay, bisexual, transgender, intersex, and queer/questioning) community, the primacy of the right to dignity, autonomy, liberty and freedom of expression were reinforced. The judgment also recognised the importance of the acceptance of diversity and inclusion in society. While this was a reference to issues of “social exclusion, identity seclusion and isolation from the social mainstream”, it also highlights the broader significance of diversifying our approaches to various aspects that concern organisational life. Higher education institutions in particular necessitate that a plurality of approaches be adopted in their academic, operational, and functional spaces. These relate to multiple aspects including socio-economic backgrounds, gender, age, geographical origin, sexual orientation, race, religion, ethnicity, caste, and abilities. In the particular case of higher education institutions, this also extends to pedagogical approaches, interdisciplinarity, academic offerings and inclusivity within leadership and governance structures.

Recent research studies have revealed a wealth of evidence that greater diversity within the student body impacts a wide range of outcomes and factors. Student bodies that draw on individuals from varying social, economic, and educational backgrounds have shown to have greater

*In an age where the complexities of our working and living worlds place huge expectations to cope with uncertainty, the acquisition of skills that help students thrive in heterogeneous groups and communities, and embrace dissimilarities and distinctness becomes crucial.*

levels of satisfaction with the student experience. This also impacts classroom learning through improved learning outcomes, and increasing contact and communication with excluded, marginalised or differentiated views and experiences. Students who have the opportunity to have long-term contact with peers from differing backgrounds are also more likely to demonstrate higher levels of empathy, confidence and enhanced interest in broader concerns of justice, fairness and equity of other individuals, groups and communities.

The composition of a diverse teacher background also impacts positively on teaching and learning, by encouraging greater participation from women and otherwise excluded or marginalised groups of people. In an age where the complexities of our working and living worlds place huge expectations to cope with uncertainty, the acquisition of skills that help students thrive in heterogeneous groups and communities, and embrace dissimilarities and distinctness becomes crucial. Higher education institutions across the world today have a responsibility to address this through

conscious inclusion of issues and themes relating to diversity and associated concerns in curricula and research.

While we identify a host of benefits that arise from implementing diversity in classrooms and campuses, there is also a recognition of the challenges that arise from this. Institutions need to adopt agile and overt strategies to ensure that discrimination or exclusion of vulnerable categories of people is addressed. The possibilities for these could be wide ranging and include lower satisfaction of women and minorities in the work environment as a result of explicit or implicit forms of alienation, isolation, stereotyping, differential treatment, and the pervasiveness of unconscious biases. The vulnerability or exclusion of an individual or group may be based on characteristics that include race, ethnicity, religion, nationality, sexual orientation, marital or civil partnership status, and disability among others.

The import of these for universities and higher education institutions is crucial. Addressing broad challenges in the national higher education system has been

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a key focus for JGU since its founding in 2009. These challenges include the creation of equitable, fair, and safe environments on university campuses.

Over the past nine years, for example, JGU has strived to improve the representation of women in the student and staff body, and increase the role of women in leadership and governance. We have also institutionalised mechanisms to address discrimination at various levels. These include university-level committees to address specific forms of discrimination, ragging, sexual harassment and disabilities of any kind.

This report is the first to be produced in JGU's nine-year history that documents our efforts to increase diversity and inclusion on the university campus. Through sixteen categories of indicators - national origin, state origin, gender parity, age, religion & caste, educational & professional background, disability, academic offerings & interdisciplinarity, pedagogy, research & disciplinary diversity, international collaborations & partnerships, governance & leadership, student financial inclusion, inclusive teaching & learning, gender identity & sexual orientation, and community outreach & engagement - this report highlights key outcomes and gaps for improving our performance on diversity and inclusion, in addition to how we are aligned with the objectives and priorities of JGU's Strategic Vision 2029.

**PRINCY GEORGE**  
DIRECTOR  
OFFICE OF STRATEGIC INITIATIVES AND  
INSTITUTIONAL RESEARCH

# OUR COMMITMENT

JGU was established by the Government of Haryana in 2009 as a philanthropic initiative of its Founding Chancellor and benefactor, Mr. Naveen Jindal in the memory of his father, Mr. O.P. Jindal. The founding of the university marked a new chapter in the history of Indian philanthropy and Indian higher education. The university's vision, mission, and core values emerged out of the founder's belief in creating an institution anchored in sound principles, practices, and traditions that promote public service and make meaningful contributions to the State of Haryana, India as a whole, and the world.

This dedication to service, reflected in the university motto, *A Private University Promoting Public Service*, has been the principal basis of the university's rapid growth from a single school, with around 100 students, and 10 full-time faculty members in 2009, to eight interdisciplinary schools, three research and capacity building

institutes, over 4300 students, and more than 430 faculty members in 2019.

Our mission is enabled by three key factors that were engrained in JGU's founding vision – academic freedom, institutional autonomy, and financial independence. Over the past nine years, these enablers have given us the opportunity to commit to key institutional objectives – public service, pluralism, innovation, diversity, and inclusivity.

Our commitment to diversity, inclusivity and pluralism is foundational to achieving each of our other objectives. This is evident in how JGU's core activities have been designed since its founding in 2009. This includes the composition of the university's student and staff communities, governance structures, advisory boards, international collaborations and partnerships, dual degree programmes, student and staff exchanges, and other key university functions.

**Our commitment to diversity and inclusion is enshrined in the university's Core Values. Our Core Values act as a primary guide to all of our functions and activities.**

Focus on outcomes and impact

Academic freedom

Highest ethical standards

The promotion of pluralism and celebration of diversity

Collegiality and team work

Concern for the environment

Transparency and accountability to all stakeholders

The ideas of diversity and inclusion at JGU are premised on our founding spirit of creating a model higher education institution that is global in nature, and enables our key institutional objectives.

Here, diversity is identified as a congregation of varying identities, perspectives, experiences, backgrounds, ideas, approaches and orientations. In the increasingly multicultural, plural environments that we now inhabit, the concept of diversity will be varyingly defined based on culture, society and individual. In all cases however, diversity is a consideration of a wide range of perspectives and human individualities within spaces that foster and encourage openness to differences in ideas and orientations. From an organisational perspective, a commitment to diversity will allow acceptance of and respect for distinctive, unique and individual approaches to speech and action. These approaches may emerge from aspects that include race, ethnicity, gender, sexual orientation, socio-economic status, age, physical and mental abilities, religious beliefs, political beliefs, or other ideologies. At its core, a sustained preservation of diversity can be said to preserve human survival itself, help prevent radical segregation and fundamentalism and create greater agency for inclusion. For organisations that seek to succeed in the contemporary times then, institutionalising the ideas of diversity and inclusion represent an opportunity to advance the possibilities for dialogue, mutual understanding, and more sustainable solutions to social, political,

economic and environmental challenges.

For higher education institutions across the world, contemporary challenges pose an existential question: how must we approach the process of educating students for the 21st century world? In addressing this, the transformative influence of education is central. An academic, learning and residential environment that consciously promotes openness to differences in ideas and orientations is essential. A working environment that disincentivises antagonistic responses to differences and variations is also important. In the 21st century organisation, diversity and inclusion are not expected to need active reinforcement, as workforces and student bodies become increasingly and naturally plural. The ability of students to cope in the complex environments into which they graduate will necessarily depend on the commitment of universities to becoming more inclusive, diverse, plural and equitable learning spaces.

## **INSTITUTIONALISING DIVERSITY**

Growing bodies of research from across the world provide evidence that having diverse bodies of students, faculty, staff, and researchers benefits teaching and research by increasing capacities for innovation, creativity and problem-solving. Greater diversity also poses challenges, particularly for complex and non-homogeneous organisations such as universities, where a wide range of perspectives, disciplinary ideas and outcomes need to co-exist within a bounded space. This necessitates not only institutional mechanisms that

promote and facilitate greater communication and collaboration, but also the fostering of an organisational culture that drives respectful interactions among members of its community.

In the context that JGU is situated in – young and growing, but networked into national and global debates – these ideas are enabled in several ways. Our approach to institutionalising diversity has comprised multiple aspects and mechanisms that include both our people and key institutional functions.

Our student admissions and outreach strategies aim to bring talented and meritorious students from all parts of the country to JGU. To meet this goal, nationally, we have strengthened outreach in areas that are consistently underrepresented in higher education and other sectors in the country; these include the northeastern, eastern and central states. Our outreach extends globally as well. We have over the past nine years made consistent efforts to bring students from non-Indian universities and other nationalities to study full-time and part-time on the JGU campus.

Our staff recruitment strategies have been diversified over the past nine years to extend to active, in-person recruitment in various parts of the country and the world through multiple platforms, channels and media.

The diversity of geographical origins among JGU's community of students, faculty and staff has brought with it diversity in educational, professional, age, ethnic, linguistic, and socio-

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economic backgrounds. Sustaining a healthy gender balance has been of particular importance for JGU, given the continuing underrepresentation of women in the workplace; in senior roles and leadership within government, industry, businesses and entrepreneurship; and the lack of access and opportunities to education and other essential domains. For this reason, JGU has not only strived to admit and recruit women among its students and staff, but also encouraged women to take on leadership roles within academics and university administration.

Other forms through which our commitment to diversity is manifested include multiple approaches to internationalisation, varied academic offerings, and varying pedagogical styles and methods to suit the interdisciplinary nature of our academic programmes. The diversity of academic and professional backgrounds that our faculty and researchers come from has directly impacted the range of disciplines, themes, subjects, publications and area focus of research conducted at JGU. Our academic infrastructure where schools, research institutes and centres, and faculty, researchers and students share common physical spaces, services and facilities has actively encouraged interdisciplinary research and interactions.

## **PROMOTING INCLUSION**

The idea that inclusion improves the terms by which individuals and groups of varying orientations can participate in organisations and society aligns with our institutional vision and approach. Seen as a process of improving the ability, opportunity, and dignity of people who are disadvantaged on the basis of their identity to take part in society, inclusion then becomes a fundamental pillar for contemporary organisations to achieve their goals, in particular academic institutions and universities. It must enable individuals to gain the opportunities and resources necessary to participate fully in social, political, cultural and economic life. These are aspects that are emphasised at the global level, for instance through Sustainable Development Goal 4 on Education and the Education 2030

Framework for Action under the United Nations that emphasise inclusion and equity as laying the foundations for quality education.

At JGU, our diversity goals and strategies directly complement our efforts to promote inclusion. As an institution, this has meant designing processes and cultures that can promote and incentivise interactions that are respectful, positive and inclusive. These relate to consciously promoting more inclusive decision-making processes, encouraging inclusive processes in our admissions and recruitment, creating inclusive environments for teaching and learning within classrooms and on the campus, extending the range of pedagogical methods and curricular diversity, and nurturing greater student participation in university governance.

The creation of an environment that fosters these is necessary for JGU to achieve its vision and mission. A fundamental element of this has related to striving to provide a safe and productive environment for identities of various kinds to be nurtured and protected, in addition to providing mechanisms to address socio-economic backgrounds and life circumstances that impact functional areas of student and employee life. Thus, our inclusion strategies have related to student financial inclusion, inclusive teaching and learning, creating accessible infrastructure, services and facilities, gender identity and sexual orientation, and community outreach and engagement. Many of these priorities also align directly with our public service mission.

Our diversity goals and strategies directly complement our efforts to promote inclusion. A fundamental element of this has related to striving to provide a safe and productive environment for identities of various kinds to be nurtured and protected, in addition to providing mechanisms to address socio-economic backgrounds and life circumstances that impact functional areas of student and employee life.

Over the past nine years, we have steadily strived to promote greater access to our academic programmes through disbursing scholarships and studentships to meritorious students. Given the heterogeneous nature of our student and staff demographics, promoting diversified teaching and learning tools has been a key priority so that students do not face a learning disadvantage in the classroom as a result of language barriers, mental or physical ability, or gaps in subject knowledge. We have also invested in making our physical infrastructure, and campus services and facilities more accessible, particularly for differently-abled individuals. These include standard ramps and walkways,

differently-abled washrooms and a university-wide committee with the mandate to address a range of disability issues. Ensuring a respectful and safe environment for diverse gender identities and expressions, and sexual orientations and identities among our students and employees has been important for JGU. The landmark ruling by the Supreme Court of India on Section 377 of the Indian Penal Code which decriminalised homosexuality has been a milestone in this regard. In a reflection of the rigour, openness and public interest orientation of our researchers and faculty members, research undertaken by four faculty members of JGU was cited as part of the judgment. As we continue institutional compliances with national legal provisions, we are determined to ensure that members of our community are provided with an enabling environment to think, express, write, and debate on pressing issues of individual liberties, free speech and expression, equality and justice. An additional avenue for diversifying our inclusion strategy has been community outreach and engagement. Our location in rural Sonipat has provided us with a vast community to learn from and serve. Our activities and approaches have been shaped significantly through engagement with surrounding communities, many of whom work with the university in crucial roles and functions, and through academic and research engagements such as village adoption programmes, field visits, experiential learning, social service programmes, and legal aid clinics.

All of these efforts are strengthened by multiple mechanisms instituted at the university-level at JGU that aim to address discrimination of various kinds within the university community, and promote greater inclusion. These include committees on anti-discrimination; gender sensitisation and prevention of sexual harassment; and various forms of disability.

Mechanisms that address the student body in particular include counseling services, student-led peer support programmes, and anti-ragging rules.

Over the following sections, we describe JGU's institutional vision for diversity and inclusion, and outline key indicators that reference our commitment to diversity and inclusion.

# WHY THIS REPORT?

This report identifies and highlights the various ways through which JGU has strived to promote, encourage and institutionalise diversity and inclusion over the past nine years. It also indicates how our efforts are aligned with the principles, objectives and priorities of JGU's Strategic Vision 2029.

Strategic Vision 2029 guides the university's diversity and inclusion efforts through the following:

- A key element of JGU's five pillars for achieving institutional excellence is enabling inclusive and sustainable institutional growth. All of the remaining pillars – refining our teaching and learning processes; enhancing our research capacities and outcomes; expanding opportunities for public service; and extending our collaborations and capacity building efforts – also necessitate that a plural approach is adopted in implementation of functions and initiatives.
- Our core values are a foundation for JGU's ten-year vision and emphasise the promotion of pluralism and celebration of diversity.
- Strategic Vision 2029 highlights JGU's mindful approach to the need for nationally conscious educational processes that recognise India's particularities, yet seek to transcend them. It also recognises that our institution building experience has further intensified our original commitment to creating an institution that is oriented towards public service, dedicated to innovation, pluralistic in institutional and academic orientation, inclusive by nature and celebrates diversity of all kinds.
- Five broad commitments are established as a premise for our ten-year vision. These are public service, pluralism, innovation, diversity and inclusivity. The emphasis on adopting a plural, diverse and inclusive approach to institutional development is ingrained here.
- Our ten-year vision recognises the fundamental nature of the university's role in preparing our students to flourish in their professional, public and private lives. Education at JGU is intended to foster in our graduates attributes that include transferable skills including team building and leadership, communication, creative and critical thinking; problem-solving and analytical skills suitable for fast developing and continuously evolving professional contexts; and developing a participative consciousness and ethical imaginations for active participation in democratic discourses and practices in emerging contexts. Two attributes in particular – a deep understanding of, and respect for, diversity, plurality and other cultures; and developing coping skills for working on issues and contexts that involve uncertainty,

complexity and ambiguity – have transformative potential in helping prepare students to thrive in multicultural, complex and diverse environments.

- An important premise underpinning Strategic Vision 2029 is ten guiding principles that will help achieve our objectives and priorities. A key principle is to be an institution that celebrates diversity of all kinds – this

relates to all aspects of the university's functions and activities.

Our efforts at promoting diversity and inclusion over the next decade will also be shaped by key institutional mechanisms implementing their mandates to prevent and address issues and challenges arising from the fostering of a plural, inclusive and diverse university community.

# *Diversity and Inclusion Vision*

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JGU was founded on a commitment to become a model of excellence in higher education in India and the world. We believe that this can be achieved most sustainably through the development of an institutional culture that respects diversity and fosters inclusion. Over the next decade, we will prioritise efforts to create and sustain a diverse working, learning and living environment on the JGU campus, foster an environment that welcomes individuals of all backgrounds and orientations, promote an intellectual culture that thrives at the intersection of disciplines and ideas, and build a reputation for being a diverse, equitable and global university.

# *Key Indicators of Diversity and Inclusion at JGU*

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For the purpose of the first edition of this report, we outline the 16 indicators of diversity and inclusion at JGU, latest (2018-19) figures and information for each of these indicators, and how we plan to advance on these over the next decade.

<b>1. National Origin</b>
<b>2. State Origin</b>
<b>3. Gender Parity</b>
<b>4. Age</b>
<b>5. Religion &amp; Caste</b>
<b>6. Educational &amp; Professional Background</b>
<b>7. Disability</b>
<b>8. Academic Offerings &amp; Interdisciplinarity</b>
<b>9. Pedagogy</b>
<b>10. Research &amp; Disciplinary Diversity</b>
<b>11. International Collaborations &amp; Partnerships</b>
<b>12. Governance &amp; Leadership</b>
<b>13. Student Financial Inclusion</b>
<b>14. Inclusive Teaching &amp; Learning</b>
<b>15. Gender Identity &amp; Sexual Orientation</b>
<b>16. Community Outreach &amp; Engagement</b>

# 1. NATIONAL ORIGIN

A key component of building an interdisciplinary academic environment is consciously promoting diversity within the university community. This includes creating strong and diverse student bodies at the individual school level as well as at the university level. Universities will be inherently pluralistic in nature when there is diversity of perspectives along with those of disciplines. Some of the great universities of the world have attained their status through a sustained emphasis on diversity. This will require creating a reasonable proportion of both Indian and international students. This will form a crucial part of providing a transnational education to students. Geographic diversity among students and staff brings with it a multiplicity of perspectives; a range of academic, educational and professional backgrounds and experiences; greater scope for interdisciplinary and collaborative work; and deeper exchanges of diverse ideas.

## STUDENTS

Our founding vision commits us to sustaining a global spirit and central to this is creating a diverse community of people. Since the commencement of JGU's first academic semester in 2009, the university has hosted students and staff from across the country, and the world. While JGU has strived to create a balanced proportion of Indian and international students, our focus over the past nine years has been on India's South Asian neighbours, in particular,

Afghanistan, Bhutan and Sri Lanka, and African countries that include Mozambique, Ethiopia, Ghana, Tanzania, Malawi, Kenya, South Africa, Gambia and Botswana. JGU's international students have come from countries including Australia, New Zealand, Finland, France, the United Kingdom and Brazil. We have had a substantial number of students from leading universities in the United States, United Kingdom, Canada, Australia, Switzerland, Sweden, Netherlands, Italy, Germany, Belgium, China and Singapore undertake immersion programmes and short-term student exchange programmes at JGU.

In 2018, JGU's international students represented 16 countries and regions across the world. JGU's continued growth over the next decade will allow us to expand not only the range of offerings but also attract a greater number of international students.

## FACULTY

The leading universities of the world have recognised and acted on the benefits of building an international faculty. The world renowned ranking frameworks rank top universities to a benchmark of at least 25 percent international faculty, making this an important feature to attain for young and aspiring universities.

Since its founding in 2009, JGU has consistently focused on building a global faculty. Around 16 percent of JGU's faculty members are drawn from 32 different countries and regions.

# NATIONAL ORIGIN: STUDENTS

## 16

### Countries / Regions

Afghanistan	Kenya	Syria
Australia	Maldives	Taiwan
Bangladesh	Mozambique	Tanzania
Bhutan	Nepal	UK
China	Sri Lanka	
Germany	Sweden	



Figure 1: Students by national origin

This includes faculty members of Indian origin and non-Indian citizenship. Countries/regions of origin and nationality include Afghanistan, Argentina, Australia, Belgium, Brazil, Bulgaria, Canada, China, Colombia, France, Germany, Greece, Hong Kong, Hungary, Iran, Iceland, Israel, Italy, Japan, The Netherlands, New Zealand, Nigeria, Poland, Romania, Russia, South Korea, Spain, Sweden, Syria,

United Kingdom, Ukraine, and United States.

Over its nine year history, JGU has achieved significant milestones in consistently increasing the proportion of foreign and foreign qualified faculty. With the introduction of new schools and programmes over the next 10 years, an active strategy to promote diversity of geographical and national origin will be required.

## NATIONAL ORIGIN: FACULTY

432  
Faculty

16%  
International

84%  
National

32  
Countries / Regions

Afghanistan	Greece	Poland
Argentina	Hong Kong	Romania
Australia	Hungary	Russia
Belgium	Iceland	South Korea
Brazil	Iran	Spain
Bulgaria	Israel	Sweden
Canada	Italy	Syria
China	Japan	UK
Colombia	The Netherlands	Ukraine
France	New Zealand	USA
Germany	Nigeria	

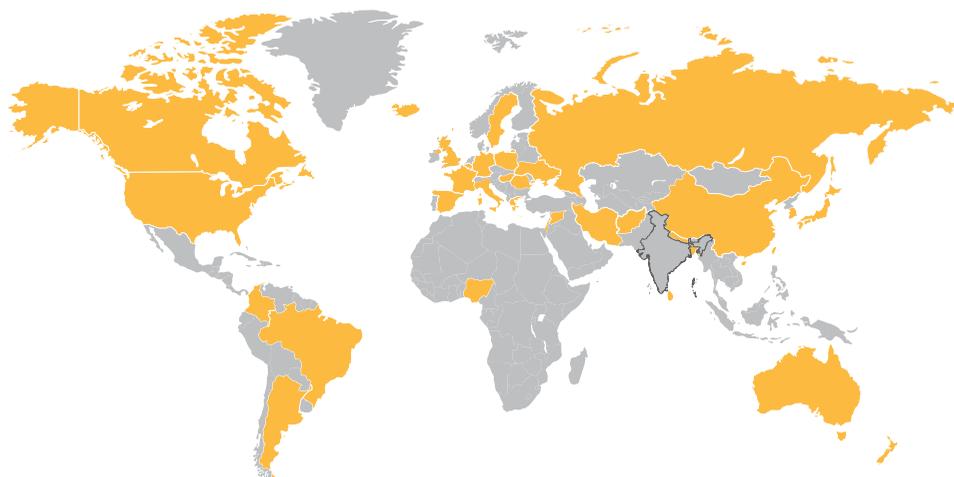
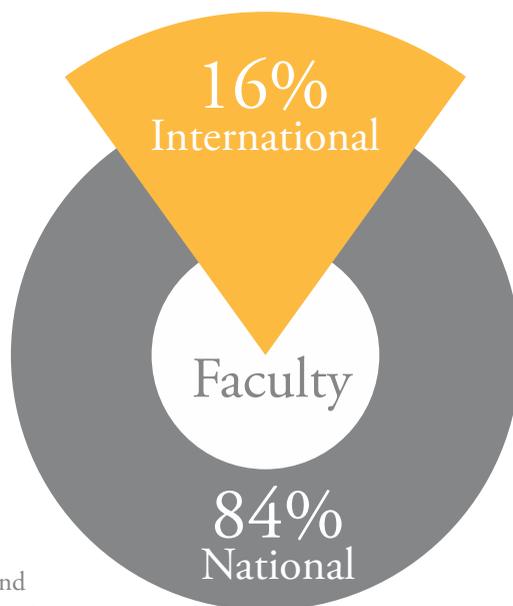


Figure 2: Faculty by national origin

## 2. STATE ORIGIN

Given that a fundamental element of our vision is to become a model higher education institution in India, JGU has been conscious to ensure that the student, faculty and staff communities have representation from across India's states and regions. This means that our student body comprises meritorious individuals from almost all of India's states and union territories; have varied educational backgrounds from both public and private school systems; and come from large cities and smaller towns and regions. This diversity is manifested in the range of academic and non-curricular activities that are led and sustained by JGU's students. These include societies, clubs, reading and learning groups, peer mentor networks, state-specific student associations, and community outreach programmes. Our staff communities, both teaching and non-teaching, comprise accomplished individuals from a range of educational backgrounds, professional experiences, and intellectual and academic interests.

### STUDENTS

In 2018, JGU's students came from 28 of 29 Indian states, and 4 out of 7 union territories. Students from Haryana and Delhi comprise the highest numbers, followed by Uttar Pradesh, Maharashtra, West Bengal, Karnataka, and Rajasthan. Amongst the six major geographical regions of India, students from the north zone (Jammu and Kashmir, Haryana, Uttar Pradesh, Punjab, Uttarakhand, Himachal Pradesh) represent the highest percentage at 33.5

percent, followed by the south zone (Karnataka, Tamil Nadu, Telangana, Andhra Pradesh, Kerala) with 16.5 percent, west zone (Rajasthan, Gujarat, Maharashtra, Goa) with 13.5 percent, east zone (Jharkhand, Odisha, Bihar, West Bengal) with 8 percent, central zone (Madhya Pradesh, Chhattisgarh) with 5 percent, and the northeast zone (Assam, Manipur, Nagaland, Meghalaya, Arunachal Pradesh, Sikkim, Tripura) at 4 percent. Representation from Delhi dominates the student numbers from union territories with a total of 17 percent.

### STAFF

The benefits that accrue from having a diverse set of individuals in teaching and non-teaching roles in the university is indisputable. Our staff members across roles and functions come from across India's states and union territories.

# STATE ORIGIN: STUDENTS

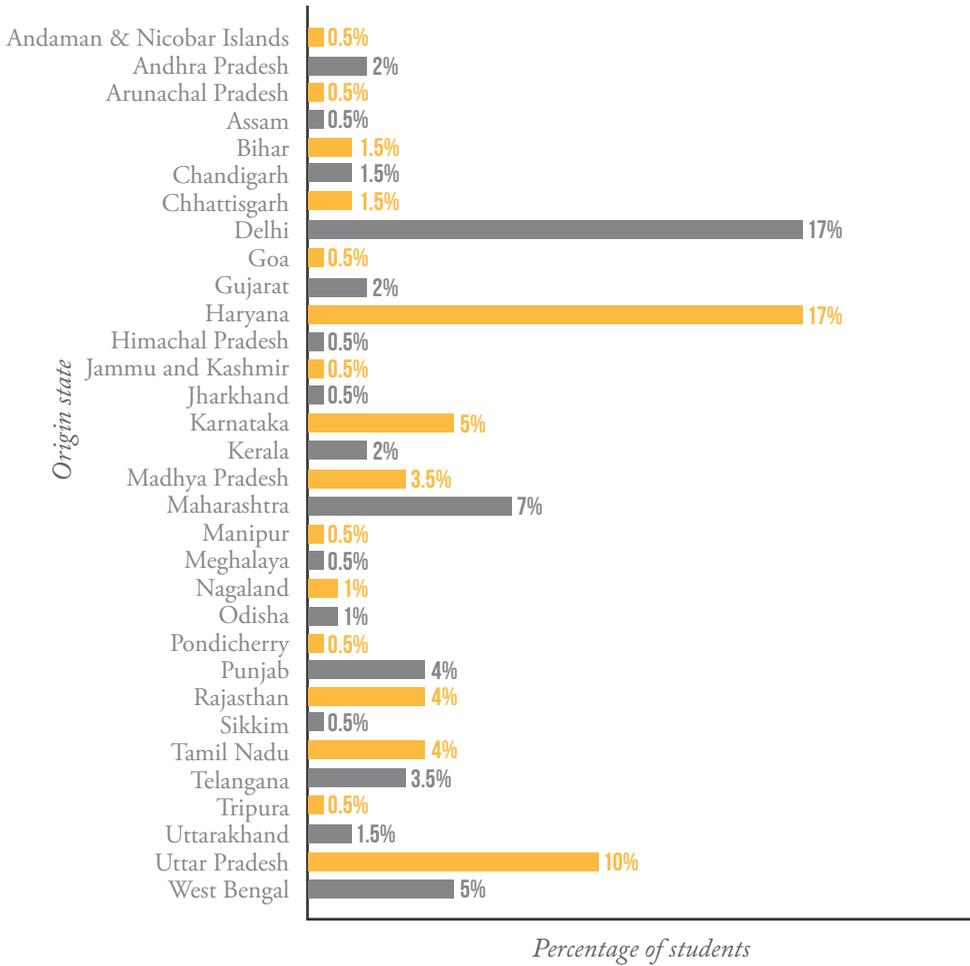


Figure 3: State-wise percentage: Students

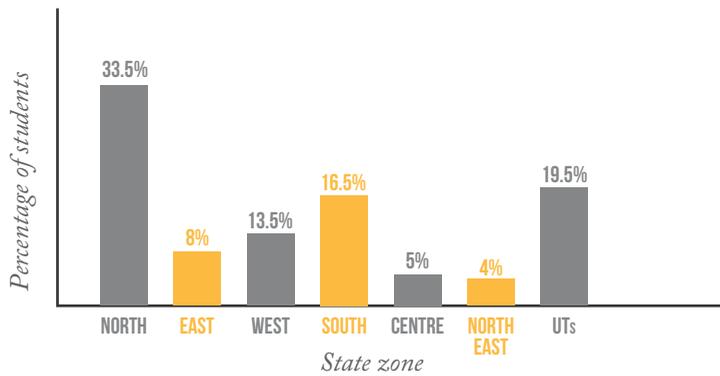


Figure 4: State zone-wise percentage: Students

## STATE ORIGIN: ALL STAFF

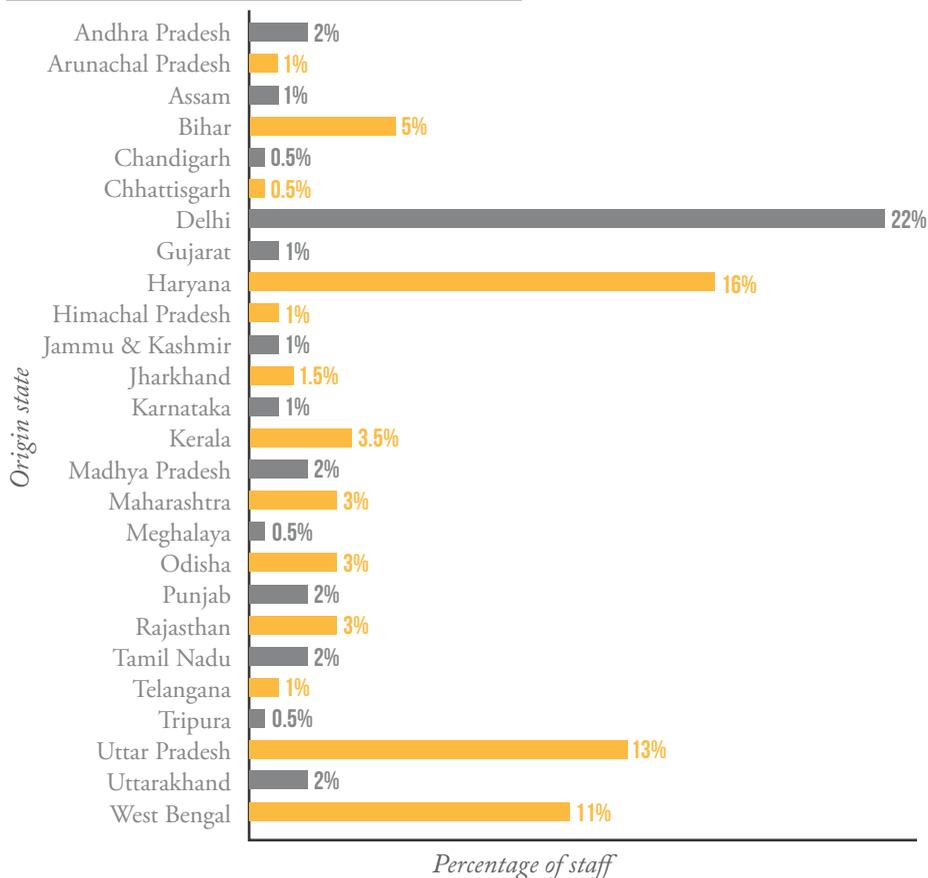


Figure 5: State-wise percentage: All staff (faculty and non-teaching)

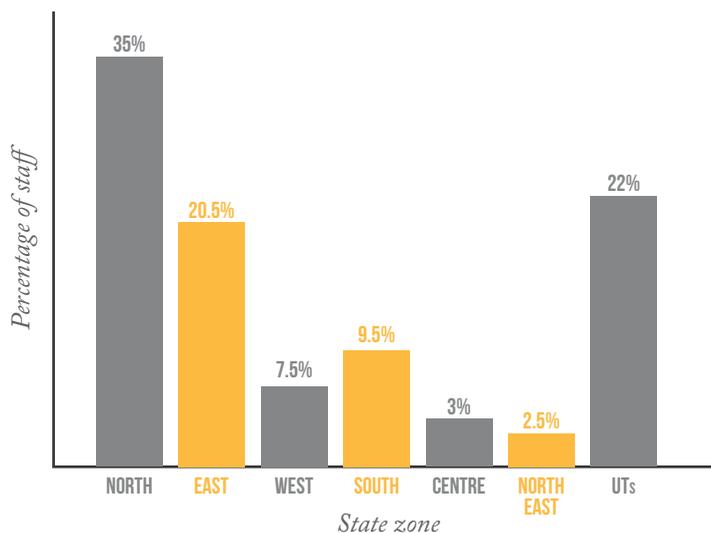


Figure 6: State zone-wise percentage: All staff (faculty and non-teaching)

# STATE ORIGIN: FACULTY

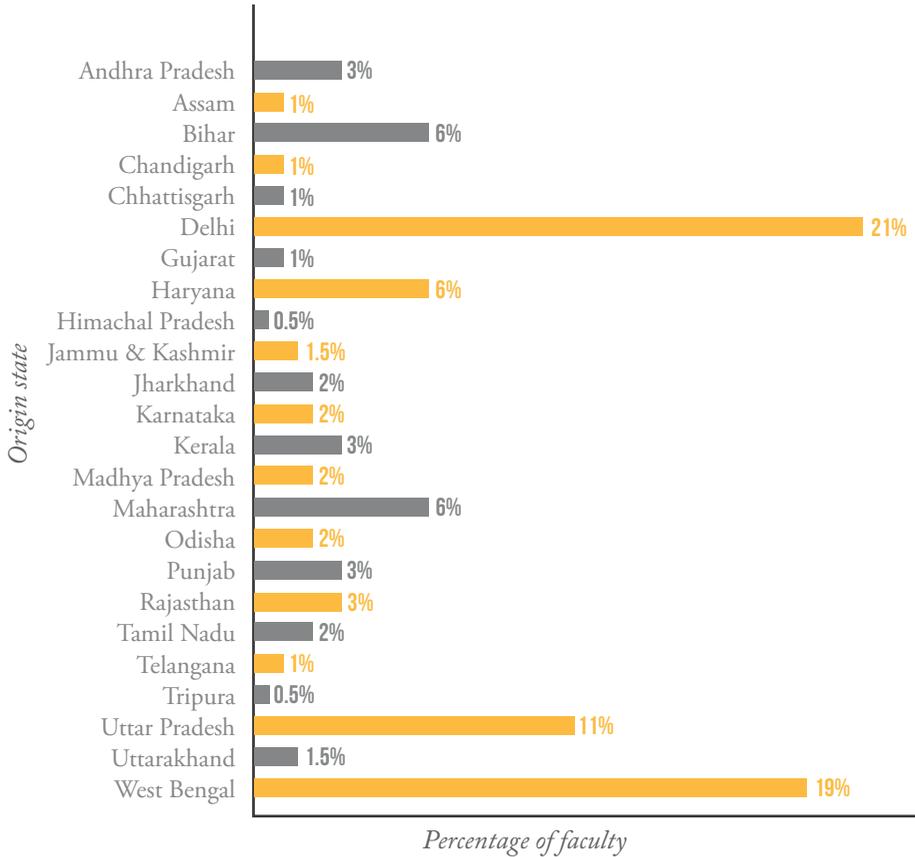


Figure 7: State-wise percentage: Faculty

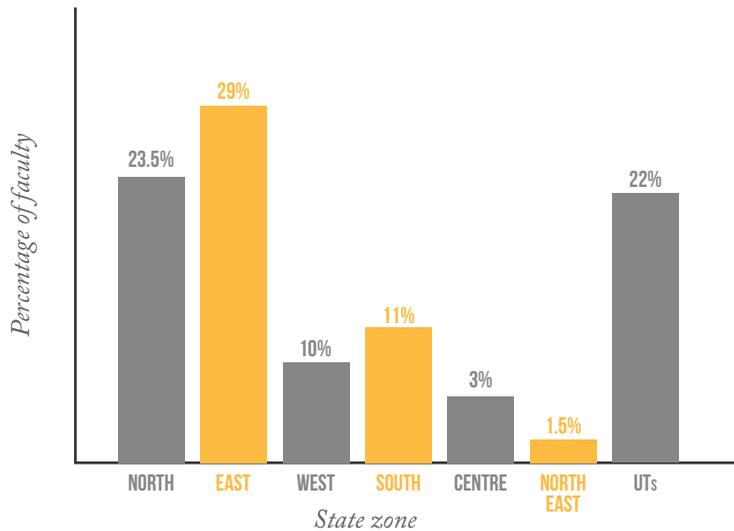
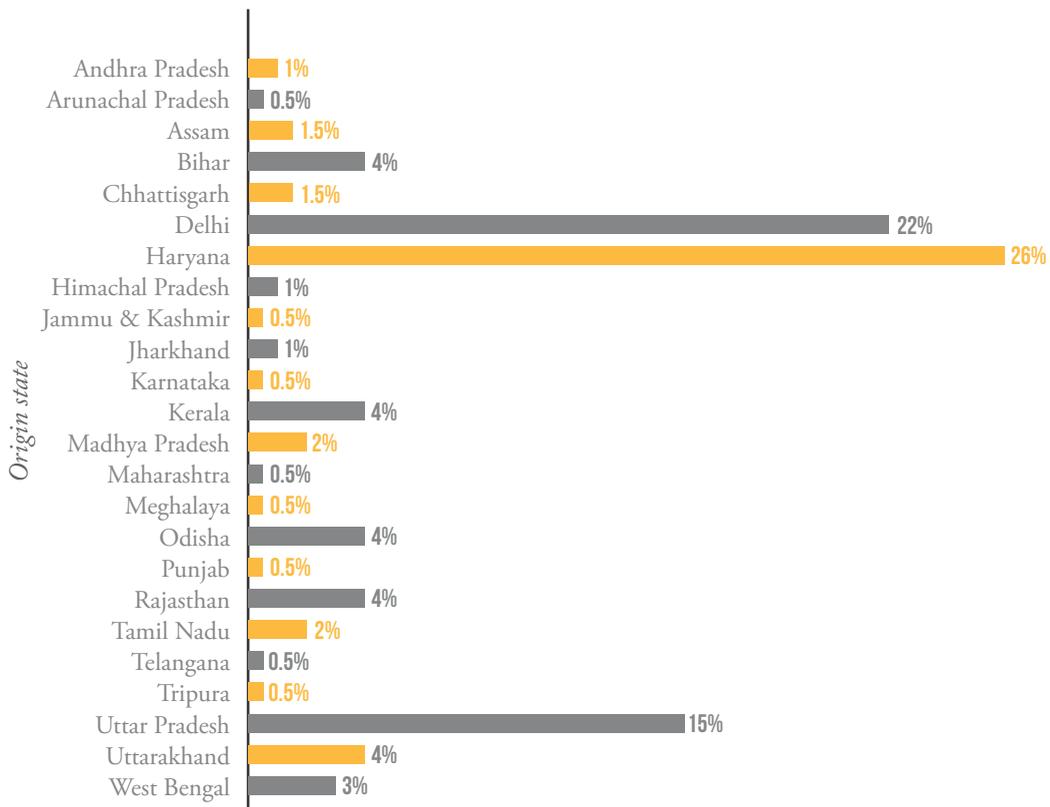


Figure 8: State zone-wise percentage: Faculty

## STATE ORIGIN: NON-TEACHING STAFF



Percentage of non-teaching staff

Figure 9: State-wise percentage: Non-teaching staff

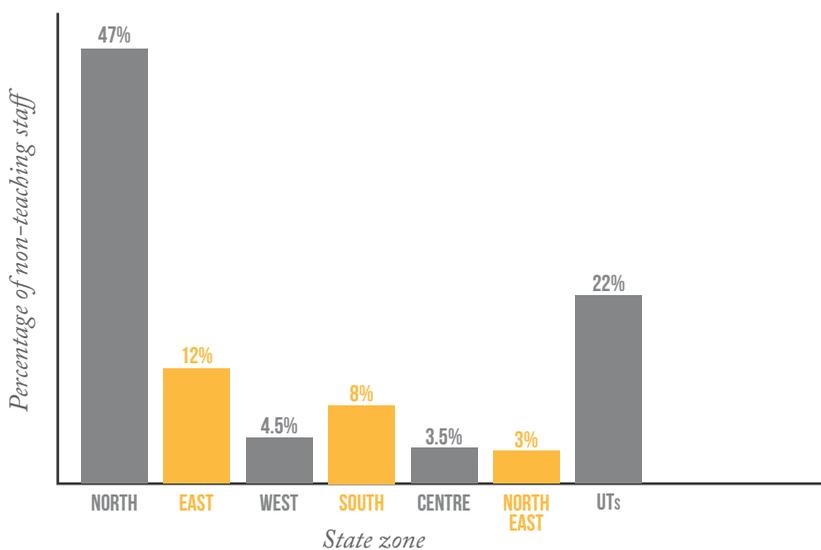


Figure 10: State Zone-wise percentage: Non-teaching staff

### 3. GENDER PARITY

Gender parity and equity is a central goal for JGU in its pursuit to establish institutional spaces that value and embrace diversity in all forms and manifestations. And building diverse student, academic and non-academic staff bodies has been one of our key areas of focus. In a short period of time we have accomplished many milestones in increasing participation of women in our staff and faculty positions both at the entry and senior leadership positions. JGU has been able to attract outstanding women academics, scholars and researchers as faculty members spread across all schools. Women are also well represented in leadership roles at JGU. This is evident in the number of women across the university in a range of functions – over 46 percent of our students and 49 percent faculty are women, and women hold 40 percent of leadership roles within the faculty, and 29 percent in non-teaching leadership roles.

This has resulted through a conscious effort to recruit more women students and staff by JGU's admissions and outreach team, and human resources team. This focus is reinforced through institutional mechanisms and processes that are designed to retain, sustain and strengthen gender equity, and address common challenges that face working women and men, employees with children and those who are primary or secondary care-givers, and employees who face unexpected health or family crises. For instance, employee welfare initiatives at the university include on-campus daycare and playschool services, flexible working hours and child-care leave. University-wide committees complement these efforts by providing formal processes through which discrimination or harassment in the workplace can be addressed. Examples of these are the Anti-Discrimination Committee that aims to prevent

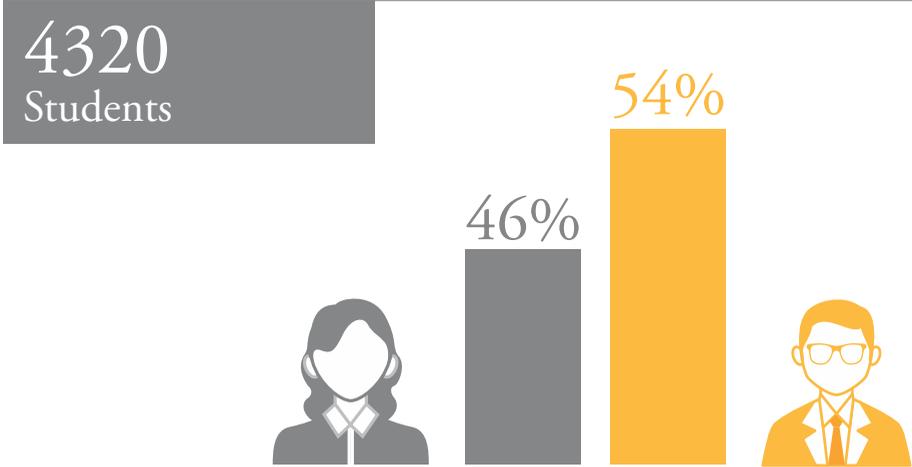


Figure 11: Percentage of students by gender

# 782 Overall Staff

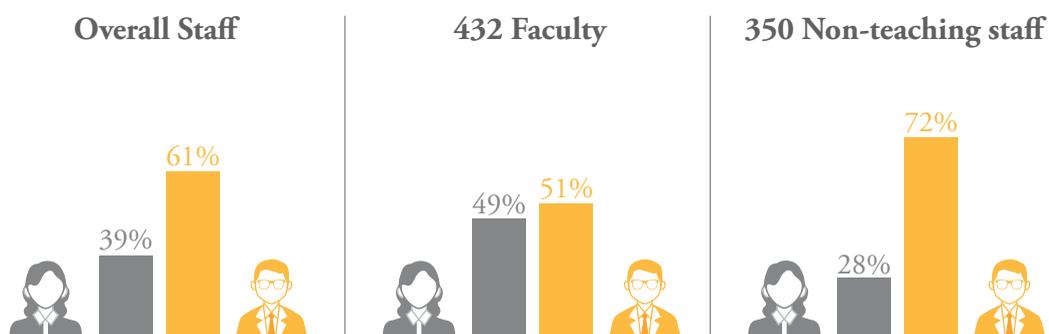


Figure 12: Percentage of staff by gender

discrimination on multiple bases, including gender, and marital or civil partnership status, and the Committee on Gender Sensitisation against Sexual Harassment.

Over the coming decade, JGU will aim to adopt national and international best practices on workplace gender parity and equity, in addition to strengthening

institutional measures to retain and promote the professional, academic and scholarly contributions of our employees, and in particular, women. This enhances and necessitates a safe and encouraging working and living environment for all our students and employees.

## 4. AGE

As a young and rapidly growing institution that is located in India, and one that aims to become a model higher education institution in the country, our goal is to strive to be as representative as possible within our student and staff communities. As most developed economies mature, India has a demographic dividend. By 2020, the median age in India is expected to be only 28, compared to 38 in the United States and China, 44 in Western Europe, and 48 in Japan. These shifting indicators are reflected in JGU's own age demographics. The average age of all staff is 37, the average age within the faculty is 38, and the average age among non-teaching staff is 36. While JGU's recruitment strategies are geared

towards talented and accomplished individuals of all ages who can contribute to the university's growth at a crucial time in its history, young and dynamic academics, scholars, researchers and professionals have filled roles across all functions at JGU, including in senior leadership. As we expand over the next ten years, we hope to diversify our age demographics across the university. We will devote particular attention to increasing the number of students enrolling in our postgraduate and doctoral programmes who bring with them longer professional, academic and life experiences, and to encourage engagement between varying age groups across roles and functions.

37 Average age of all staff

38 Average age of faculty

36 Average age of non-teaching staff

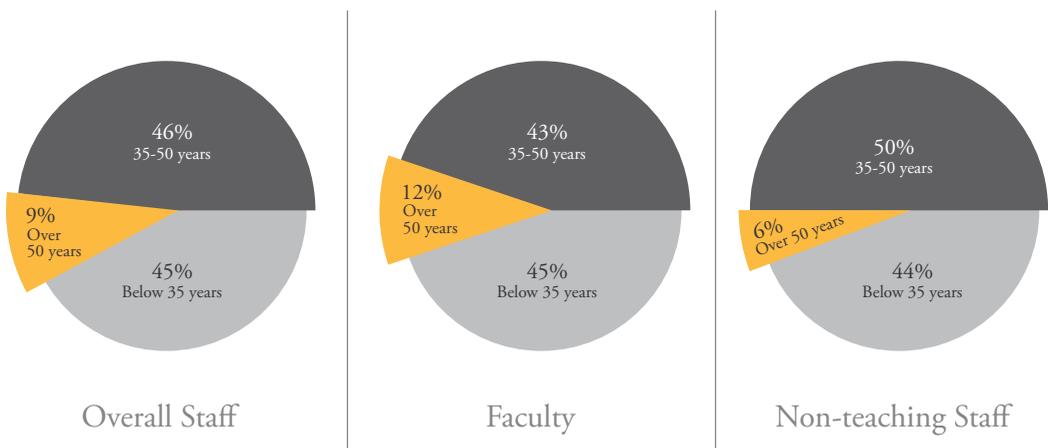


Figure 13: Percentage of staff in broad age groups

## 5. RELIGION & CASTE

Increasing participation in tertiary education in India necessitates that higher education institutions are conscious that university communities are representative of the national demographic. Historically, religion and caste have been key lines of exclusion for participation in work and education in India. While public higher education institutions are mandated to admit students based on caste and Other Backward Class (OBC) reservations, private higher education institutions are governed by state-level mandates.

JGU is governed by the Haryana Private Universities Act (Second Amendment), 2009. The Act mandates reservation for students domiciled in Haryana state and for students belonging to Scheduled Castes within this category – ten percent of available seats for admission at JGU is reserved for students

domiciled in Haryana, and out of this ten percent, one-tenth of the seats are reserved for students belonging to Scheduled Castes of the state of Haryana.

Where seats reserved for students domiciled in Haryana or belonging to the Scheduled Castes of the state of Haryana are not filled as prescribed, they are filled by other students according to the general admission policy. Where there are more applicants belonging to the Scheduled Castes from the state of Haryana than the number of reserved seats prescribed, admission to the reserved seats is implemented on a competitive basis amongst the applicants. Applicants for admission under the Haryana domicile category are assessed based on submission of their Haryana domicile certificate.

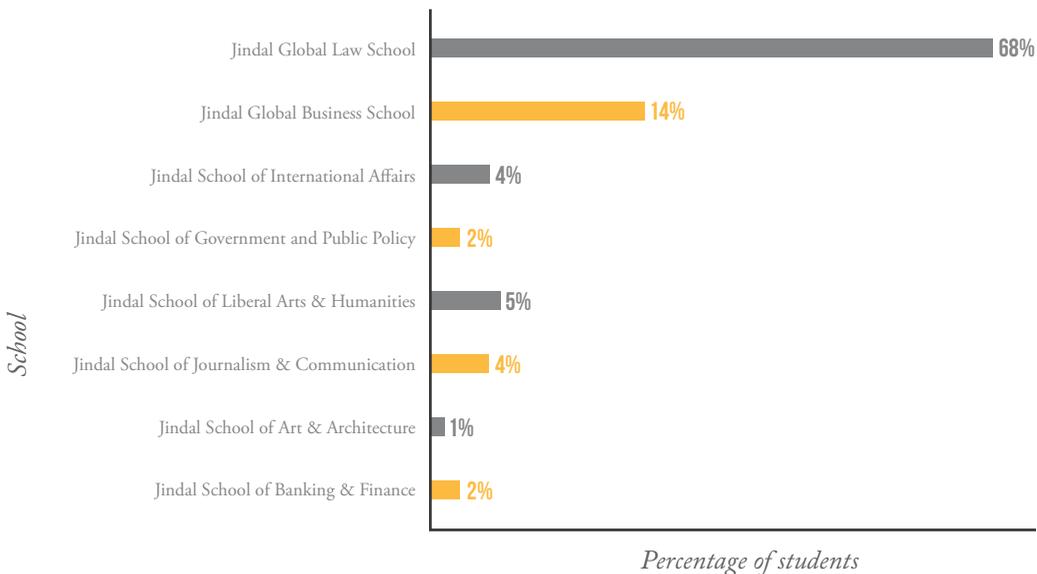


Figure 14: School-wise percentage of students receiving Haryana Domicile fee concession

The fee structure for the 10 percent of students who are domiciled in Haryana is based on merit-cum-means and is as follows: one-fifth of the 10 percent are granted full fee concession; two-fifths of the 10 percent are granted 50 percent fee concession; and the remaining two-fifths of the 10 percent are granted 25 percent fee concession.

In the nine years since JGU's founding, data relating to religion and caste of students and staff have been sporadically collected for immediate requirements including information sheets at entry, and state or central government data collection exercises. Hence, a historical set of data on caste and religion is unavailable for presentation in this report. However, available data on both indicators are presented below.

Data on religion of students was collected in the academic year 2017-18 and presents as in Figure 15. Out of 3462 students enrolled in the academic year 2017-18, data was available for 3255 students or 94 percent of students.

Caste data was collected for non-teaching staff during the academic year 2017-18 and presents as in Figure 16. Of the 292 non-teaching staff employed at JGU in 2017-18, data was available for all employees.

Our admissions and recruitment processes do not discriminate on the basis of religion, caste, ethnicity, race, linguistic background, geographical origin, socio-economic background or family background, and we have strived to create as diverse a community as possible at JGU.

As with other indicators, our commitment to JGU's Strategic Vision 2029 will require that the university creates, sustains and aligns formal and informal mechanisms and approaches to increase representation of students and employees from all religious and caste backgrounds, with particular focus on underrepresented communities and population groups that have been historically disadvantaged socially, economically and politically.

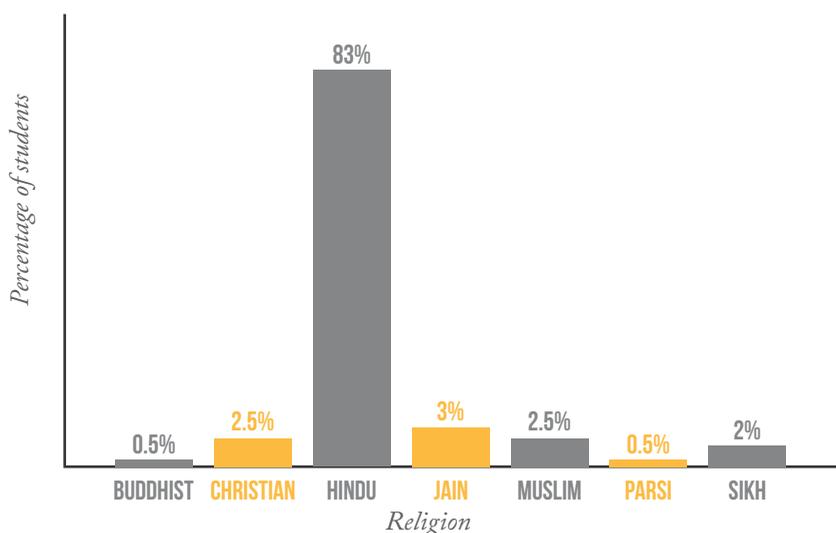


Figure 15: Percentage of students by religion (2017-18)

Our efforts will include:

- Student admission and staff recruitment outreach activities will invest closer attention to bringing a broader representation of individuals to JGU.
- Explore creation of formal voluntary or mandatory processes to collect data periodically on religion and caste representation within the university.
- Encourage greater focus in outreach on individuals from underrepresented groups who also face additional socio-economic disadvantages or disabilities. This may include persons with physical, mental, intellectual or other forms of long-term disability and persons belonging to LGBTIQ identities.
- Explore the implementation of codes of conduct to address challenges that students and staff from underrepresented backgrounds may face. These may include bullying, harassment, or varying forms of exclusion based on caste, religion, socio-economic status, educational background, physical characteristics such as skin colour, nature of financial support received from the university, lifestyles or family background.
- Create and sustain an institutional culture that stresses respect, tolerance, acceptance and understanding of varying perspectives, viewpoints, life experiences and backgrounds.

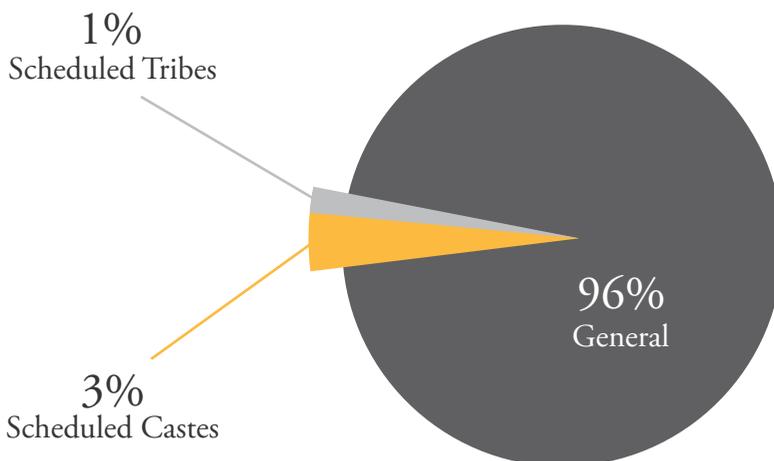


Figure 16: Percentage of non-teaching staff by caste (2017-18)

## 6. EDUCATIONAL & PROFESSIONAL BACKGROUND

JGU's founding vision to build a diverse community of people is also enabled by the recruitment of faculty and staff from varying academic, research and professional backgrounds. A central element of this has been a focus on building a global faculty. The leading universities of the world have recognised and acted on the benefits of building an international faculty. The world renowned ranking frameworks rank top universities to a benchmark of at least 25 percent international faculty, making this an important goal to attain for young and aspiring universities.

This is reflected in the fact that 71 percent of JGU's current faculty members hold at least one international degree. Among this, 43 percent faculty members have degrees from the top 200 universities in the world. This includes Rhodes Scholars who received at least one degree from the University of Oxford, and recipients of Commonwealth Scholarships, Gates

Cambridge Scholarship, Fulbright and other prestigious international scholarships. A large number of faculty members of Indian citizenship have also obtained graduate and postgraduate degrees from the best Indian institutions that include reputed Central and State universities, National Law Schools across India, Indian Institutes of Technology (IITs) and Indian Institutes of Management (IIMs). Many of our faculty members have also taught or worked at leading national and international universities and organisations.

Over its nine year history, JGU has achieved significant milestones in consistently increasing the proportion of foreign and foreign qualified faculty. With the introduction of new schools and programmes over the next ten years, an active strategy to promote diversity of geographical and national origin, and academic and professional qualifications will be required.



Figure 17: Percentage of faculty with international degrees

## 7. DISABILITY

Central to JGU's efforts to strengthen diversity and in particular, inclusion, on the campus is enhancing institutional support for students and staff with various types of disabilities. These may relate to mental, physical, intellectual, learning or sensory abilities, and any other impairments that necessitate medium or long term support.

Although no reservation for Persons with Disabilities (PwD) is mandated for private higher education institutions in India, our consistent approach has been to offer the best support possible for differently-abled students and staff. Our admissions and recruitment processes do not discriminate on the basis of any type of disability.

Over the past nine years, JGU has institutionalised disability support primarily through the university's Disability Support Committee (DSC). The DSC is one of several committees that function as part of the university's Student Welfare Office. The DSC's mandate is founded on the Rights of Persons with Disabilities Act (2016) passed by the Government of India, and relevant guidelines of the University Grants Commission. The DSC works in coordination with multiple departments within the university to implement this mandate, including the Health Centre, Deans and academic support staff of the school they are enrolled in, individual faculty members, examinations office, administrative and infrastructure departments, and senior leadership. Types of disabilities addressed through the DSC have included: long term

physical disabilities, temporary disability resulting from accidents and sports injuries; visual impairments; dyslexia and other learning difficulties; mental health challenges and accessibility to academic offices and campus spaces.

The Committee provides student support through a continuing process of registration, evaluation and support through the academic year. Students are registered with the DSC at the time of enrollment in the university following an independent assessment by a physician or counsellor at JGU's Health Centre. Recommendations are made to respective departments based on regular visits scheduled between the student and their physician or counsellor. The recommendations may include: attendance waivers in case of medical emergencies, extensions of assignment or project submission deadlines, alternative assignments, remedial sessions, and additional mentoring by faculty or senior students. Special arrangements are made by the DSC during examinations that include arranging for writers, scribes, and/or laptops for students registered with the DSC on recommendation from a university physician/counsellor; additional time for each hour of the examination; provision of separate classrooms for end-semester examinations; and ambulance and medical services on call in the event of emergencies. JGU's Peer Educator student volunteers currently support the DSC in providing scribes to registered students.

All support provided by the DSC and extending to coordination with other university offices are bound by confidentiality on the student's identity and their condition, as appropriate in each case.

Although the DSC's mandate has so far focused on student support, some efforts have been undertaken to address issues of physical accessibility within the JGU campus. In 2015, an access audit was undertaken by the Svayam Global Centre for Inclusive Environments, a leading 'accessibility' organisation in India dedicated to improving information on accessibility and inclusion issues, and creating barrier-free spaces and environments. The audit made several recommendations to improve accessibility in the existing built environment so that the campus is made more accessible not only to individuals with disabilities but also those with reduced mobility. Since 2015, several audit recommendations have been implemented. These include construction of six differently abled washrooms, reserved parking spaces, making the majority of our classrooms accessible, standard ramps, signages for differently abled, and wheelchairs for those in need. The majority of university offices are accessible, in addition to on-campus ATMs and housing blocks, food courts and the Health Centre.

In addition, JGU's Global Library is carefully designed to provide shelf guides, individual reading carrels, lounge areas for browsing and reading, an IT zone for accessing e-resources, and access for differently-abled users, including audio books, and large print

material for visually challenged users. Students with learning disabilities are supported through technological aids in the library. The university's Library Advisory Committee comprising library and academic staff advises on library policies, reviews user feedback and recommends action on issues related to infrastructure, collections and services.

The university's Centre for Wellness and Counselling Services complements these initiatives to institutionalise sustainable efforts to provide support for all types of disabilities. The Centre provides access to full-time counsellors for students, and holds therapy sessions and consultations (individual and group), workshops and capacity building programmes. The Centre also runs a 24/7 helpline for emergency responses. In addition to this, several initiatives have been led by the Jindal Institute for Behavioural Sciences (JIBS), one of JGU's three research and capacity building institutes. JIBS works on academic research and training on various aspects and sub-themes of behavioural sciences.

An overarching goal that aligns with all of these efforts has been to sensitise staff members and employees on issues relating to our diversity and inclusion vision. This has been achieved through formal and informal communications, university-wide workshops, individual and group counselling on inclusive practices in the classroom and workplace, and interventions through the various committee mechanisms. We see our people as essential to ensuring that our processes and practices serve the university community in a manner

that aligns with our institutional mission, and diversity and inclusion vision.

Over the next decade, our efforts to advance support for differently-abled students and staff will include:

- Greater outreach efforts to admit and recruit talented and differently-abled students and staff;
- Enhancement of counselling and medical services support for a broader range of conditions, particularly for those leaving care to attend JGU;
- Expanding the scope of the Disability Support Committee to address issues faced by both students and staff, and reaching across all of JGU's schools, centres and institutes;
- Investing in making sports, physical recreation and non-curricular campus activities more inclusive;
- Making available more assistive academic technology through the Global Library;
- Making the university website and communication and outreach materials more accessible and compliant with W3C standards (WCAG 2.0 Level AA) on web accessibility;
- Greater staff training on helping students and colleagues cope with physical disabilities, mental health challenges, learning disorders and other difficulties through regular workshops and awareness sessions;
- Creating formal processes to collect data periodically on disability issues within the university campus;
- Identification of barrier points in physical accessibility; and,
- Enhancing engagement through time and effort spent by academic support, counselling and medical services in addressing disability issues.

## 8. ACADEMIC OFFERINGS & INTERDISCIPLINARITY

Since our founding, JGU's vision has been to become a multidisciplinary university offering programmes in diverse disciplines. The choice of disciplines has been based on several factors, in particular, offering professional programmes that offer high employability rates for graduates; programmes in the social sciences and humanities that are key to addressing the strategic needs and socio-economic challenges of India; and programmes in emerging and niche areas that are not widely offered in the country, but will play a significant role in attaining world-class status.

The leading universities of the world have demonstrated a deep, persistent and sustained commitment to interdisciplinarity. The importance of crossing disciplinary boundaries in teaching, learning and research is yet to be fully realised within the Indian higher education system. Institutional mechanisms need to be established within universities to:

- Enable students to learn across schools, departments and programmes across the entire university. This includes cross-listing of courses across schools and programmes; opportunities to undertake research in interdisciplinary settings such as research centres and institutes; and exposure to a diverse range of cross-disciplinary contents and dialogues.
- Provide adequate resources for faculty to undertake cross-

disciplinary research. This includes physical infrastructure, library resources, and an overall university environment that is responsive to the needs of conducting interdisciplinary academic work.

- Allow researchers to push disciplinary boundaries in order to promote innovative, interdisciplinary and socially-relevant research that serves the needs of the country.

Universities around the world recognise, at a conceptual level, the need for promoting interdisciplinarity and cross-registration of courses across different schools and programmes. But at a practical level, implementing this has been challenging for most institutions. There are several reasons for this, including the need for forward thinking among the faculty and administration; geography and location of different schools within the university campus; scheduling of courses and the planning of teaching arrangements; credit systems and transfer of credits policies and different ways of recognising credits in schools and programmes; the organisation of administrative apparatus; and the lack of inter-school coordination mechanisms.

Interdisciplinarity has been the central basis for the establishment of all the schools, designing of programmes, and recruitment of faculty at JGU. Our commitment to interdisciplinarity has been based on the fact that the leading universities of the world have been

deeply interdisciplinary in their academic outlook and research identities. All the schools at JGU function as interdisciplinary hubs within themselves. Electives are offered across schools and most have interdisciplinary relevance. For instance, elective courses offered during past academic semesters have included legal aesthetics and visual culture, public health policy, water and food security, history, political psychology, sports law, migration and refugee studies, films and international relations, globalisation of education, sustainability, archaeology, economics of innovation, and music.

In order to sustain our commitment to interdisciplinarity, JGU has sought to promote and strengthen interdisciplinary learning and research through several ways including the creation of a dedicated office that coordinates across the university to optimise resources such as classrooms

and faculty, create repositories of academic data and information from across the university, and enable cross-registering of courses across our schools.

To complement this, all schools, institutes and centres of JGU are located in the same academic block facilitating free and frequent interaction between faculty members from across schools. This arrangement has also facilitated interdisciplinary research among faculty members from varying academic and research backgrounds and interests. As an institutional policy, faculty members from different schools share offices, thus encouraging greater interdisciplinary discourse.

The proposed introduction of new schools and programmes in various disciplines over the next 10 years will deepen the multidisciplinary and interdisciplinary identity of JGU.

# 8

## Interdisciplinary Schools



Figure 18: Schools at JGU

# 3

## Research & Capacity Building Institutes



Figure 19: Research & capacity building institutes

## Programmes Offered

17

### Academic Programmes

11

### Undergraduate Programmes

B.A. LL.B. (Hons.)	B.A. (Hons.) Liberal Arts & Humanities
B.B.A. LL.B. (Hons.)	B.A. (Hons.) Media & Communication
B.B.A. (Hons.)	B.Com. (Hons.)
Integrated B.B.A. (Hons.) + MBA	B.Arch.
B.A. (Hons.) Global Affairs	B.A. (Hons.) Built Environment Studies
B.A. (Hons.) Economics	

5

### Postgraduate Programmes

LL.B.	MBA
LL.M.	M.A. Diplomacy, Law & Business
M.A. Public Policy	

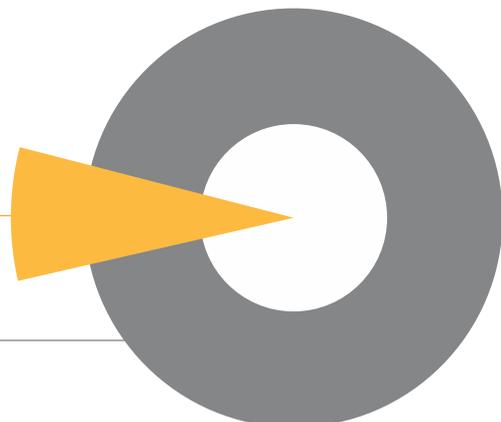
### Doctoral Programme

*Figure 20: Academic programmes offered at JGU*

## Enrollment

15% Masters / Doctoral

85% Undergraduate



*Figure 21: Percentage of enrollment by degree level*

# Elective Courses Offered Across the University

199

Elective courses offered

45% of all

elective courses are cross-listed across the university  
(Spring semester 2019)

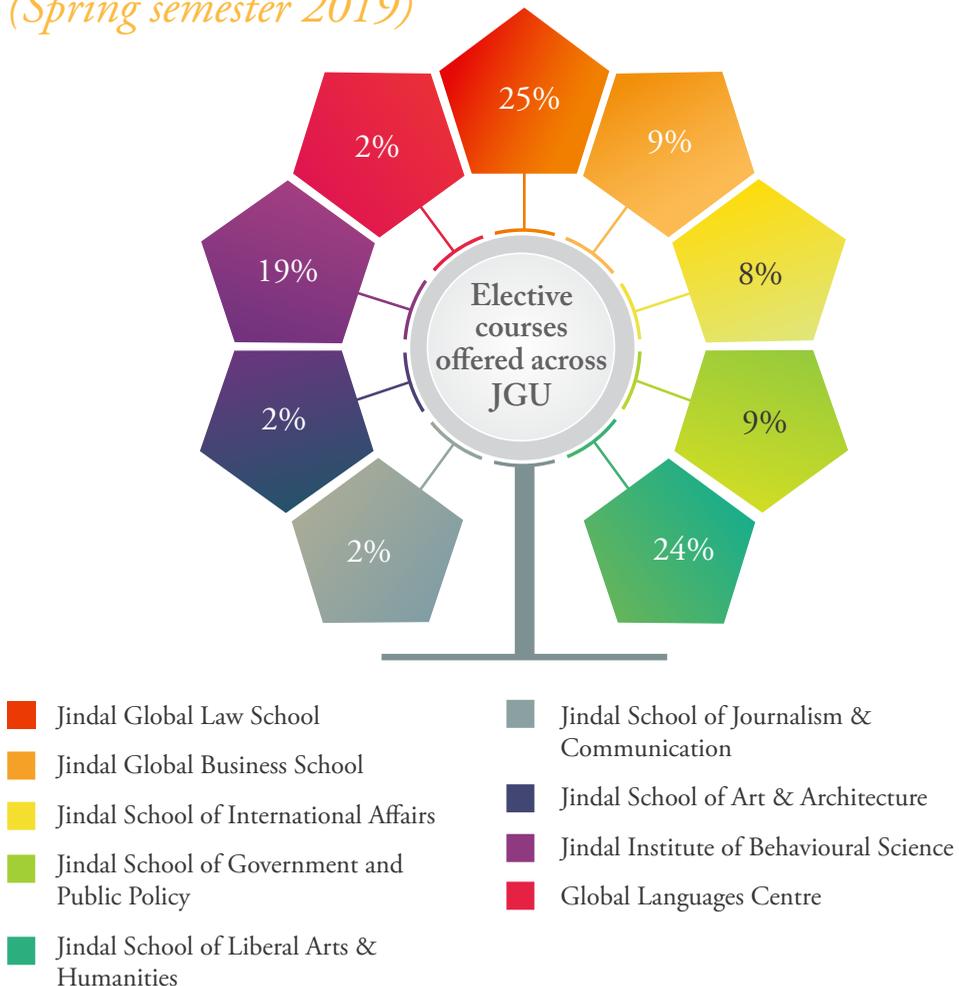


Figure 22: Elective courses offered across JGU

## 9. PEDAGOGY

Our commitment to adopting diverse approaches in implementing our academic offerings is also evident in the university's pedagogical methods. Committing to the highest standards of teaching requires attention to innovating and improving pedagogical methods; facilitating greater use of developing and advanced technologies; paying attention to aesthetics of learning spaces; cultivating a spirit of participation and co-learning; and pedagogical practices that model the workings of the real world. Our pedagogies aim to respect diversity and difference; impart coping skills necessary for living in a world of uncertainty, ambiguity and complexity; inculcate passion for lifelong learning, ethical work practices, and authentic professional orientation; and promote active student participation, student-teacher partnership in the learning process and development of oral and written communication.

This spirit is reflected in the framing of JGU's Graduate Attributes. An education at JGU is intended to foster in our graduates attributes we regard as essential to living flourishing professional, public and private lives:

- A sound disciplinary and conceptual knowledge of subject areas in the programme of study they have successfully completed at JGU.
- The capacity to engage in self-reflection and lifelong learning.
- Transferable skills including team

building and leadership, communication, creative and critical thinking.

- Problem-solving skills suitable for fast developing and continuously evolving professional contexts.
- Develop a participative consciousness, analytical skills and ethical imaginations for active participation in democratic discourses and practices in emerging contexts.
- The capacity to take up social and civic responsibilities relating to the environment and society.
- A deep understanding of, and respect for diversity, pluralistic societies and other cultures.
- Skills and imaginations necessary for professional practices adhering to the highest standards of ethical expectations.
- Developing coping skills for working on issues/contexts that involve uncertainty, complexity and ambiguity.
- Cultivating skills for a sense of justice, meaning and purpose in a world that is divided on racial, religious, economic and other bases.

JGU's approach to enhancing pedagogical innovations and diversity in methods and approaches has been threefold:

- a) Utilise innovative teaching tools and

new pedagogies to engage our students more effectively by:

- Leveraging the collective scholarship being produced by our own faculty, such as research on the pedagogy and practice of liberal arts education and comparative studies of pedagogy and the liberal arts in India. The Jindal School of Liberal Arts & Humanities is in the process of implementing and developing experiential and service learning pedagogy fully integrated within the curriculum — a strong claim to international standards of education in a global context;
  - Developing unique local adaptive pedagogies that enhance creative and ethical potentials among our students;
  - Promoting pedagogies that are more suited to the complexities of professional practice;
  - Encouraging and emphasising pedagogies that foster critical and ethical imagination; and,
  - Adopting and adapting the best global practices relating to classroom and non-classroom teaching practices, so that our faculty members serve as role models to impact our students' academic and personal competencies.
- b) Increased focus on achieving programme and course learning outcomes

In its programme and course delivery, JGU strongly promotes a healthy balance between the body

and mind. The Programme Intended Learning Outcomes of JGU programmes are aligned with our Graduate Attributes, and provide an anchor to students by clarifying the essence of their programme of study and ensuring a lasting impact on their educational experience.

- We strive to provide a well-rounded education by encouraging practical learning to complement classroom learning.
  - This also necessitates the creation of a vibrant and diverse intellectual environment and instilling in students the ability to grasp complex ideas related to human and social wellbeing including fairness, openness, compassion and passion.
  - At the undergraduate level, we continue to explore ways to impart skills of critical thinking, creative thinking, analytical self-reflection, and a holistic approach.
  - We will encourage student participation in national and international events as a way to keep the process of learning relevant to their needs.
- c) Diversifying our faculty and enhancing faculty excellence

For a rapidly growing institution such as JGU, it is important to ensure that the diversity and quality of our faculty is enhanced significantly to match those of our current and potential students. Diversification of the faculty relates to individual qualifications,

experience, specialisations, and areas of interest.

We have also strived to adequately align programme and course content to faculty expertise and interest.

To achieve these aims:

- Our schools have strived to establish a greater balance in faculty

specialisations so that they are complementary and comprehensive.

- Recruitment of faculty is based on multiple relevant measures, including the selection of majors among students, curricular needs, adequate faculty composition in various domains and diverse pedagogical methods.



Figure 23: Pedagogical diversity

## 10. RESEARCH & DISCIPLINARY DIVERSITY

JGU's goal has been to develop a research-intensive environment that promotes socially beneficial and globally relevant research, while ensuring academic freedom and functional autonomy, and also provides for an enriching, intellectually engaging, and discovery-based learning environment for students. Interdisciplinary research has been significantly enabled by JGU's research centres. Since 2009, 57 interdisciplinary research centres have been established across the schools. Housed within and affiliated to one of JGU's schools and institutes, the research centres draw on faculty members and students from across the university on issues ranging from health law, human rights, and climate change, to area studies, development issues, entrepreneurship, and environmental sustainability. JGU also has three research and capacity building institutes that enhance opportunities for cross-filtering of knowledge that can be integrated into training programmes, capacity building, community engagement and other public service activities undertaken by JGU.

We have strived to greater cross-disciplinary and diverse research outcomes through various complementary approaches:

a) Strengthen our research capacities

Our 57 research centres—research clusters created to promote research on important local, national and global issues—play a central role in advancing our research agenda.

We have over the years established active, productive and high quality research networks across the world. Our model of growth is scalable and economical. We continue to strive to expand our research collaborations with top ranking universities, individuals and research clusters. Our aim is to become one of the top few institutions known for research excellence in India and the region, as well as the most favoured partner for research collaboration by international institutions. Our aim is also to build our capacities to be recognised as the preferred partner for industry consulting based on intensive disciplinary research. This will require us to further integrate and create complementary effects between teaching, research and consulting, and enhancing each of these practices.

b) Promote research on a range of public issues

Our research contributions, both individual and collaborative, on public issues have been in areas including renewable energy subsidy programmes; reproductive health and access to contraception; transgender rights; issues affecting police and central paramilitary personnel; e-governance and urban poverty; and collaborative efforts with other institutions working in the area of international criminal justice. We will seek to continue to engage academia and practitioners

on important public concerns. Our public service engagement includes efforts to convey the outcomes of our research, teaching and service activities to the wider public.

- c) Make our research accessible to wider and varied audiences

Our efforts are focused on maximising translation of our disciplinary research into easily accessible forms to impact a range of policy debates, legislative changes, and social and cultural attitudes.

To achieve this, we continue to make extensive use of web-based platforms such as social media, the university website, in-house web based commentaries, and popular traditional media. We also plan to increase the range of publications building on our existing line of contributions. In addition, our schools, institutes and centres will explore creative ways of communicating research works in progress to broader audiences.

# Interdisciplinary Research Centres

## HIGHER EDUCATION

Comparative Education | International Education | Higher Education Futures

## LAW

Death Penalty | Dispute Resolution  
International Taxation | LGBTIQ Issues  
Financial Law | Global Corporate Law  
Humanitarian Law | Jurisprudence  
Criminal Justice | Intellectual Property  
Rights | Digital Piracy | Health Law  
Human Rights | Clinical Programmes

## MANAGEMENT

International Business | Family Businesses  
Business Analytics | Human Capital  
Hospitality Management | Business  
Ethics | Entrepreneurship | Consumer  
Research

## BANKING & FINANCE

Banking Regulation | Applied  
Accounting | Applied Finance  
Emerging Markets

## INTERNATIONAL AFFAIRS

Diplomacy | Trade and Law  
Political Governance  
Geopolitics | Humanitarian  
Interventions | Area Studies  
International Development

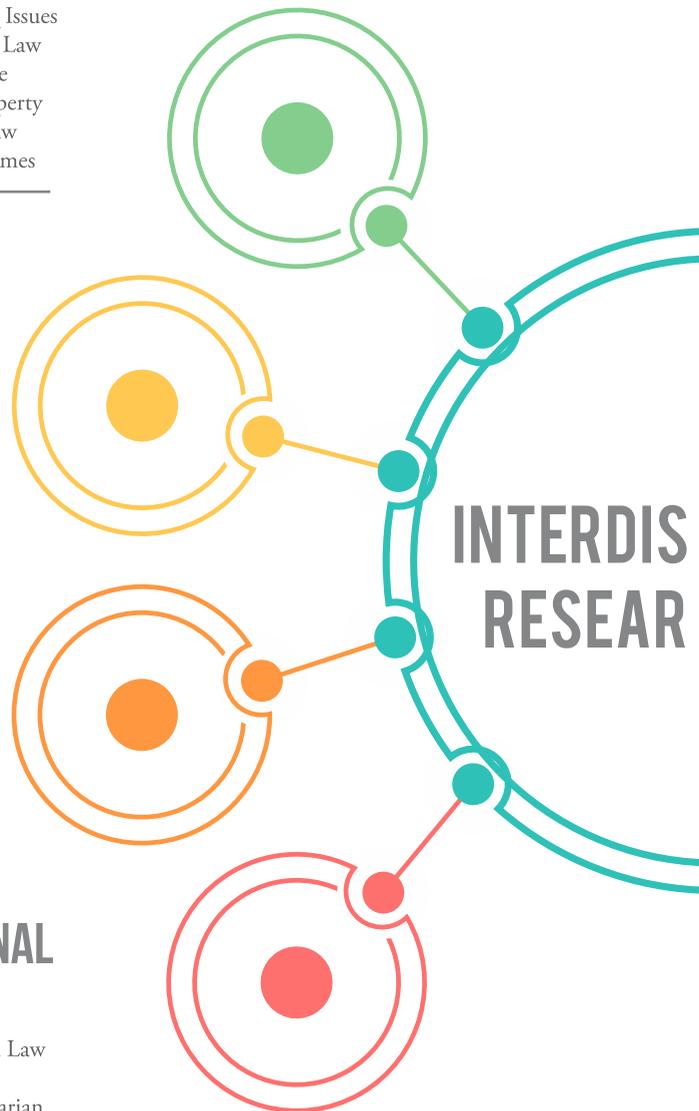


Figure 24: Interdisciplinary research areas

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## BEHAVIOURAL SCIENCES

Mental Health | Psychology | Cognition  
Neuroscience | Psychometrics

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## PUBLIC POLICY

Urban Planning | Economics | Public  
Health | Agrarian Policy | Civil Society  
Rural Development

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## LIBERAL ARTS & HUMANITIES

Visual Imagination | Storytelling Arts  
Performing Arts | Creative Writing  
Environmental Sustainability

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## JOURNALISM & COMMUNICATION

Investigative Journalism | Public  
Relations | Digital Media

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## ART & ARCHITECTURE

Environmental Studies | Ecological  
Studies | Sustainable Design | Urban  
Studies | Conservation | Landscape  
Design

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# 11. INTERNATIONAL COLLABORATIONS & PARTNERSHIPS

Promoting a diversity of perspectives, approaches and outcomes in our work through cross-disciplinary, cross-geographic, and transnational partnerships has been fundamental to JGU's institution building efforts. We have aimed to achieve this through an interdisciplinary approach to academics and research, intra-university collaboration, and national and international inter-institutional collaborations.

a) Promoting interdisciplinarity and intra-university collaboration

In the design and delivery of programmes, courses and activities, our existing schools and institutes have developed their own particular strategies that bolster their respective capacities and expertise to effectively meet the expectations of our students and other stakeholders. However, in promoting our emphasis on interdisciplinarity, several of our schools and research centres have found innovative ways to collaborate on multiple research areas. In addition, our faculty members teach students across the schools irrespective of their individual school affiliation. We continue to explore ways to deepen interdepartmental partnerships. This will include:

- Intensifying efforts directed at increasing our interdisciplinary index, keeping in view our long-term vision to emerge as a university of global renown.

- Increasing interdisciplinarity both through cross-listed courses and research collaborations.
- Incentivising interdisciplinary research projects that will enhance potential impact on policy and social processes.
- Encouraging our students across all schools to take advantage of cross-listed elective courses that are intended to enhance interdisciplinary learning in all our programmes. We continue to pay closer attention to design our programmes to enhance interdisciplinarity and offer greater choice to students to self-design their academic progression to suit their particular career and life aspirations.

b) Expanding inter-institutional collaborations

As an institution seeking to provide a truly global education, we want to encourage our students to cultivate a deep and respectful understanding for diversity and plurality. Part of the vision of JGU is to ingrain a global perspective and outlook into all of our activities from teaching to learning to research, and we have strived to accomplish this through our commitment to collaborate actively and widely with the best universities and institutions in India and globally.

We currently have more than 250 international collaborations with partner institutions in over 50 countries worldwide that involve faculty and student exchanges; study abroad; dual degree programmes; summer and winter schools; joint teaching; joint research; joint conferences; joint publications; and joint executive education programmes. Our existing collaborations have enabled us to infuse unique and innovative ideas into the university system. For instance, over the years, we have had the privilege of hosting outstanding scholars at JGU as part of our faculty exchange and visiting scholars programme. These efforts have enabled our students and faculty to access a wide range of study, research and teaching opportunities.

We have sought to leverage these partnerships to create further opportunities for our students and staff in the form of exchange and study abroad programmes, joint executive education programmes, dual degree programmes, and other collaborative exercises.

In 2018, JGU launched a flagship project, the India Semester Abroad Programme (InSAP), a first of its kind programme by an Indian university. It aims to invite international students to the JGU campus and enhances our efforts to make the student community more multi-cultural, diverse, and truly global. InSAP is open to any student studying at a non-Indian university to enroll in one of JGU's academic programmes for a semester.



250+  
Collaborations



50+  
Countries



187  
Student exchange  
collaborations



180  
Faculty exchange &  
development programmes

### 10 Forms of International Collaborations at JGU

Student exchange	Joint teaching
Faculty exchange	Joint research
Study abroad	Joint conferences
Dual degree programmes	Joint publications
Summer and winter schools	Joint executive education programmes

Figure 25: International collaborations

## 12. GOVERNANCE & LEADERSHIP

It has been imperative for JGU's growth that we have in place robust and agile university governance and administrative systems that can build on our vision and efforts, map the dynamic environment in which the university functions, determine our course of action, and mobilise our community around our plans for the future. Our focus has been on improving accountability, transparency, and the quality of administration at all levels of governance within JGU. To help us achieve this, schools, institutes and centres at JGU have advisory boards comprising leading academics, scholars and practitioners who are consulted on academic planning, curriculum design,

classroom teaching, implementation of best practices, and innovating pedagogy. The diversity of views, practices and academic orientations that our advisory boards bring have helped enrich and enhance the quality of academic programmes, leadership and governance structures, and institutional planning standards.

This convergence of ideas and perspectives has helped JGU to consolidate our institutional mechanisms to enable timely decision-making and optimal utilisation of institutional resources for a large and fast growing institution.

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### Overall Leadership Roles

83 Leadership Positions  
35% Female  
65% Male

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### Leadership Roles in Teaching Staff

62 Leadership Roles  
40% Female  
60% Male

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### Leadership Roles in Non-Teaching Staff

21 Leadership Roles  
29% Female  
71% Male

*Figure 26: Percentage of leadership roles by gender*

## 13. STUDENT FINANCIAL INCLUSION

A crucial element of deepening inclusion at JGU has been addressing the challenges faced by meritorious students who are unable to afford an education in one of our academic programmes. JGU's scholarship programmes have been aimed at enabling meritorious domestic and international students who are constrained by financial ability to pursue graduate and postgraduate programmes. This takes several forms, and include full and partial scholarships and studentships. Some of these are the O.P. Jindal Outstanding Merit Scholarships, Naveen Jindal Young Global Scholarships, Shallu Jindal Outstanding Women Scholarships, Savitri Jindal Studentships/ Graduate Assistantships, Programme-based Scholarships, Special Chancellor/Vice Chancellor's Scholarships, Jindal Africa Scholarships, and the Jindal Afghanistan Scholarship and Empowerment Programme. Studentships are scholarship frameworks in which recipient students work a set number of hours on research or interest-based functions supervised by individual faculty members and researchers, or within a research centre. In addition, by policy mandate, 10 percent of newly admitted students receive Haryana Domicile scholarships in accordance with government regulations. Deferred fee payment programmes have ensured that students who face unforeseen financial difficulties are supported to complete their academic degrees successfully.

Between 2009 and 2017, an average of 60 percent of students received scholarships. In 2018, 38 percent of enrolled students were scholarship recipients, and 24 percent of newly admitted students in 2018 received some form of scholarships.

As JGU expands, a broader scholarship base, strong endowment and funding networks, and improved support systems for students who may be faced with financial exigencies will be required, in order that more students can benefit from the high-quality education that JGU will provide. We will also work to increase sponsorship from industry, research councils, donors and foundations so as to increase our scholarship disbursements to meritorious students, particularly from developing nations in Asia and Africa.

The broad objectives of our Scholarship Plan for the next decade are framed as follows:

- Provide financial support to meritorious domestic students by means of expanded scholarships and studentships, and by continuing to facilitate student loans from banks with special considerations.
- Advance our ability to award need-based scholarships to eligible students coming from socially and economically disadvantaged backgrounds.

- Increase enrollment of meritorious international students, particularly from underrepresented regions and developing nations.
- Strengthen our ability to support students ensuring that they successfully complete their academic programme through provision of financial assistance particularly in unexpected or exceptional circumstances during the course of their study.
- Actively seek endowments and scholarship funds for deserving students from private entities, corporate firms, and international organisations, in addition to expanding support through JGU alumni networks.

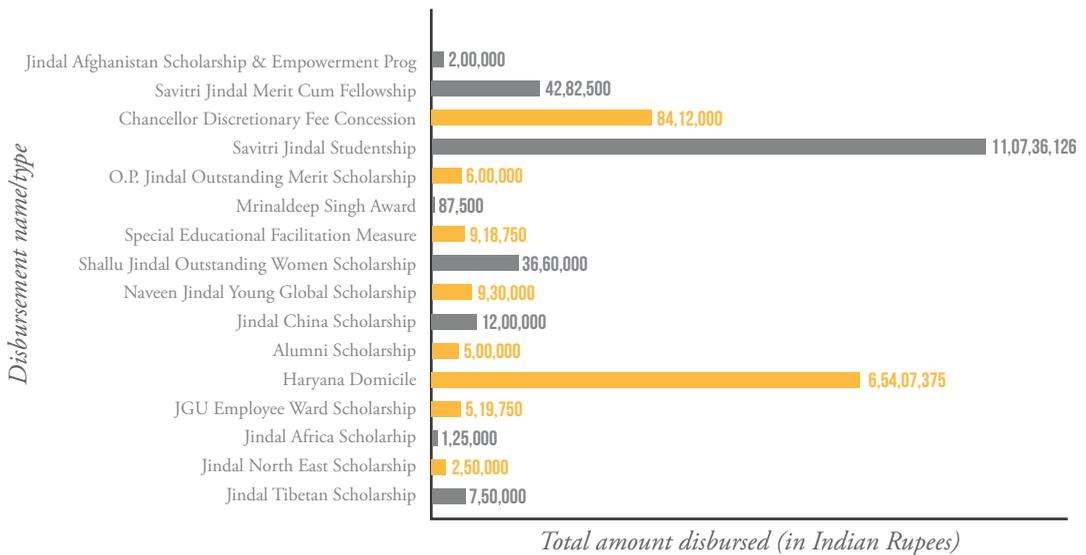


Figure 27: Student scholarships offered

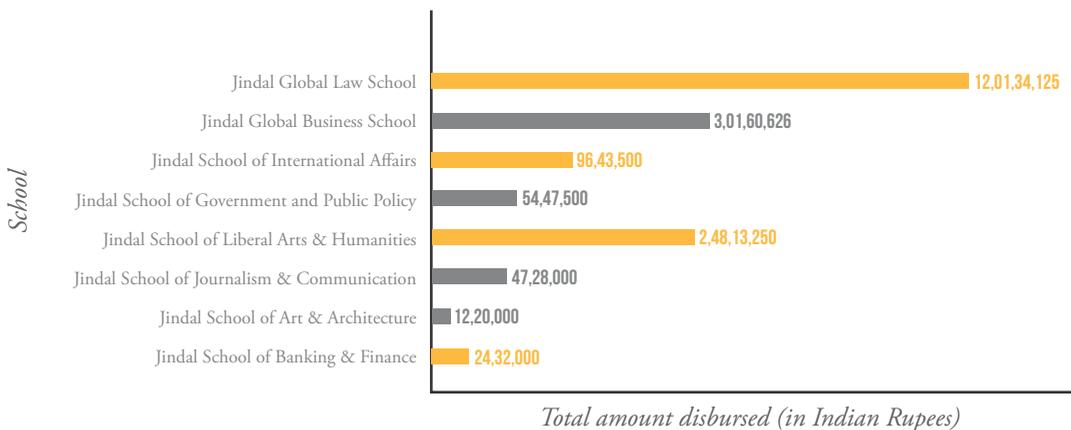


Figure 28: School-wise disbursement of student scholarships

## 14. INCLUSIVE TEACHING & LEARNING

The best higher education institutions and programmes succeed primarily through investing substantial resources in creating a culture of inclusive teaching and learning that enables students to achieve their full potential, academically and personally. The approach to this at JGU has been to reflect on our institutional context of teaching and learning, identify gaps and challenges facing students, assess pedagogical methods in use and how they impact student learning, determine benchmarks, and identify persistent barriers to creating such a culture. The overarching goal of these efforts must be that the learning of every student matters equally, whether in the classroom or in any other learning interaction. Learning challenges arise from a variety of reasons including the type and quality of previous education, individual learning abilities, and the structure of current learning systems. Thus, the aim is to help students overcome barriers that hinder their ability to participate and achieve fully.

Accordingly, our premise to promote inclusive teaching and learning encompasses several aspects. In the Indian context, English-language education can still pose challenges for student learning. We established the English Language Centre at JGU to address this challenge. The recently established Centre for Writing Studies also aims to contribute to achieving greater teaching and learning inclusion through identifying and providing access to students who are most in need

of learning support; the diversity and plurality of needs of different disciplinary offerings at JGU; and the need for impactful writing as we educate future academics, scholars, practitioners and policy makers. To uphold our vision of providing a global and transnational education, and recognising the multicultural environments into which our students will graduate, foreign language training is seen as an important way to prepare our students for successful careers. This is enabled by the Global Languages Centre and the Taiwan Education Centre that offer courses in languages that are commonly used and valued in international organisations, global business entities, and multinational corporations.

An important mechanism through which we have addressed learning gaps among students is through the peer mentor and mentor-mentee systems. Peer mentor networks are structured as formal and informal systems across the university and allows students to support each other academically.

The Peer Tutoring Program at the Jindal School of Liberal Arts & Humanities is a good example. The program is a collaborative effort between students and faculty, and aims to improve the overall academic performance of the student body and demonstrate the potential of peer-to-peer learning. Through the program, a team of Peer Tutors are selected on the basis of exemplary academic performance,

teaching ability, and faculty recommendation. They then support students enrolled in foundation courses to understand, practice, and revise course material for assignments and examinations. In consultation with faculty members, they also work with students preparing for re-sit examinations at the end of the semester. Based on feedback on the program, the pedagogical emphasis of the program has shifted from revision to active practice sessions.

The mentor-mentee system is a formal mechanism through which each student is assigned a faculty mentor who then guides them through their course and plan of study, and academic programme. The system has enabled an active approach to identifying challenges to student learning, designing improved pedagogical tools in the classroom, and providing remedial solutions to learning issues as they arise.

As we advance in our inclusion efforts, we will seek to strengthen support for inclusive teaching practices through exploring the creation of an Office for Teaching and Learning at JGU. Our current faculty development programmes will be assessed to ensure that they include sessions on addressing inclusive practices and the challenges that teachers face in the classroom. A strong feedback loop is necessary to build robust institutional practices, and feedback from teachers and learners inevitably need to be considered in designing admission, recruitment and mentoring processes. Over the next decade, we will seek to achieve the goal of ensuring that students with varying abilities, specific disabilities, or belonging to otherwise disadvantaged groups find a welcoming, supportive and enabling environment that advances their ambitions, skills and capabilities.

## 15. GENDER IDENTITY & SEXUAL ORIENTATION

As an academic and higher education institution, JGU has over time strengthened institutional consciousness of issues relating to gender identity and sexuality. There have been significant challenges to addressing this in the Indian context. From a legal perspective for instance, until September 2018, Indian law criminalised homosexual sex, leaving members of the LGBTIQ community with few legal protections. The colonial-era law was declared unconstitutional and amounting to discrimination on the basis of sexual orientation by the Supreme Court of India. Research conducted at JGU contributed to this judgement—essays, articles and other research by Dipika Jain, Oishik Sircar, Danish Sheikh and Saptarshi Mandal of Jindal Global Law School were cited in the judgment. This is reflective of JGU's institutional orientation in creating not only academic spaces, but also research, intellectual, professional and residential spaces, that are open, conscious, respectful and mindful of differences and diversities.

The student-led magazine, *Maya*, is another example of this. An initiative of the LGBTIQ student community at JGU, the magazine aims to document narratives and experiences of individuals within and outside the JGU campus. The Centre for Health Law, Ethics and Technology has collaborated with JGU's Film Society to host a Queer Film

Festival on the JGU campus since 2014. The focus of the initiative has been on queer issues that are both matters concerning the lives of queer persons and matters not considered "normal" in the course of everyday life. The annual event has contributed to facilitating discussions around queer identity on the university campus.

University-wide institutional mechanisms complement these efforts. The JGU Committee on Gender Sensitisation against Sexual Harassment keeps in view the University Grants Commission (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions) Regulations, 2015 and recommends measures for their effective implementation. The university's Anti-Discrimination Committee was constituted to recommend measures to prevent any kind of discrimination on the JGU campus on the basis of gender, race, caste, marital or civil partnership status, sexual orientation, religion or belief, age, or disability. These committees work alongside other informal institutional practices such as the open door policy of senior management, a conscious effort among senior staff to serve as models for conduct and sensitivity towards diversities, and inclusive decision making, policies and practices.

## 16. COMMUNITY OUTREACH & ENGAGEMENT

JGU's location in the non-urban setting of Sonipat has given the university the opportunity to engage closely with neighbouring communities. This engagement has been both formal and informal, through individual, group and institutional-level contact, and has been structured around trust, shared objectives, and association through local staff and employees. A primary objective of this university-community engagement has been to develop greater inclusivity in JGU's own institutional development and expansion. The university has necessarily relied on members of our neighbouring communities sharing a sense of ownership in JGU's progress and success. Accordingly, engagement has been centred on being interdependent, holistic, and multi-level in approach. There are several examples of initiatives at JGU that reflect these ideas.

The Jindal Global Law School offers Clinical Programmes and the student-run Clinical Legal Aid Society works in collaboration with NGOs that include the Navjyoti India Foundation, SM Sehgal Foundation, Urja and others on various aspects of community empowerment, legal literacy, paralegal trainings, citizen participation for good governance, and effective realisation of various laws and government programmes on the right to food, health, education, social security, and legal aid in Sonipat, Mewat and Kurukshetra in Haryana, and in Delhi and the National Capital Region.

Members of the Clinical Legal Aid Society also regularly visit a labour colony located about 300 meters away from the JGU campus and is home to children from migrant families. The Society has hosted classes to teach English alphabets and spelling, in addition to life skills, communication, and basic first-aid skills among others.

The Society also hosts a Village Adoption Programme. Five villages around the campus have been adopted under the programme. Each village has a group of five to six students working with a group leader. Issues that are addressed include the right to food, right to health, right to education, sanitation, and employment among others. Legal literacy camps have also been organised in villages and meetings held with *sarpanches* (village heads) of the villages.

Students undertake regular field visits to neighbouring villages and communities as part of academic curricula in various schools and programmes, and on-campus societies, clubs and groups are encouraged to pursue social work initiatives. During the academic semesters, student groups host daily tuition and mentoring sessions in English, mathematics, physics and biology for children of JGU's security staff who are at high school level and enrolled in local Hindi-medium schools. Many of these students have gone to excel in their examinations.

The student-led Social Service Society supports Sodexo staff members employed at JGU in learning basic mathematics and English. Under the 'Bal-gram' initiative, the Society has also devised a curriculum for children between the ages of six and thirteen for using sports as a tool for education and personality development, particularly for girls.

JGU's students have also held sanitation awareness camps in local schools and undertaken several initiatives under the Policy Action Workshop. These include: rejuvenation of schools in Jagdishpur, student interaction with several villages in Sonipat District, and collaboration with Participatory Research in Asia (PRIA), a centre for participatory research and training based in New Delhi, on conducting a women's safety audit in neighbouring communities.

JGU students have also participated in the 'Kadam Badao Campaign' which aims to recognise youth as catalysts of change in bringing about attitudinal changes in the mindset of families and individuals, and holding them accountable in preventing and addressing gender-based violence. Our students presented an agenda for ending violence against women to political parties in the country.

As part of a Policy Analysis Workshop course, second semester students of JGU undertook the exercise of preparing a vision plan for Kurukshetra (in Haryana state), involving extension field work. This has led to the formulation of a vision for the city and analysis of the various challenges facing its potential development.

JGU has also been part of a high-level multi-stakeholder meet promoting Youth Participation in Community Development. Under this initiative, students have participated in community development in association with the Women and Child Development Department (WCD) of the Government of Haryana. The initiative aimed to emphasise the protection of human rights of the girl child and women in Haryana. It also sought to establish a Multi Stakeholder Framework for Development under a social investment project for modernisation of around 6,000 *anganwadis* (a type of rural child care centre) across Haryana by 2019 through a pilot project of identifying 250 *anganwadis* in Sonipat District.

In addition, the Rotary Club of JGU organises regular social work initiatives such as blood donation camps in nearby areas, recycling waste in neighbouring Akbarpur Barota Village and Rotary Youth Leadership Awards for young Rotarians aged 14 to 23 years.

JGU students have also volunteered to work with local orphanages on child education. The university has explored the setting up of a regular programme to facilitate educational interaction, and an ongoing project investigates human rights education in Sonipat, in collaboration with the Jindal Centre for Women, Law, and Social Change.

Other collaborative efforts include initiatives with the Navjyoti India Foundation and Institute of Rural Research and Development, under which the 'Good Governance through Citizen Participation' model is being

implemented in many villages of Mewat District in Haryana, with support from the Institute of Rural Research and Development (IRRAD). The Jindal Global Law School (JGLS) collaborated

with both NGOs to support weekly training sessions organised for villagers. The JGLS-IRRAD initiative began with five villages and reached more than two hundred villages within Mewat.

# STRENGTHENING DIVERSITY AND INCLUSION: 2019-2029

As JGU enters its second decade since founding, we are conscious that we strengthen our performance on all indicators of diversity, inclusion and equity within the institution.

Over the next ten years, we will invest in the following key objectives:

- We will sustain and further enhance the existing gender, geographical, and disciplinary diversity at JGU. This will be achieved through targets that include up to 24 percent international faculty members; gender equity ratio of 1:1 among our teaching staff; and offering more cross-listed electives across JGU's schools and institutes.
- Advancing equity within the institution will necessitate that our admissions processes become more merit-based; greater representation is achieved among the student and staff communities through conscious efforts; and talented students, researchers and staff members see JGU as an equitable and inclusive institution where the possibilities remain open to learn, teach, think, innovate, explore and collaborate.
- Our institutional progress will be premised on consciously

encouraging and promoting the participation of women in decision-making processes and bodies at JGU. Over the next half decade, we aim to have women occupying at least 45 percent of the university's leadership positions. We will also work towards increasing parity between male and female non-teaching staff, aiming to achieve a gender equity ratio of 7:5 (male: female).

- We will strengthen resource investment in research, teaching and engagement on gender rights and advocacy, rights of sexual and gender minorities, and related issues.

Our broader efforts to strengthen diversity, inclusion and equity will cut across key areas including socially relevant research and teaching; public service and capacity building; community engagement; technology and innovation; social innovation and entrepreneurship; sustainability; and providing infrastructure, facilities and environment that foster engaged, collaborative, and meaningful interactions leading to outcomes that serve larger national, global and public interests.



*The Global Library Reading Room and  
Hall of International Flags at JGU*



# Appendices

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**A. Profiles: International faculty\***

**B. Profiles: State-wise faculty\***

**C. Profiles: State-wise non-teaching staff\***

**D. Testimonials: Student diversity**

**E. Testimonials: Student financial inclusion**

**F. Testimonials: Support staff**

*\*All lists are indicative.*

# 71 FULL TIME INTERNATIONAL FACULTY AT JGU FROM 32 COUNTRIES & REGIONS IN THE WORLD

	AFGHANISTAN	1		ISRAEL	1
	ARGENTINA	1		ITALY	1
	AUSTRALIA	4		JAPAN	1
	BELGIUM	1		THE NETHERLANDS	2
	BRAZIL	2		NEW ZEALAND	2
	BULGARIA	3		NIGERIA	4
	CANADA	3		POLAND	1
	CHINA	2		ROMANIA	1
	COLOMBIA	1		RUSSIA	1
	FRANCE	5		SOUTH KOREA	2
	GERMANY	5		SPAIN	1
	GREECE	2		SWEDEN	1
	HONG KONG	1		SYRIA	1
	HUNGARY	1		UK	5
	ICELAND	1		UKRAINE	2
	IRAN	1		USA	11

## A. PROFILES: INTERNATIONAL FACULTY



### **Bilquees Daud Shah**

Research Associate  
Jindal School of International  
Affairs  
**Citizen of Afghanistan**

**Education:** *Bachelor's degree in Social Science / Political Science (American University of Afghanistan); Master's degree in Public Policy (Willy Brandt School of Public Policy, Erfurt University, Germany)*

Ms. Daud has over ten years of work experience in governmental and non-governmental organisations, universities and research centres in Afghanistan and Germany. She specialises in nonprofit management, civil society, advocacy, organisational development, strategic planning, event design, facilitation, and policy development. Her area of research interest is non-violence movements, particularly the legacy of Khan Abdul Gaffar Khan and peace education. She is the author of several research papers and analytical articles published with different organisations including BBC Pashto, the Diplomat and ICC Quarterly.



### **Shaun Joseph Star**

Assistant Professor &  
Assistant Dean  
Jindal Global Law School and  
Executive Director  
Centre for India Australia Studies  
**Citizen of Australia**

**Education:** *Bachelors of Law (Macquarie University); Graduate Diploma in Legal Practice (Australian National University); BCL (University of Oxford)*

Mr. Star has worked in India since 2010. After establishing his own advisory practice, he has advised a wide range of organisations, assisting them with their entry and expansion into India. He also advises clients in the field of sports law, including national sporting federations, such as the Afghanistan Cricket Board. Mr. Star is an Australian qualified lawyer and has worked at various top-tier law firms in Australia and India. He was recently named one of 30 people to watch in the business of law in Asia.



### **Karin Costa Vazquez**

Associate Professor,  
Diplomatic Practice &  
Assistant Dean (Global Engagement  
& Student Experience), Jindal  
School of International Affairs and  
Executive Director, Centre for African,  
Latin American & Caribbean Studies  
**Citizen of Brazil**

**Education:** *BA Law (State University of Rio de Janeiro); BSc Economics (Federal University of Rio de Janeiro); MSc (University of Brasília); MIA Economic and Political Development (Columbia University)*

Ms. Vazquez is a career civil servant currently on leave from the Brazilian Ministry of Foreign Affairs, where she assisted development cooperation initiatives in Africa and Latin America. She has vast experience in policy-oriented research, advisory and

management of large development programs in multilateral development banks and international organisations like the World Bank and the United Nations Development Programme.



### Vesselin Popovski

Professor and Vice Dean  
Jindal Global Law School and  
Executive Director  
Centre for the Study of  
United Nations

**Citizen of Bulgaria**

**Education:** *BA, MA, (Moscow State Institute of International Relations); Post Graduate Diploma in European Law (King's College, London); MSc, (London School of Economics and Political Science); PhD (King's College London)*

Dr. Popovski has served as an academic, legal expert and diplomat, and is a serving member of the advisory and editorial boards of several leading international journals. He has contributed to two major international initiatives: The International Commission on Intervention and State Sovereignty and its Report 'Responsibility to Protect' (2001), and the Princeton Project on Universal Jurisdiction, producing 'The Princeton Principles of Universal Jurisdiction' (2001).



### Ramin Jahanbegloo

Professor and Vice Dean  
Jindal Global Law School and  
Executive Director  
Mahatma Gandhi Centre for  
Nonviolence & Peace Studies

**Citizen of Canada**

**Education:** *MA, Double Major: Hegel and French Revolution; MA, Double Major: Clausewitz and the Art of War;*

*M.A., Double Major: Machiavelli and the Renaissance; PhD, Major: Philosophy, Minor: Political Science, (Sorbonne University, Paris); Post-Doc. in Middle Eastern Studies (Harvard University)*

Dr. Jahanbegloo has been an academic and researcher at the French Institute for Iranian Studies, Harvard University, University of Toronto and York University. He served as the head of the Department of Contemporary Studies of the Cultural Research Centre in Tehran and was Rajni Kothari Professor of Democracy at the Centre for the Study of Developing Societies in New Delhi, India. He is the winner of the 2009 Peace Prize from the United Nations Association in Spain for his extensive academic work in promoting dialogue between cultures and his advocacy for non-violence, and more recently the winner of the Josep Palau i Fabre International Essay Prize.



### Wenjuan Zhang

Associate Professor &  
Assistant Dean  
Jindal Global Law School and  
Executive Director  
Centre for India-China Studies

**Citizen of China**

**Education:** *AA (Yantai University); BA (Shandong University); Juris Master (Peking Law School); LLM (Columbia Law School)*

Ms. Zhang has been a visiting scholar at Yale Law School and Columbia Law School, and is a recipient of the Marc Haas Fellowship at the Brennan Center for Justice, NYU School of Law and the PILnet Fellowship. Prior to joining JGLS, she served as an expert for the

UNICEF/NWCCW Project on Implementing National Program of Action for Child Development in China; adviser on child welfare policies for the Ministry of Civil Affairs, China; and as Vice Director, Zhicheng Public Interest Lawyers, the biggest public interest law organisation in China.



**Jayani Jeanne Bonnerjee**

Assistant Professor & Assistant Dean  
Jindal School of Liberal Arts & Humanities

**Citizen of France**

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**Education:** *BA (Calcutta University); BA; MSc; PhD (University of London)*

Dr. Bonnerjee's research has focused on issues of identity and belonging for Calcutta's Chinese and Anglo-Indian communities. Her work has been published in the *Journal of Intercultural Studies*, *South Asian Diaspora* and *Global Networks*. Dr. Bonnerjee has taught in India and the UK. She has also held postdoctoral positions at the Centre de Sciences Humaines, Delhi, Queen Mary University of London and Nalanda-Sriwijaya Centre, ISEAS, Singapore.



**Annika Bose Styczynski**

Assistant Professor & Assistant Dean (Research & International Collaborations), Jindal School of Government and Public Policy

**Citizen of Germany**

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**Education:** *BA; MA (Europa Universität Viadrina); PhD (Freie Universität Berlin)*

Dr. Styczynski's research focuses on the governance of socio-technical transitions and the market formation for low-GHG emission technologies in both advanced industrial as well as developing economies. She has over seven years of experience in renewable energy and electric vehicles policy development in pioneering markets (Japan, USA, China, at EU-level and Germany, France, Norway) and beyond. Her teaching interests include sustainable water and energy governance, role of public policy in environmental, governance principles of environmental management, law, governance and institutions, political philosophy, and academic writing.



**Fouzia Zafar**

Assistant Professor & Assistant Dean  
Jindal Global Law School and Assistant Director, Centre for Global Corporate Law  
Financial Law and Policy

**Citizen of Hong Kong**

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**Education:** *Bachelor of Civil Laws (University of Oxford); LLB (Hons.); Post Graduate certificate in Laws (City University of Hong Kong)*

Ms. Zafar practiced at an international law firm in Hong Kong and London for nearly six years prior to joining JGU. Her work included clients in the hospitality, resources and financial sectors on a range of complex, high-value disputes in jurisdictions including the Supreme Court of the United Kingdom and the High Court of Hong Kong. During her time in practice, Ms. Zafar also worked as in-house counsel at the London office

of HSBC. She is a qualified solicitor in Hong Kong and England & Wales.



**Ildiko Eva Gelencser**

Associate Professor  
Jindal School of International  
Affairs & Executive Director  
Centre of European Studies

**Citizen of Hungary**

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**Education:** *BA (Eötvös Loránd Tudományegyetem); MA in Tourism Management, Tourism and Travel Services Management (Janus Pannonius University Faculty of Science); MA in Central European History, Southeast European History (Central European University); MA in Peacekeeping Management, Conflict Management (Università degli Studi di Torino); PhD in Contemporary History, Modern European History and International Relations (University of Pécs)*

Dr. Gelencser holds a PhD in Contemporary History, Modern European History and International Relations from the University of Pécs, MA in Central European History from the Central European University, and MA in Peacekeeping Management and Conflict Management from the Università degli Studi di Torino. She has extensive teaching experience at all levels. She has been involved in teaching and developing teaching materials as well as evaluation of educational and research projects for the European Commission.



**Gudmundur Eiriksson**

Professor  
Jindal Global Law School  
Executive Director, Centre for  
International Legal Studies, and  
Advisor, International Affairs &  
Global Initiatives at JGU

**Citizen of Iceland**

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**Education:** *BA; BS Civil Engineering (Rutgers College); LLB (Hons.) (King's College London); LLM (Columbia University)*

Professor Eiriksson has served as a diplomat, legal professional and academic. He served with the United Nations in New York from 1974 to 1977, and the Ministry for Foreign Affairs, Iceland where he served as Ambassador of Iceland in Ottawa, Pretoria and New Delhi. He was a Judge at the International Tribunal for the Law of the Sea from 1996 to 2002. He was a member of Icelandic delegations in numerous international forums. Professor Eiriksson has lectured on international law at 40 universities worldwide. He is the author of *The International Tribunal for the Law of the Sea* (Nijhoff, 2002). He is a Fellow of King's College, London.



**Achia Anzi**

Assistant Professor  
Jindal School of Liberal Arts &  
Humanities

**Citizen of Israel**

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**Education:** *BFA, MFA (University of Rajasthan); MA (National Museum Institute, Delhi)*

Mr. Anzi has lived in India for the past 13 years. His work has been exhibited widely within India and Israel, and includes “Nimrod's Descendants”, curated by Gideon Ofrat, Artist House, Jerusalem, Israel, 2011; solo projects at the India Art Fair represented by Threshold Art Gallery, 2013, 2014 and 2016; Yinchuan Biennale at Yinchuan China, 2016; and Jerusalem Biennale at Jerusalem in 2017. His translations from Urdu and Hindi have been printed in several Hebrew newspapers and journals. He is currently working on translating selected short stories by Saadat Hasan Manto into Hebrew.



### **Silvia Bottega**

Assistant Professor  
Jindal School of International  
Affairs

**Citizen of Italy**

**Education:** *BA; MA (University of Perugia); PhD (University of Turin)*

Dr. Bottega served as an academic at the Department of Sociology, Hitotsubashi University and the Graduate School of Governance, Maastricht University prior to joining JGU. She has been a researcher at the Institute on Comparative Regional Integration Studies, United Nations University in Belgium. Dr. Bottega has worked as a humanitarian practitioner at the UNRWA's West Bank Field Office in East Jerusalem in gender mainstreaming and poverty alleviation programmes. She has also worked at the Chamber of Commerce & Industry, Tel Aviv in the field of economic and trade analysis and economic diplomacy.



### **Fatemeh Rajabi**

Assistant Professor  
Jindal Global Business School

**Citizen of Iran**

**Education:** *BA (Islamic Azad University); MA (Bharati Vidyapeeth); PhD (Aligarh Muslim University)*

Dr. Fatemeh Rajabi did her BA at Islamic Azad University (Kerman branch) in Iran, MA at Bharati Vidyapeeth Deemed University in Pune, Maharashtra, and PhD at Aligarh Muslim University in Aligarh, Uttar Pradesh. Her areas of research specialisation are American Postmodernism and Black Feminism, and currently her attention has been turned more specifically to the problems concerning “authorship” as a problem of literary intention. The question of Intentionality in literary works and linguistic. After more than a decade of studying English Literature, Dr. Rajabi joined Jindal Global Business School where she is teaching and doing research on Business English, Greek mythology and the philosophy of language, literature and culture. She is also a Post-doctoral Fellow at Jawaharlal Nehru University. She is working on her novel *Wowman in Naked Apes Island*. She is also researching the critical analysis of affinity between Tagore's syncretism and the Persian Sufi Tradition. She has published a number of articles in reputed refereed international journals, and has presented research papers in a number of major conferences in India and abroad.



### Hanako Umezawa

Associate Professor  
Jindal School of International  
Affairs

**Citizen of Japan**

**Education:** *LLB (Keio University); Msc (London School of Economics and Political Science); PhD (University of Kent)*

Dr. Umezawa previously worked as Assistant Professor, Department of International Relations at the University of Sharjah. She was also Research Associate, United Nations University Institute for the Advanced Study of Sustainability in Tokyo, Japan.



### Peter Thabiso Bustraan

Senior Research Associate  
Jindal School of  
Liberal Arts & Humanities

**Citizen of Netherlands**

**Education:** *BA (University of Groningen); MPhil (University of Oxford)*

Mr. Bustraan is a scholar of Indian religious history and Sanskrit. His research interests include philosophy and language games, and the various kinds of liberation or liberating knowledge contained within these topics. He also has an overarching interest in mysticism and mystical experience. His research at JGU has also focused on establishing a framework on comparative mysticism across various world religious traditions based on notions of identical difference.



### Kasim Balarabe

Associate Professor &  
Associate Dean  
(International Affairs – Africa)

**Citizen of Nigeria**

**Education:** *LLB (Ahmadu Bello University, Nigeria); BL (Nigerian Law School); LLM (University of Geneva); LLM (Vrije Universiteit, Amsterdam); PhD (Maastricht University)*

Dr. Balarabe has research interest in public international law, human rights, humanitarian law, refugee law, international criminal law and international security issues. He has more than a decade's experience in academic, research, humanitarian, legal and policy development issues. He was an Associate at Aluko & Oyeboode, one of the Nigeria's foremost commercial law firms. He worked as a Principal Legal Officer with Nigeria's Federal Ministry of Justice, was a former Special Assistant (Policy) to Nigeria's Federal Commissioner for Refugees and represented Nigeria as a delegate to the United Nations General Assembly, New York. Dr. Balarabe also served as a Research Associate with Public International Law and Policy Group (PILPG), Netherlands Office. He has taught at the Islamic University in Uganda and Kampala International University where he served as the Head, Department of Public and Comparative Law. He is a member of the Nigerian Bar Association, International Association of Refugee Law Judges and a Graduate Member of the Nigerian Institute of Management (Chartered).



### Thomas E. Mical

Professor & Dean  
Jindal School of Art &  
Architecture

Citizen of New Zealand

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**Education:** *BDes Hons (University of Florida); MArch (Harvard University); MSc Architectural Theory, (Georgia Institute of Technology); PhD Architectural Theory, (Georgia Institute of Technology)*

Dr. Mical has been teaching and researching globally on modern and hypermodern theories of architecture and urbanism over a long career in diverse international architecture programs. He has taught 50 design studios and has been a tenured professor in the US, Canada, Australia, and New Zealand. He has held fellowships at the Architectural Association (UK), London School of Economics (UK), and DAAD and Fulbright (Germany). He was in the NEH Summer Institute on modernity in Delhi in 2011, the Future Institute in 2012, and has published in Sarai and other journals globally. His research in architectural theory examines how concepts are formed, transformed, and disperse into architecture and the wider sensorium. His design research examines the range of meanings and senses forming the complexity of conceived, perceived, and lived spaces. He is currently researching with global partners aspects of urban prototyping for high-density urbanism and how this can transform everyday life. His recurring theoretical sources include Felix Guattari and Henri Lefebvre. His recent PhD students have

examined topics including Spatial Alterity in Beirut, Decolonizing Textile Design in Mexico, and Cognitive Capitalism in Chicago.



### Cosmin Ioan Coredea

Associate Professor  
Jindal Global Law School

Citizen of Romania

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**Education:** *LLM Cum Laude, Intercultural Human Rights (St. Thomas University School of Law, Florida), SJD in International Legal Studies (Golden Gate University School of Law, California); Post-doctoral Fellowship (AXA Research Fund, Paris)*

Dr. Coredea is best known for initiating and developing the concept of 'International Hybrid Law' in 2007, and authoring the book on this subject named, *Legal Protection of the Sinking Islands Refugees*. Dr. Coredea worked as Associate Academic Officer/Legal Expert at United Nations University Institute for Environment and Human Security (UNU-EHS), in Bonn, Germany, where he acted as focal point for legal issues associated with environmental degradation and adverse effects of climate change, such as institutional vulnerabilities and adaptation, climate equity, climate justice, human rights, and human mobility. His latest research as an AXA Postdoc Fellow, focused on the implementation of international law in traditional legal systems in South Asia and the Pacific. He previously served as Lecturer at the University of Bonn in Germany, and is currently Senior Legal Research Fellow with the Centre for

International Development Law in Canada, and Lecturer for the University for Peace in Costa Rica.



**Aleksandra Mineeva**

Senior Research Associate  
Jindal School of International  
Affairs

**Citizen of Russia**

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**Education:** *BA (Zabaikalsky Normal University, Russia); MA (Beijing Foreign University, China); MSc (London School of Economics and Political Science)*

Ms. Mineeva's academic and research interests have focused on China with particular interest in cross-cultural communication. Trained as a linguist-translator from Mandarin into Russian and English, she specialised in cross-cultural communication during her undergraduate and postgraduate education. She is also trained in French Language and Civilisation at the Sorbonne University, France. Her work has juxtaposed empirical knowledge of the three diverse cultures of Russia, China and France.



**Yong Hwan Choung**

Assistant Professor &  
Assistant Dean  
Jindal Global Law School

**Citizen of South Korea**

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**Education:** *JD (Yeungnam University); LLM (Southern Methodist University); LLM; SJD (Indiana University)*

Dr. Choung's research has focused on the impacts of economic sanctions, and

alternative dispute resolution and mediation in Korea. He previously worked for Kenneth G. Wincorn & Associates, P.C. in Dallas, Texas. He is trained in community mediation and restorative justice and participated in the Community Justice and Mediation Centre as a community mediator and evaluator of restorative justice. His research interests include dispute resolution in the issue of mediative licenses to professional organisations and mediative certifications to professionals.



**Abdul Fattah Ammourah**

Professor & Vice Dean  
Jindal School of International  
Affairs and Executive Director  
Centre for Middle East Studies

**Citizen of Syria**

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**Education:** *BA (Damascus University); MA (University of Bath); PhD (Jawaharlal Nehru University)*

Dr. Ammourah served as a career diplomat at the Ministry of Foreign Affairs of the Syrian Arab Republic for over 33 years, including as Chargé d'affaires of the Syrian Embassy in Cyprus and India, and Ambassador Extraordinary and Plenipotentiary of the Syrian Arab Republic to the Hashemite Kingdom of Jordan. He served as Deputy to the Syrian Minister for Foreign Affairs from 2007 to 2013. He was also a coordinator at the Syrian Ministry of Foreign Affairs of the high level Syrian-Turkish strategic cooperation council and the high level Arab-Turkish strategic cooperation council.



### Jessica A. Field

Assistant Professor  
Jindal School of International  
Affairs

**Citizen of United Kingdom**

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**Education:** *BA; MA; PhD (University of Manchester)*

Dr. Field has taught undergraduate and postgraduate courses in history and international affairs, and has delivered lectures to students, academics and policymakers on a wide variety of history and humanitarian topics. Her current research centres on organised humanitarianism and she has a keen interest in South Asian perspectives and experiences. She is an Honorary Research Fellow at the University of Manchester, an Associate Researcher at University College London, and has previously worked for the Humanitarian and Conflict Response Institute, Save the Children, the International Division of Scottish Government, and the Tata Institute of Social Sciences.



### Tamara Hovorun

Associate Professor  
Jindal Institute of  
Behavioral Sciences

**Citizen of Ukraine**

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**Education:** *Bachelor's Degree (Shevchenko University, Ukraine); PG (G. Kostyuk Research Institute of Psychology); Doctor of Psychological Sciences (National Pedagogical Drahomanov University, Kyiv)*

Dr. Hovorun graduated with high honors from Shevchenko University, Ukraine's premier institution of higher learning. She did her postgraduate work at G. Kostyuk Research Institute of Psychology, where she later worked as a chair of the research lab. After the collapse of the Soviet regime, she spent time at the University of Wisconsin-Madison under the Fulbright Exchange Scholarship. During the past 14 years, she taught social and educational psychology at John Paul II Catholic University in Lublin, Poland. She is a frequent participant in scientific conferences and conventions, in particular those organised by the United Nation's Committee of Gender Issues where she has served as an expert on gender psychology. She is an author of many scientific articles and books. She has contributed to *The International Encyclopedia of Sexuality* and an international collection of scientific works, *All About Love*. Her main scientific interests are applied social and personality psychology. She actively researches topics related to self-presentation in public and private lives, influence of gender stereotypes on self-image, and gender behavior of university students. At JGU, she teaches cross elective courses on gender psychology and applied social psychology.



### **Kathleen A. Modrowski**

Professor and Dean  
Jindal School of  
Liberal Arts & Humanities  
**Citizen of  
United States of America**

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**Education:** *BA (University of Toledo); Diplôme des Etudes Supérieures (Ecole des Hautes Etudes en Sciences Sociales, Paris); ABD (Ecole des Hautes Etudes en Sciences Sociales, Paris)*

Professor Modrowski is an American educator, education administrator and scholar. She was a member of the research laboratory Geste et Image at the French National Centre for Scientific Research (CNRS), where she undertook field research projects in visual anthropology. Professor Modrowski was a consultant at UNESCO, Paris for many years working on visual documentation in social science research, and community-based participatory research in human rights education. For twenty-five years prior to joining JGU, Professor Modrowski led the creation of the global studies and experiential learning programmes at the Global College of Long Island University, New York. She has also worked in the development of Global Study Centres in Costa Rica, India, China and South Africa.



### **Thomas James Goldstein**

Professor and Dean  
Jindal School of Journalism &  
Communication  
**Citizen of  
United States of America**

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**Education:** *BA (Yale University); JD (Columbia Law School); MA (Columbia School of Journalism)*

Professor Goldstein is a distinguished American journalism educator, education administrator and author. For 15 years, he served as dean of the journalism schools at Columbia University and University of California, Berkeley. He was a member of the board of the Pulitzer Prize. He has previously taught at Stanford University and Arizona State University. Professor Goldstein worked as an expert witness in more than 25 legal cases involving press issues, and has consulted with many non-profit and for-profit organisations on press practices, including the Ford Foundation, McKinsey and Twitter. He was also a consultant on ethical issues to Bloomberg. He is the author of *Journalism and Truth* (Northwestern University Press, 2007).

## B. PROFILES: STATE-WISE FACULTY



### **Y.S.R Murthy**

Professor, Jindal Global Law School  
Registrar, JGU  
Executive Director, Centre for Human Rights Studies, and Senior Fellow, IIHEd  
**State: Andhra Pradesh**

**Education:** *MSc (Statistics), MA, Human Rights (University of London); PhD (Dr. Ambedkar Law University)*

Dr. Murthy has served in the National Human Rights Commission (NHRC) of India in various capacities for over 12 years including as the Director, Policy Research, Programmes and Projects Division. As a civil servant, he also held a number of responsible and sensitive assignments including as Director, Media and Communications to the Prime Minister's Office, President's Secretariat and Cabinet Secretariat from 2005-07. At the NHRC, he spearheaded advocacy and monitoring efforts in the areas of public health, HIV/AIDS, disability, rights of Scheduled Castes, mentally ill persons, refugees, migrants and displaced persons, torture, terrorism and international human rights conventions. He was responsible for organising many national public inquiries, seminars as well as international and regional conferences and has represented the Commission at many international forums. Dr. Murthy completed his M.A. degree in Human Rights at the Institute of Commonwealth Studies, University of London as a British Chevening Fellow. His research interests

include human rights, terrorism, torture, right to development and international humanitarian law and refugee law. He has been a visiting faculty in the Indian Law Institute, Indian Society of International Law and Jamia Milia Islamia.



### **Pritam Baruah**

Associate Professor & Associate Dean  
Jindal Global Law School  
**State: Assam**

**Education:** *BACBL (Hons.) (Nalsar University of Law); Bachelor of Civil Laws (University of Oxford); PhD (University College London)*

Dr. Baruah was an Assistant Professor of Law at the National University of Juridical Sciences, Kolkata and has held visiting professorships in constitutional law at the University of Ottawa and the China University of Political Science and Law. He has conducted research for the Justice MM Poonchi Commission on Centre-State Relations, and the Justice DP Wadhwa Commission on the Public Distribution System. From 2010-13 he was a teaching fellow in jurisprudence while he was a commonwealth doctoral scholar at University College London, and was a founding convener of the UCL Legal Philosophy Forum. Prior to joining academics he was a practising lawyer at the Supreme Court of India and was also a member of the Supreme Court appointed Central Vigilance

Commission on the Public Distribution System. As an advocate, he has appeared before the Supreme Court of India and the Delhi High Court, and has assisted senior counsel in matters before the Supreme Court of India and various High Courts across India.



**Anand Prakash Mishra**

Director of Admissions & Outreach, Assistant Professor and Assistant Dean (Institution Building) Jindal Global Law School

**State: Bihar**

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**Education:** *BA (Economics) (Patna University); LLB; LLM (University of Delhi)*

Mr. Mishra has spent over a decade in the field of legal and higher education in both administration and teaching. Over the last eight years at JGU, he has led admissions and outreach for Jindal Global Law School. He is also a Fellow at the International Institute of Higher Education Research & Capacity Building (IIHEd) of JGU and teaches courses in Labour & Industrial Laws and Legal Methods to LLB and BA/BBALLB students.



**Manveen Singh**

Assistant Professor Jindal Global Law School Assistant Director, Centre for Intellectual Property & Technology Law

**Union Territory: Chandigarh**

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**Education:** *BA LLB (Hons.) (UILS, Panjab University, Chandigarh); LLM (University College London); Jindal Doctoral Fellow (JGU)*

Mr. Singh has published on Criminal Law and Intellectual Property Law in a number of national and international journals and also has a couple of book chapters to his credit. He is actively involved in research and writing and was the recipient of the Teaching Excellence Award at the Jindal Global Law School in the year 2015. Besides teaching, He loves travelling and is an avid football enthusiast. He occasionally writes for football blogs.



**Ashish Bhardwaj**

Dean, Jindal School of Banking & Finance; Associate Professor Jindal Global Law School; Director, Jindal Initiative on Research in IP & Competition; and Executive Director, Office of Rankings, Benchmarking & Institution Transformation

**Union Territory: Delhi**

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**Education:** *BA (Hons.) Economics (University of Delhi); MSc Economics (Madras School of Economics, Anna University); LLM (Erasmus University Rotterdam, University of Hamburg, University of Manchester); PhD (Max Planck Institute for Innovation and Competition, University of Munich)*

Dr. Bharadwaj writes on the role of technology innovation, intellectual property and competition in shaping societies; technical standards and patent licensing; and national IPR and science-technology-innovation policies. His other areas of emerging interest are the interface of finance, law and new technology and IP finance. In the past, he has worked as a Research Fellow at the Max Planck Institute for Innovation and Competition and briefly as a Fellow

at the Institute for Innovation Research and Technology Management (INNOtec) in the University of Munich. He has served as an affiliated faculty at the Centre for Intellectual Property Research, Maurer School of Law at Indiana University Bloomington and as a visiting professor at the Institute of Innovation Research at Hitotsubashi University in Tokyo. He has published more than 16 research articles, book chapters and special journal issue, 3 books (edited and monograph) and more than 30 essays and opinion pieces. Dr. Bharadwaj has collaborated with three leading intergovernmental and multilateral organisations to contribute towards national IP policymaking and strengthening of national innovation systems. He was invited by World Intellectual Property Organisation (WIPO) on multiple occasions to deliberate on the application in developing countries of intellectual property law. He was responsible for scoping and populating OECD's Innovation Policy Platform developed by the World Bank.



**Diptiman Banerji**

Associate Professor  
Jindal Global Business School  
**State: Gujarat**

**Education:** *BE (Bengal Engineering College); PGDBA (ICFAI Business School, Kolkata); FPM (IIM Calcutta)*

Dr. Banerji earned his doctoral degree from IIM Calcutta in June 2018. In

between his BE degree in 1994 and commencing the Fellow Program of IIM Calcutta in 2011, Dr. Banerji earned his MBA and acquired 15 years of work experience across different domains and sectors including marketing, business development, and customer services in the telecom services, IT and manufacturing sectors. His work experience has given him rich insights into the business application of concepts taught in the MBA classroom. He has worked at Airtel, Hutchinson Essar, Aircel, and CMC Limited among others across multiple locations in India.



**Khagesh Gautam**

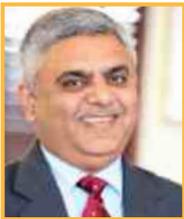
Associate Professor & Assistant Dean  
Jindal Global Law School  
Assistant Director, Centre on Public Law and Jurisprudence  
Assistant Director, Mooting & Advocacy Programme

**State: Haryana**

**Education:** *LLB (University of Delhi); LLM (Stone Scholar, Columbia University)*

Mr. Gautam was admitted to the Delhi Bar Council in July 2008 and was an associate at the law firm of Desai & Diwanji between 2008 and 2009. He transferred his Bar membership to Punjab & Haryana Bar Council and practiced before the Punjab & Haryana High Court at Chandigarh and several direct and indirect taxation tribunals in Haryana and Punjab from 2009 to 2012. He specialised in indirect taxation, civil and criminal appellate, administrative and constitutional litigation and appeared himself and as assisting counsel in several cases before the High Court

and taxation tribunals throughout Haryana, Punjab and Himachal Pradesh. He has also taught Evidence and Comparative Evidence at the China University of Political Science and Law, Changping, Beijing, PRC (June, 2015 & May-June, 2015); and Comparative Constitutional Law at William S. Richardson School of Law, University of Hawaii, USA (January, 2017). He has been invited to lecture high court judges on constitutional law at the National Judicial Academy, Bhopal. He is also a member of the Editorial Board of the Africa Journal of Comparative Constitutional Law since February 2017.



### Sanjeev P. Sahni

Professor & Principal Director, Jindal Institute of Behavioural Sciences; Director, Centre for Innovative Leadership and Change, Centre for Victimology & Psychological studies and Centre for Community Mental Health Member, Governing Body; Advisor to the Vice Chancellor, JGU

**State: Himachal Pradesh**

**Education:** MA, Psychology; PhD, Psychology; Doctor of Science (*honoris causa*); Fellow, Sports Medicine Association; Fellow, Sports Psychology Association

Prior to joining JGU, Dr. Sahni was Head - Education with Jindal Steel & Power Limited (JSPL) where he was responsible for all matters relating to human resources including talent management, development, retention, education and learning for the Group. He has extensive industry and government background of 27 years in the field of human resources and

behavioural management. He served as a scientist for 14 years in the Ministry of Human Resource Development, India and Sports Authority of India where he conducted biofeedback training, autogenic and progressive relaxation, and other psychodynamic assessments to foster and enhance the performance of sportsmen. Dr. Sahni previously also served as Co-Project Director of the Montgomery College India Initiative, "Transforming Boundaries" funded by the US State Department and USIEF. He has worked as a research scientist at leading universities including the University of Houston, Texas and University of Illinois, Chicago. He has authored, co-authored, edited and reviewed many books and research papers including the *Handbook of Sports Psychology*, *Perceptual Organization of Criminals*, *Performance Enhancement of Sportsmen*, and *Stress Management*. He has delivered lectures and keynote addresses at various institutions in India and abroad and has published numerous research papers in various national and international journals of repute. He has been awarded fellowships at the Indian Association of Sports Medicine, Sports Psychology Association of India and Indian Council of Medical Research.



### Alliya Anjum

Assistant Professor  
Jindal Global Law School  
State: Jammu & Kashmir

**Education:** LLB (*University of Kashmir*); LLM (*School of Oriental and African Studies, London*); LLM (*Fletcher School of Law and Diplomacy, Tufts University*)

Ms. Anjum has previously worked as a Research Associate with Syracuse University's Maxwell School of Citizenship and Public Affairs and College of Law. She has been Senior Program Officer at the Working Group of Human Rights in India and the UN (WGHR), where she coordinated UN level advocacy for 14 leading Indian human rights organisations, largely focusing on India's second Universal Periodic Review (UPR). She has also taught at the University of Kashmir and worked with the Kashmir chapter of Human Rights Law Network.



### Vatsalya Srivastava

Assistant Professor  
Jindal School of  
Government and Public Policy  
State: Jharkhand

**Education:** BA (*Economics*) (*University of Delhi*); MSc (*Economics*) (*Tilburg University*); PhD Candidate (*Tilburg University*)

Mr. Srivastava is a PhD candidate in Economics at Tilburg University. His research interests lie in using the tools of

microeconomics, particularly game theory, to better understand how societies organise themselves. His ambition is to develop an economic paradigm to investigate the incentives and trade-offs that underlie the social, legal and political institutions that create and maintain what Oliver Williamson called good order and workable arrangements. His recent work is on classification institutions – such as social norms, cultural traditions, religions, laws, or regulations – that assign a normative label, acceptable or wrongful, to human behaviour. As these classifications shape individual behaviour, they determine the antecedents for any kind of rule enforcement. As an off-shoot of this work, he is interested in discovering how religious and cultural myths can act as carriers of socially sanctioned heuristics for decision making.



### R. Sudarshan

Professor & Dean  
Jindal School of  
Government and Public Policy  
Executive Director, Centre for  
Ethics, Law & Political Economy  
State: Karnataka

**Education:** MA (*Delhi School of Economics*); MPhil (*University of Oxford*)

Professor Sudarshan was elected to a research fellowship at St. John's College, University of Cambridge, where he studied judicial review of economic legislation by the Supreme Court of India, specialising in the interface of law and economics. Previously, he served in the Ford Foundation's South Asia Office in New Delhi. In 1991 he joined the

UNDP in India as Senior Economist and Assistant Representative for Governance and Public Policy, later moving to the UNDP in Jakarta as Senior Governance Advisor. He has also served in the UNDP Oslo Governance Centre, and the UNDP Asia-Pacific Centre in Bangkok, where he was Regional Policy Advisor for Governance, Human Rights, Rule of Law, Justice, and Legal Reforms. In 2012 he joined JGU as the founding Dean of the Jindal School of Government and Public Policy.

He has an impressive track record of publications comprising books, articles, and UN policy reports, reflecting his interdisciplinary research, teaching and policy experience in development programmes, human development, law, governance, institutions and policy.



### **Dony Alex**

Assistant Professor  
Jindal School of Liberal  
Arts & Humanities

**State: Kerala**

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**Education:** *MPhil (University of Delhi); PhD (Australian National University)*

Prior to joining JGU, Dr. Alex was an Assistant Professor at the economics department at Shiv Nadar University. He has also worked for many years before his PhD at leading think tanks and research organisations such as ICRIER and Institute of Economic Growth at New Delhi. His main research areas of interest are in applied macroeconomics, monetary economics and applied time-series econometrics.



### **Jasmeet Kaur**

Associate Professor &  
Assistant Dean  
(Undergraduate Studies)  
Jindal School of International  
Affairs

**State: Madhya Pradesh**

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**Education:** *BCom; MA; MPhil; PhD*

Dr. Kaur has over ten years of teaching and research experience in economics and econometric research analysis, managerial economics, international economics, development economics and international linkages of trade and operations. She has presented research papers at various national and international conferences in India and abroad and has publications in prestigious peer reviewed academic journals. Dr. Kaur is an Editorial Board Member of ELK International Journals, a life member of the American Economic Association and a Senior Member in International Economics Development and Research Center. She is currently co-authoring books on Managerial Economics, International Economics and on Sustainable Development and Technology.



### **Sameena Dalwai**

Associate Professor  
Jindal Global Law School and  
Assistant Director, Centre for  
Women, Law and  
Social Change

**State: Maharashtra**

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**Education:** *BA, LLB (Mumbai University) LLM (University of Warwick), PhD (Keele University)*

Dr. Dalwai specialises in gender,

sexuality and law. Her PhD thesis analysed the legal ban on dancing in the bars of Mumbai. In this work, she focused on sexuality and law during globalisation in India with a specific reference to caste capital of hereditary dancers. She has published in international journals, and presented papers in many international conferences. Dr. Dalwai has worked as a lawyer with human rights organisations in Mumbai as well as health NGOs in rural Maharashtra. She envisioned and heads the Development and Human Rights Institute, a human rights education and exposure programme for students of western universities. Dr. Dalwai is a Research Consultant with Mann Deshi Mahila Bank, where she is assisting research on financial inclusion of rural poor communities. She is a bilingual writer and her fortnightly column published in Marathi is called, "No Taboo Please".



**Sreeram Sundar Chaulia**

Professor & Dean  
Jindal School of International Affairs  
Executive Director, Centre for Global Governance & Policy

**State: Telangana**

**Education:** BA (Hons.) (University of Delhi); BA (University of Oxford); MSc (London School of Economics and Political Science); MA; PhD (Syracuse University)

Professor Chaulia has worked as an international civilian peacekeeper for the Brussels-based NGO, Nonviolent Peace Force, in the war zones of eastern Sri Lanka and southern Philippines for over three years. He was a Contributing

Editor serving on the Board of the Kashmir News Network (KNN), a rights advocacy organisation for minority victims of ethnic cleansing in the Indian state of Jammu & Kashmir. He is an advocate for freedom movements in Burma and Tibet and has written extensively about the problems of repression and human suffering under authoritarian regimes. Professor Chaulia publishes a fortnightly column *Foreign Pulse* in Deccan Chronicle and also writes columns in The Economic Times and The Times of India. He was a frequent contributor to the Singapore-based syndicated columnist service, Opinion Asia, and has been cited in the world media for his analytical articles on pressing current events. He is a regular commentator on international current issues on Lok Sabha TV, Rajya Sabha TV, DD News and Republic TV in India.



**Amit Jyoti Sandhu**

Assistant Professor & Assistant Dean  
Jindal Global Law School  
Assistant Director, Centre for Intellectual Property Rights Studies

**State: Punjab**

**Education:** BALLB (Hons.) (Panjab University); LLM (The George Washington University)

Ms. Sandhu has researched on the validity and recognition of unconventional trademarks by comparing its development in the US and India. She has been awarded JGU's Teaching Excellence Award in 2014 and Special Mention Award in 2015 for continuously demonstrating outstanding performance in teaching.



### Anupama Sharma

Assistant Professor &  
Assistant Dean  
(International Collaborations)  
Jindal Global Law School  
**State: Rajasthan**

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**Education:** *BALLB (Hons.) (The West Bengal National University of Juridical Sciences); LLM (University of Cambridge)*

Ms. Sharma is an Assistant Professor and Fellow of the Centre for Penology, Criminal Justice and Police Studies at JGU. Her research interests include criminal justice, family law and human rights. She has been a part of various research projects led by multiple organisations including the Cambridge Pro Bono Project, Commonwealth Human Rights Initiative, and International Justice Mission. She has been a teaching assistant for Increasing Diversity Increasing Access (IDIA) and a research assistant for the faculty in International law and Arbitration. She has presented her research on 'Prisoner's Rights' at a National Conference on Free Legal Aid and Clinical Legal Education.

She undertook various internships which cut across law firms, judicial clerkship and human rights organisations. She has been a Legislative Review Team member for the Journal of Indian Law and Society for reviewing the HIV/AIDS Bill 2007 and has also been a member of society for Advancement of Criminal Justice.



### Shiv Visvanathan

Professor & Vice Dean  
Jindal Global Law School  
Director, Centre for the  
Study of Knowledge Systems  
**State: Tamil Nadu**

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**Education:** *MA; PhD (Delhi School of Economics)*

Dr. Visvanathan is an Indian public intellectual and social scientist best known for his contributions to Science and Technology Studies, and for the concept of cognitive justice, a term he coined. He holds an Adjunct Professorship at Raman Research Institute, Bangalore. He was Professor at Dhirubhai Ambani Institute of Information and Communication Technology (DA-IICT), Gandhinagar. He was Henry Luce Professor at Smith College Massachusetts. He was also Visiting Professor at Stanford University and Center for Cultural Studies, Goldsmiths College, University of London; Center for Science Policy, Arizona State University; University of Maastricht, Holland; National Institute of Design, Ahmedabad, Indian Institute of Technology, Madras and Mudra Institute of Communication (MICA), Ahmedabad. He has also taught at the Delhi School of Economics and was Senior Fellow at Centre for Study of Developing Societies.



### R. Sunitha

Senior Research Associate  
Jindal Global Business School

**State: Telangana**

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**Education:** *MBA (Kakatiya University); MPhil; MFEM; FPM Candidate (IIM Lucknow)*

Ms. Sunitha is a triple post graduate and is currently completing a doctoral degree in Marketing from the Indian Institute of Management, Lucknow. Her research interests include social media and qualitative research. She is also interested in understanding nuances in social media promotions, writing her blog, and reading contemporary and classical literature. Her thesis work measures the impact that types of platforms and types of reviews may have on consumer perceptions of online reviews. Before beginning her doctoral work, she taught for ten years at the postgraduate level. In her stint as a teacher, she held various positions from Program Coordinator to Examination Coordinator. She is a believer in interactive methodology of teaching in helping students bring creative inputs to the table. She has participated in various national and international conferences to present and publish her papers. She has published six papers in various journals and edited books.



### Saumya Dey

Assistant Professor  
Jindal Global Business School

**State: Tripura**

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**Education:** *MA; MPhil; PhD (Jawaharlal Nehru University)*

Dr. Dey wrote his PhD thesis entitled “Becoming Hindus and Muslims: Reading the Cultural Encounter in Bengal, 1342-1905” at the Centre for Historical Studies, Jawaharlal Nehru University. He was awarded his PhD degree in March 2014 and his research interest lies in areas of intellectual and cultural history.



### Anand Mishra

Associate Professor &  
Vice Dean  
Jindal School of Banking &  
Finance

**State: Uttar Pradesh**

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**Education:** *BCom (Lucknow University); Diploma in Business Finance (Institute of Chartered Financial Analyst); MBA (MICA); PhD (Louisiana State University)*

Dr. Mishra works in the area of renewable energy- project finance and business models- in developing countries. His work experience includes eight years in the banking and financial services sector and seven years in academia. He also maintains a keen interest in start-up finance activities and serves as an advisor to three start-ups in the technology sector in India.



## Rajesh Chakrabarti

Professor & Dean  
Jindal Global Business School

State: West Bengal

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**Education:** *BSc (University of Calcutta); PGDM (IIM, Ahmedabad); PhD (University of California)*

Dr. Chakrabarti has taught finance for over a decade and a half at the University of Alberta, Canada, Georgia Tech, USA and the Indian School of Business (ISB). As the founding Executive Director of the Bharti Institute of Public Policy at ISB's Mohali campus, he helped design and launch one of India's leading public policy programs. He has also been

Executive Vice President, Research and Policy at the Wadhvani Foundation and is a co-founder of the policy advisory start-up, Sunay Policy Advisory. Dr. Chakrabarti has held visiting positions at various places including IIM Calcutta, ISI Delhi, IDF Gurgaon, ICN Nancy, France and the Federal Reserve Bank of Atlanta. He has authored or edited seven books, with two more in the works, in addition to authoring several book chapters and articles on finance, economics, and management in leading international scholarly journals like the Journal of Financial Economics and Journal of International Business Studies. He has been a columnist with the Financial Express and is frequently quoted in the media. His current research interests are in the areas of management and public policy.

## C. PROFILES: STATE-WISE NON-TEACHING STAFF



**Bhanu Prakash Nunna**

Senior Counsellor  
Centre for Wellness and  
Counselling Services  
**State: Andhra Pradesh**



**V.N. Mohan**

Joint Director  
Office of Career Services  
**State: Andhra Pradesh**

**Education:** *MA Clinical Psychology (University of Delhi)*

Mr. Nunna is Senior Counsellor at the Centre for Wellness and Counselling Services (CWCS), and Doctoral Research Scholar at the Jindal Institute of Behavioral Sciences (JIBS) at JGU. He holds a Master's degree in Clinical Psychology from University of Delhi. He is a mental health professional with over eight years of experience in counselling the elderly, families, teenagers, and students. He is currently pursuing his PhD in Victimology. He is a Member of the Membership and Advancement Committee of the World Society of Victimology. He is the Course Coordinator of the Asian Postgraduate Course on Victimology, Victim Assistance and Criminal Justice. He is also a Resource Faculty at the prestigious Postgraduate Course on Victimology at the Inter-university Centre, Dubrovnik, Croatia. He is a 2018 recipient of the World Society of Victimology (WSV) Scholarship. He previously worked as an Elder Care Manager in Delhi and as Facility Manager for a dementia-specialised Senior Care Home in Pune.

**Education:** *BSc in Electronics (Osmania University); PG Diploma in Personnel Management & Industrial Relations*

Mr. Mohan is a career services specialist with over 26 years of diverse industry experience in education management, product sales & marketing services. In his current role, he is broadly involved in developing alumni relations, career counseling, corporate-student mentoring, co-curricular activities, student recruitment and providing soft skills training and professional development to students. In addition, he has worked closely with ranking agencies such as Careers360, Outlook, Business World and MBA Universe. Mr. Mohan has been involved and worked with UN Global Compact, National HRD Network, CII and Assocham to develop corporate networking. He previously worked with IBS Hyderabad (ICFAI), Amity University - Gurgaon, BML Munjal University - Gurgaon and IFIM Business School - Bengaluru in leadership roles.



### **Dhruba Jyoti Dutta**

Senior Manager  
Jindal Global Law School  
**State: Arunachal Pradesh**

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**Education:** *MMC (Assam University);  
MBA (Manav Bharti University)*

Mr. Dutta comes with dynamic work experience from various different sectors. He started his career with a pharmaceutical company and pursued his Master's Degree at Silchar, Assam. He joined an event management company in Guwahati after completing his Master's Degree in Mass Communication. He has also worked with the Wildlife Trust of India, an environment and wildlife conservation organisation.



### **Devadeep Konwar**

Assistant Director  
Communication & Public Affairs  
**State: Assam**

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**Education:** *MDMC (Symbiosis International Deemed University); MA (Fergusson College, University of Pune)*

Mr. Konwar holds a Postgraduate degree in English from Fergusson College, University of Pune and a Master's degree in Mass Communication (Audio Visual Production) from the Symbiosis Institute of Media & Communication. He has been a communication

practitioner for 17 years, with first-hand experience of media reporting trends and a strong understanding of brands from a projection perspective. His core area of expertise lies in visual communications, strong knowledge of mass communications, good perspective of media, particularly electronic media, ability to work with cross-functional teams and to handle projects independently.



### **Sangita Bhuyan Marak**

Executive - Student Housing  
U-Hall  
**State: Assam**

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**Education:** *PGDCA (Gauhati University)*

Ms. Marak has worked with JGU's U-Hall department as Executive, Student Housing since 2016. She holds a Bachelor's Degree in Economics from Gauhati University, Assam and a Post Graduate Diploma in Computer Application. She has widespread experience in teaching and management in schools and institutes. Prior to joining JGU, she worked with the Bosco Organisation for Social Concern & Operation, an implementing partner of UNHCR, New Delhi as a computer trainer from 2011 to 2014; as class teacher in-charge at Gohana, Rohtak; as a teacher at Delhi Public School, Guwahati and St. Jude Secondary School, Meghalaya; and Data Entry Operator in Down Town Hospital, Guwahati from 2000-2008.



### Priyamvada Singh

Deputy Manager  
Jindal School of Journalism &  
Communication

**State: Bihar**

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**Education:** *BA (Hons.) (University of Delhi); PG Diploma in Development Communication (Jamia Milia Islamia)*

Ms. Singh has been working with JGU since 2015. Prior to this, she worked with Confederation of Indian Industry (CII). She is passionate about development issues and to fuel her passion for this sector, she joined the non-residential programme offered by the Jindal School of Government and Public Policy at JGU, where she graduated in 2018 with a Masters in Public Policy. She was born in Muzaffarpur, a small northern town in Bihar, and attended boarding school in Mussoorie. She earned an honours degree majoring in history from the University of Delhi and a diploma in Development Communication from the Mass Communication Research Center (MCRC), Jamia Milia Islamia.



### Sanjay Kumar Jha

Senior Manager  
Global Library

**State: Bihar**

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**Education:** *BSc, BLIS (Jamia Milia Islamia) MPhil, Library and Information Science (Alagappa University)*

Mr. Jha holds a BSc Degree in Chemistry and a Bachelor's Degree in Library and Information Science from Jamia Millia Islamia (JMI), New Delhi. He also holds an MPhil in Library and Information Science, a Master's degree in Environmental Economics and an Advanced Diploma in Information Technology. Before joining JGU in 2010, he worked as a Librarian at CPJ college of Higher Studies, New Delhi and IILM, Delhi. He is a keen researcher and regularly contributes to research publications. He is co-author of the books Handbook of UGC Net for Library and Information Science and A Handbook of Electronic Information Sources. His recent article titled "Application of Blockchain Technology in Higher Education in India" was awarded Outstanding Paper at the International Conference on Management (AIMS-16) held by the Symbiosis Institute of Management Studies, Pune in January 2019.



### Varun Bikka

Executive  
Administration

**Union Territory: Chandigarh**

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**Education:** *Diploma in Horticulture (Panjab Agriculture University)*

Mr. Bikka works as an Executive at JGU Horticulture. He holds a certified diploma in horticulture from Panjab Agriculture University, Ludhiana. He has worked at JGU since 2008. He has worked on various projects in his department including the recent nursery development.



### **Gunjeet Kaur**

Junior Manager  
Finance & Accounts  
**Union Territory: Chandigarh**

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**Education:** *BCom (Shri Guru Gobind Singh College); MBA, Finance (Manipal University)*

Prior to joining JGU in 2016, Ms. Kaur worked with an NGO in Chandigarh. She holds an MBA Degree in Finance from Manipal University and a BCom Degree from Shri Guru Gobind Singh College, Chandigarh. She was born in Chandigarh and completed her schooling and higher education in the city.



### **Dr. Sanjay Mishra**

Additional Registrar  
Registrar Office  
**State: Chattisgarh**

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**Education:** *MMS, Marketing Management & General Management (Devi Ahilya University); PhD, Retail Management (MATS Centre for Management Studies and Research)*

Dr. Mishra completed his school education from Bhilai in Chhattisgarh and went on to earn a degree in electrical engineering from Kolkata, West Bengal. He holds a postgraduate degree in Management from Devi Ahilya University, Indore and PhD from MATS Centre for Management Studies and Research, Raipur.

He has qualified UGC NET exam and is a certified Transactional Analysis professional. In a professional career spanning over two decades, he has worked with corporate firms including Eicher, Tata Motors, ICA & NIIT. His experience in higher education includes DSKIC & Lotus Business School in Pune, and CSV Technical University and MATS University in Chhattisgarh.



### **Rajesh Kochhar**

Senior Director, Jindal Institute of Leadership Development and Executive Education  
Chief Administrative Officer, JGU  
**Union Territory: Delhi**

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**Education:** *MSc, Defence Studies (Madras University); PG Diploma, Industrial Management (Military College of Electronics and Mechanical Engineers); MPhil, Defence Management (DAVV, Indore); PhD, Human Resources Management (Meerut University)*

Lt. Gen Kochhar is a highly decorated retired general officer of the Indian Army from Corps of Electronics and Mechanical Engineers with a distinguished career spanning four decades. He holds a PhD in Human Resources Management from Meerut University, MPhil in Defence Management from DAVV, Indore University, MSc in Defence Studies from Madras University, and a Post Graduate Diploma in Industrial Management from Military College of Electronics and Mechanical Engineers. He is also a graduate of the prestigious National Defence College as also a Fellow of the Institution of Engineers.

He has participated in the UN peacekeeping mission in Somalia and has represented the Indian Army on official delegations to France, UK, Sweden, Italy, Australia and Philippines.



**Surinder Kaur**

Director  
University Halls of Residence

**Union Territory: Delhi**

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**Education:** *Bcom (University of Delhi); MBA, Human Resources (Maharshi Dayanand University)*

Ms. Kaur has worked at JGU since 2012. She previously worked with Eureka Forbes Limited, Shreyas Educational Resource Limited and Delhi Public School. She has rich experience in supporting and mentoring young adults. She has been consistently recognised for her commendable connect with students. Under her leadership, a team of wardens strives to create an enabling environment which harmonises well with students' ambitions and goals. She has planned and implemented activities that have led to a more robust and healthy physical and social environment on the university campus.



**Suruchi Makkar**

Manager  
Admissions & Outreach

**State: Haryana**

**Education:** *MA, PR & Advertising (YMCA, Delhi); MA (Kurukshetra University)*

Ms. Makkar is a PR professional with around 16 years of experience in teaching, administration and marketing with reputed schools. She previously worked with the realty giant Taneja Developers and Infrastructure Ltd. (TDI) as a Business Development Executive and as head of the Administrative Department. She has also worked as a Public Relations Executive at Iris Computers Ltd., & Escotel Mobile Communication Ltd. She was awarded as an outstanding performer twice during her tenure at JGU, and also as a star performer at TDI for the year 2008-2009.



**Ajay Malik**

Deputy Director  
Security & Coordination  
Administration

**State: Haryana**

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**Education:** *BA (Maharshi Dayanand University); MA, Mass Communication & Journalism (Rajasthan University)*

Mr. Malik is a results-oriented professional with 25 years of experience in the Indian Army involving security operations, general administration and asset management. His expertise includes managing large workforces and maintaining peaceful and amicable organisational work environment. He has prepared SOPs on Security & Fire Safety, and carried out the security audit of JGU.

He has also organised training for security staff in handling various challenging situations such as theft and fire breakouts among others. He holds a Bachelor's Degree in Arts from MD University, Rohtak India and a Master's Degree in Mass Communication & Journalism from Rajasthan University, Jaipur. He has also pursued several other courses that includes Electronic Warfare Course, Junior Command Course, Anti-Tank Guided Missile Course, Driving and Maintenance Light and Medium Vehicles Course and Young Officers Course from the Indian Army.



### **Anish Dhiman**

Assistant Director  
Admissions & Outreach  
**State: Himachal Pradesh**

**Education:** BA, Geography (Himachal Pradesh University); *MBA (Maharshi Dayanand University)*

Mr. Dhiman completed his schooling from Dalhousie and a B.A. in Geography from Himachal Pradesh University, Shimla. He also holds a Masters degree in Business Administration with a Marketing specialisation from Maharshi Dayanand University, Rohtak, Haryana. Previously, he worked with ICFAI University (Hyderabad), IILM Business School and Aakash Educational Services Ltd as Zonal Head, and at Apeejay Stya University as Deputy Head, Admissions.



### **Ashish Kaul**

Joint Director  
Administration  
**State: Jammu & Kashmir**

**Education:** *BE, Electrical Engineering (Banglore University)*

Mr. Kaul has worked in many capacities for various engineering projects. He has been involved in projects execution, installation and servicing of highly precise engineering equipment to facility management with various multinational companies like Siemens, CB Richard Ellis (CBRE), Johnson Controls, Cinopolis, and Ashoka University. In his current role at JGU, he leads the university's infrastructure wing. He is responsible for of all the aspects of maintenance related to engineering services such as air-conditioning, water purifier and domestic water as well as for uninterrupted power back and project renovations works.



### **Abhinav Madan**

Joint Director  
Office of Rankings,  
Benchmarking & Institutional  
Transformation  
**State: Jammu & Kashmir**

**Education:** *BE, Computer Science (KJ Somaiya College of Engineering); MBA (Indian School of Business)*

Mr. Madan previously worked with Accenture for nearly nine years in Business Operations that included data privacy policy reviews and formulation,

to working on multi-million-dollar business development deals. He went on to pursue his MBA from Indian School of Business – Hyderabad and majored in Strategy & Leadership, and Marketing. In his current role, Mr. Madan specialises in the development of strategies to boost the research productivity of the institution.



**Ravindra Kumar Dutta**

Junior Manager  
Facilities Management Office  
**State: Jharkhand**

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**Education:** *MBA (Sikkim Manipal University)*

Mr. Dutta is a native of Dhanbad in Jharkhand. He holds an MBA Degree from Sikkim Manipal University and Systems Applications and Products (SAP) in Material Management module from Centre for Development of Advanced Computing (C-DAC) Noida. He has nine years of work experience as an administrator in various organisations. He is a keen observer to new ideas and he gives importance to creativity and innovation.



**Nandini Vasudev Uchil**

Deputy Director  
Admissions & Outreach  
**State: Karnataka**

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**Education:** *BA (Bangalore University); MEd (The British University, Dubai); MSc, Applied Psychology (Annamalai University)*

Ms. Uchil has close to thirty years of work experience, with 16 of them in the field of higher education, in the United Arab Emirates and India. She started her career with the Taj Group of Hotels in 1989. Thereafter she worked in various administrative positions in Hindustan Powerplus Limited, Compaq Computers Pvt Limited and Mindteck India Limited. She moved to the UAE in 2002 and worked at Gulf Medical University and then at The British University in Dubai for 10 years. She joined JGU in 2014.



**Beena Reji**

Chief Nurse & Health Centre  
Manager, Health Centre  
**State: Kerala**  
Education: GNM

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**Education:** *GNM (Mure Memorial Hospital)*

Ms. Reji began her nursing career in 1999 as a staff nurse at the Batra Hospital in Delhi. She joined JGU as Senior Nurse at the university's Health Centre in 2009. In 2015, she was appointed Chief Nurse and Health Centre Manager. She has the "Best Employee Award" twice at JGU in 2012 and 2015.



**Anitha Shibu**

Manager, Centre for  
Post-Graduate Legal Studies  
Jindal Global Law School and  
Office of the Chief Proctor  
**State: Kerala**

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**Education:** *BA (University of Kerala); MBA, HR (Annamalai University)*

In her current role, Ms. Shibu provides administrative and academic support to the Centre for Post-Graduate Legal Studies as programme coordinator, and renders executive assistance to the Director, CPGLS and the Chief Proctor in steering the mission of both functions. She has 16 years of administrative and secretarial experience largely in the field of higher education.



### **Rajashree Varma**

Senior Manager  
Procurement

**State: Kerala**

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**Education:** *BA, Sociology (St. Teresa's College); EMBA*

Ms. Varma is a graduate in Sociology and completed her graduate studies in Cochin at St. Teresa's College. She did her EMBA few years later while employed at Sabre Holdings as their Senior Administrative Assistant. She began her career with the International Hotels Group as Banquets Coordinator in Sharjah in 1995. After 10 years of service in the hospitality industry, Ms. Varma moved to the corporates and began working with Microsoft Gulf and then at the Dubai World Trade Centre as Event Coordinator. In this role, she had the opportunity to work closely with the Royal Family of Dubai. After an 18-year career in the Gulf, she returned to India in 2009 and worked with General Electric as Senior Administrative Assistant and Event Coordinator.



### **Anirudh C. Phadke**

Chief Innovation Officer  
Information Technology

**State: Madhya Pradesh**

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**Education:** *MBA (IIM Kozhikode)*

Mr. Phadke is a seasoned education technology professional with over 18 years of experience. Following his MBA from IIM Kozhikode, he worked with a range of educational organisations in test prep, K-12 and higher education. He has provided consultancy to educational institutions in India, Australia, Middle East and South Asia. At JGU, he provides technology solutions to users and departments to help them become more efficient.



### **Bhumika Dwivedi**

Deputy Manager  
Sports

**State: Madhya Pradesh**

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**Education:** *BPEd, MPEd (Lakshmi Bai National Institute of Physical Education)*

Ms. Dwivedi is a certified Zumba Instructor and Certified Ashtanga Yoga Vinyasa teacher – Mysore style. She has also specialised in sports biomechanics and yoga. Her accolades include representing her alma mater in the All India University Yoga Championship, and representing Madhya Pradesh in the 28th Senior National Softball Championship and 24th Junior National Softball Championship.

She also participated in the State Badminton Championship at the school-level consecutively for 3 years, international conference on naturopathy and yoga, and in the Aerobic Workshop of the VIII National Sport Dance and Fitness Championship.



### **Chirag Grover**

Manager  
Human Resource Services  
**State: Maharashtra**

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**Education:** *MBA (Guru Gobind Singh Indraprastha University)*

Born and raised in Bombay, Mr. Grover moved to New Delhi in 2001 and pursued his higher studies in management. Prior to joining JGU, he worked at Aon and IRIS Software where he served across a spectrum of generalist and specialised HR roles, including performance and colleague engagement. He is passionate about colleague performance and development.



### **Kalpana Dahiya**

Admissions Counselor  
Admissions &  
Outreach  
**State: Maharashtra**

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**Education:** *BCom (HR College of Commerce & Economics); PGDM (Symbiosis International Deemed University)*

Ms. Dahiya was born and brought up in Mumbai in an Indian Navy Family.

She brings to JGU over 8 years of work experience in different sectors across various organisations that include Airlines Pvt Ltd, Aviva Life Insurance with RBS as a channel Partner, and HDFC bank in Mumbai. Among her achievements, she won the best Financial Planning Consultant Award in 2008 in RBS channel.



### **Umesh Kumar Ram**

Deputy Manager  
U-Hall  
**State: Meghalaya**

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**Education:** *BA (North-Eastern Hill University)*

Mr. Ram was born and brought up in Meghalaya. He previously worked with Suryodaya Secondary School in Meghalaya as an Assistant Teacher and promoted to Principal Headmaster in a span of just two years. He continued there for seventeen years till 2018 and then joined JGU as Deputy Manager in U Hall Administration.



### **Nirjo Marak**

Executive - Student Housing  
U-Hall  
**State: Meghalaya**

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**Education:** *BA, Political Science (Gauhati University)*

Mr. Marak brings experience and management skills in schools and institutes and has been associated with

various organisations in several capacities such as Bosco Organisation for Social Concern & Operation (BOSCO an NGO) an Implementing partner of UNHCR- New Delhi as Centre Manager; Centre Manager of Oxford Study Centre - Delhi; as a Teacher and Headmaster at St. Jude Secondary School, Meghalaya. He also worked as a script writer for Airtel.



### **Jitu Mishra**

Chief Operating Officer, JGU  
Senior Director  
Human Resource Services

**State: Odisha**

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**Education:** *BSc (SCS College, Puri);  
MPM&IR (Utkal University)*

In his current role, Mr. Mishra is Chief Operating Officer, JGU and is also responsible for conceptualising and implementing the human resource strategy for JGU. He joined JGU at a critical juncture when the university was well positioned to expand significantly in all aspects of institution building. His leadership has provided a greater degree of stability and sustainability in the growth and evolution of JGU. An HR professional with over 20 years of experience, he has a unique combination of working experience in both the public and private sectors, in some of the best known business conglomerates. These include NMDC Ltd., a Navratna PSU and India's largest mining organisation, Jindal Steel & Power Ltd., the country's fastest growing steel Company; and Vedanta Resources Plc., India's largest zinc and second largest aluminum

producer. He has had the opportunity to lead the entire gamut of HR at these organisations with special focus on talent acquisition, development and retention. Mr. Mishra was recognised as one of the future leaders in the minerals and metal industry, and was also nominated twice as a panel member in the Confederation of Indian Industry (CII) Panel for HR, IR and Training.



### **Amit Mohapatra**

Joint Director  
Jindal Institute of  
Leadership Development and  
Executive Education

**State: Odisha**

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**Education:** *BCom (Ravenshaw  
University); MBA (Utkal University)*

A professional with a Master's in Business Administration and specialisation in Marketing & Finance, Mr. Mohapatra has worked in the corporate sector for over 12 years with experience channel sales and development with insurance, IT module sales, strategic planning, hiring and staffing of front line sales. He has over half a decade of experience in business development of executive programs with public sector undertakings and the government sector. Prior to joining JILDEE, he worked with organisations that include Jaipuria Institute of Management as Deputy General Manager- MDP Cell, TATA AIA as Cluster Head, New Delhi and with AVIVA Life Insurance Company as State Head.



**Purnima Midha**

Assistant Manager  
Information Technology  
**State: Punjab**

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**Education:** *BCA, MCA (Guru Nanak Dev University)*

Prior to joining JGU, Ms. Midha worked in the Institute of Engineering, Ropar, Punjab as an Assistant Professor for four years. She has also worked as an Assistant Professor in Lovely Professional University, Jalandhar. In her current role, she handles ERP in the university's IT department.



**Arun Kumar Jain**

Senior Director  
Finance & Accounts  
**State: Punjab**

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**Education:** *Chartered Accountant, ICAI*

Mr. Jain is a fellow member of the Institute of Chartered Accountants. He is a finance professional with expertise in internal controls and accounting procedures in academic settings. He has long experience in implementing sound administrative applications, excellent financial management, and budget management. He has been involved in designing and developing the internal control systems and review procedures within the finance department and also within the academic organisation as a whole. He also has hands-on experience

in project financing, taxation matters and dealing with financial institutions for credit lines. He has previously served in universities for over 12 years and is known for prompt decision making, multitasking, and interpersonal and effective communication skills.



**Buddhi Prakash Chauhan**

Director  
Global Library  
**State: Rajasthan**

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**Education:** *BSc; BLibSc; MLibSc; LLB; MBA*

Mr. Chauhan joined JGU in July 2009. During his professional career spanning over 40 years, he has worked in a variety of organisations in government, industry and academics. He began his professional career in October 1979 as a Librarian Grade 2 in the Ministry of Law Library, Government of India, which he left to set up the library and information services at three prominent organisations – Centre for Cultural Resources and Training, New Delhi, Semiconductor Complex Ltd (now Semiconductor Laboratory), Mohali, and Swaraj Mazda Ltd. He played a significant role in introduction of and innovation in technology in the British Council Libraries in India and globally in the 1980s and 1990s. Prior to joining JGU, he was the University Librarian at Thapar University, Patiala, and Senior Information Scientist (Grade E) at Thapar Centre for Industrial Research & Development, Patiala. In addition to his leadership role in libraries and

information at Thapar Technology Campus, he handled several other key portfolios including technology transfer, management of patents, and management services.

Mr. Chauhan was Fulbright Fellow in 2002-03, and was affiliated with the Digital Library Research Laboratory and Information Retrieval, Analysis, and Management Centre (IRAM) at Virginia Tech, Blacksburg. He worked on Community of Practices in Technology Innovations in SMEs. He has played a key role in establishing the Consortium of Private Academic Libraries in India (COPAL), of which he is the Founder President.

Mr. Chauhan has presented several papers in international and national conferences on librarianship, information management, and industrial research and development. In addition to libraries and information science, Mr. Chauhan has professional and academic experience of managing intellectual property rights and technology transfer and marketing of services. He is consulted by several R&D Centres on patents.



### **Mani Mala**

Deputy Manager &  
Academic Coordinator  
Jindal School of Government &  
Public Policy

**State: Rajasthan**

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**Education:** *MCom (IGNOU); MBA (Kurukshetra University)*

Ms. Mala joined JGU in 2016. She is UGC-Net qualified and has 13 years of

teaching experience in statistics, economics and operation research in a management institute, affiliated to Kurukshetra University. She was Centre Superintendent for examination and Deputy Chief Proctor at her previous institute. She has written and presented research papers in various seminars, workshops and conferences.



### **Bhuvaneshwari M**

Junior Manager  
International Affairs & Global  
Initiatives

**State: Tamil Nadu**

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**Education:** *BCom (Periyar University); MBA (PSG Institute of Management)*

Bhuvaneshwari is an MBA professional and brings 11 years of experience from the field of operations, business development, marketing, product promotion and team management. She is a keen planner with proven abilities in devising strategies to augment business, and promote products for business excellence. In her previous roles, she has demonstrated year on year success in achieving revenue and business growth objectives in highly competitive environments. She has been highly successful in building relations with upper level decision makers, seizing control of critical problem areas and delivering on client/customer commitments. She has excellent interpersonal, communication and organisational skills with proven abilities leading motivated teams towards achieving organisational goals.



### **Navin Anandan**

Deputy Manager  
Admission & Outreach

**State: Tamil Nadu**

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**Education:** *BSc, Computer Science; MA, International Business (Bharathiar University)*

Mr. Anandan has over eight years of experience in admissions management, marketing, talent management, grievance handling, marketing and branding, public relations, and strategic decision making in state of the art educational institutions across the country. He has experience in working with teams to develop and deploy numerous greenfield educational projects with the objective of ensuring that these institutions not only remain profitable but also remain popular in the community where these institutions are based. In his current role, he maintains and develops the university's recruitment and outreach plan for undergraduate and postgraduate students.



### **Aman Shah**

Director  
Alumni Relations

**State: Telangana**

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**Education:** *MCom (Osmania University); M.Soc. Sc., Cert. Ed. (University of Hong Kong); MDP Cert. (Harvard University)*

Mr. Shah has over 30 years' experience in top-ranked universities in Hong Kong in a variety of senior positions. He was Senior Assistant Registrar in the University of Hong Kong and has worked as Associate Registrar and as Coordinator of Quality Assurance at City University of Hong Kong. His recent positions have been that of a Consultant in Quality Assurance, Quality Audit and Outcomes-based Teaching and Learning in three higher education institutions in Hong Kong, including the School of Law, City University of Hong Kong. He holds an M.Com. (Osmania), M.Soc.Sc., Cert. Ed (Hong Kong), and MDP Cert. (Harvard). His expertise and experience in the governance and management of higher education institutions includes reform of governance of universities, setting up of schools of graduate studies and quality assurance systems, curriculum design and implementation of outcomes-based teaching and learning across all disciplines in universities. He has successfully provided leadership in many areas of work. In his previous role as the Founding Registrar of JGU, he was a key person in the development and institution building of JGU in the crucial early days of the university. He is passionate about the intellectual and personal development of youth and expects all persons working in a university to be devoted to the task of promoting goodwill, peace and harmony leading to the development of responsible global citizens in a healthy environment.



### **Arun Albert**

Head  
Training & Professional  
Development

**State: Uttar Pradesh**

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**Education:** *PGD, Business & Managerial Economics (National Institute of Sales)*

Mr. Albert is a post graduate in Business Economics from NIS. He has trained over 40,000 individuals across industries and from all walks of life. He has over two decades of training experience. He specialises in leadership management programs, coaching and mentoring as well as in developing training tools, training need identification tools and content. He has designed and conducted numerous Faculty Development Programmes at eminent institutions including ICSI and ICAI.



### **Ruby Grace**

Counsellor, Centre for  
Wellness and Counselling  
Services

**State: Uttar Pradesh**

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**Education:** *PG, Psychology (CCS University); PG Clinical Psychology (St. John's College); MSW (SHUATS, Allahabad)*

Ms. Grace began her career as a mental health professional in 2007 at The Richmond Fellowship Society, Delhi as a Psychologist where she provided psychosocial rehabilitation to people

suffering from mental illnesses. She has also worked for the well-being of homeless and destitute, mentally disabled children and underprivileged youth in organisations including Manas Foundation, Friends of Handicapped and the NGO, Gyanoday. At JGU, Ms. Grace works as a coordinator for the university's Peer Educator Team and her responsibilities include counselling students and their families, and faculty members on issues including self-management, motivation building, relationship management, and emotional regulation.



### **Pritika Sharma**

Assistant Manager  
Jindal Global Law School

**State: Uttarakhand**

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**Education:** *LLB (H.N.B. Garhwal University)*

Ms. Sharma has worked at JGU since 2017. She works closely with the Office of International Collaboration and Student Affairs, JGLS. She is passionate about training as a lawyer and providing legal assistance to those who need it the most. She possesses seven years of working experience. She is a keen wildlife enthusiast and has participated in a ten-day programme organised by the WildLife Institute of India, Dehradun. She has received accolades in debate and elocution, and has sharp oratory skills. She is keen to motivate, guide and support students.



### **Vinod Tejwani**

Deputy Director  
Office of Career Services  
**State: Uttarakhand**

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**Education:** *BBA (CCS University); PGDM, HR & Marketing (ITS Ghaziabad) MBA, HR (I.K. Gujral Punjab Technical University)*

Mr. Tejwani brings over 18 years of experience to JGU. His previous experience includes being an HR professional, a faculty member and managing corporate relations. He has been prominently engaged in front ending various campuses and universities to get connected with eminent corporate houses, organisations, NGOs, think tanks and consulates. He has worked with various organisations helping them showcase their aspirations and to get connected to the millennial generation.



### **Deep Mala Chowdhury**

Joint Director  
Admissions & Outreach  
**State: West Bengal**

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**Education:** *PGDBM (Symbiosis Centre for Distance Learning)*

Ms. Chowdhury is an experienced career guidance professional with over 13 years of experience in the field of education and media. She completed her schooling from La Martiniere,

Kolkata and post high school, she pursued an undergraduate degree in Humanities from Loreto College. She has also done a certificate programme on NLP (Neuro Linguistic Programming) and training by American TESOL Institute. Prior to joining JGU, she led an initiative at the Times Newspaper of The Times of India Group, in Education Programme (NIE for nearly a decade in Kolkata.



### **Riddhiman Sarkar**

Senior Manager  
Admission & Outreach  
**State: West Bengal**

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**Education:** *BBA (ICFAI University)*

Mr. Sarkar is an experienced professional, administrator and counselor. For 13 years, he served in middle and senior positions in organisations including Kotak Mahindra, Hutchinson 3 Global Services, and BML Munjal University as manager and counselor. Born in Durgapur, West Bengal, he is a business graduate of ICFAI Tripura, where he majored in marketing and communication. Early in his career, while still in business school, he worked in NGOs counseling and advising socio-economically disadvantaged students on educational opportunities. He joined JGU in 2015. He also provides freelance counseling to school student advising them on career prospects.





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My name is Kritvi Rana and I started my third and final year in August 2018. I proclaimed my love for literature and declared it as my major at the end of my third semester. With a simultaneous love for cinema, I have been learning to 'read' films, like one reads any other text. Graduating from JSLH in a year with a liberal arts degree, I believe myself not to be a 'learned' individual, but an individual who is continuously learning. Being given an opportunity to study a diverse array of subjects, the perspective with which I approach ideas is unconventional and hence, unique in nature. It gives me an opportunity to stand aside from the crowd and present myself in a completely new light.

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**Kritvi Rana**

*B.A. (Hons.) Liberal Arts & Humanities (2016)*

*Jindal School of Liberal Arts & Humanities*



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#LifeatJGU has been my most used hashtag in the past few months. After working for a year in a well-known automobile company, I chose to pursue an MBA. I come from the beautiful city of Kochi and everything here seemed new at first. But having such a wide diversity of students coming from different social, regional and cultural backgrounds never made me feel that I am away from home. JGU is definitely an unmatched experience compared to the other universities I have visited. The merging of so many cultures not only improves an individual's adaptability to people but also enhances one's understanding of situations better. Last year, we hosted the festival of Onam at JGU, which happens to be the harvest festival of Kerala. We saw the whole university come together and celebrate it and be a part of it. This is where the strength of JGU lies – it lies in its diversity and the sense of participation. I believe that the past one year has been one of the best of my life and I'd continue my association with JGU throughout my life.

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**Abhishekh Ganesh**

*MBA (2017)*

*Jindal Global Business School*

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Coming from Africa and a different culture altogether, JGU feels like a home away from home. Strength lies in differences, not in similarities. Diversity is richly embraced at JGU, from the faculty members to the students. Learning and growing in this multicultural environment prepares students for working in an increasingly multicultural and global world. Students come with their personalities and perspectives already fully formed but still malleable. This is further sharpened with exposure and close contact with others whose lives and experiences are on the opposite spectrum. Engaging with others whose opinions, customs and personal lifestyles differ sharply from your own increases your self-insight.

We have students from places like China, Afghanistan, Kenya, Mozambique, Sweden and faculty members from the USA, Japan, Italy, Germany among others who are not only nationals but also studied in these countries. This rich diversity, the curriculum, environment and the opportunities we get, is what prompted me to choose to study at JGU. The opportunities I have received through my programme of study – Bachelor of Arts in Global Affairs – are not only immense but also rewarding. JGU's international collaborations with top universities, the curricular modules and long term relations that one gets to have even after finishing the programme is non-negotiable.

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**Yvonne Wanjiru**

*B.A. (Hons.) Global Affairs (2018)*

*Jindal School of International Affairs*



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JGU is akin to a rainbow. It is an institution deeply committed to the idea of diversity, especially the LGBTQIA+ community. Queer individuals, students and staff alike are free to be, confident in our colours and the space we have carved out for ourselves. This kind of visibility, as supported by the university is startlingly rare and we are grateful for the same. Here, one may simply be, without constantly being conscious of their gender identities.

Yet this sense of liberty, so carefully nurtured, is at many levels, curated. At times, instead of a constant reinforcement of this sense of enforced normalcy, it is additional safeguards which are required for what is in fact a minority group. We all need to work towards a deeper engagement with what it means to be queer in the world at large. The queer community and society in general would benefit from this.

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**Romit Sarkar**

*B.A. LL.B. (Hons.) (2016)*

*Jindal Global Law School*

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My teachers at JGU have always supported me when it comes to my sports career. The university has helped me in time management and provided me with necessary support in academics which I needed to pursue international level sports. I am very passionate about Olympic trap shooting. Many international athletes have to leave their academics because of the time commitments required by the sport but I have been able to manage both and for that I am deeply grateful to JGU for supporting and believing in me. I took a zero year to shift from Olympic double trap to Olympic single trap shooting and it was possible only because of the support I received from the university's faculty and management. And I won 10 medals during this zero year. I look forward to bringing more laurels for India and JGU.

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**Yuvraj Lamba**

*B.A. LL.B. (Hons.) (2016)*

*Jindal Global Law School*

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Two months after arriving at JGU, I realised I would like it here. The facilities available for students are exceptional and the academic infrastructure supports students with the courses they study. I chose to study at JGU out of many other universities in India because a student is allowed to focus solely on their academics and chosen activities. Coming from Afghanistan, I find India a peaceful country with a wonderful culture. One is left to be free in one's own life.

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**Wazhma Azizi**

*M.A. in Public Policy (2018)*

*Jindal School of Government and Public Policy*

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My name is Sonam Tsering, I was born and brought up in a beautiful region of Kham province in Tibet where the means of subsistence is strongly supported with farming and domesticating animals. When my parents were busy with winnowing, tilling and threshing, I was brought up under the guidance of my great grandmother. As a naughty and snotty six year old boy, I knew not more than me and my toys, the pebbles which I played with, yaks and goats which I grazed on grounds of great width. When I was grown up enough to support my family, they taught me the tactics of tilling and showed me the greener side of the grassland where I grazed goats and yaks. There, ideas beyond the boundaries of my village were out of my imagination and I knew not more than my domesticated animals.

At the age of ten, my parents wanted me to be educated under the great guidance of His Holiness the 14th Dalai Lama in exile and they sent me to India. It took a month to get here on foot. Since then, I studied in Tibetan schools and joined Delhi University for my undergraduate studies. I then joined JGU for a Master's programme in Public Policy. It has been more than 15 years since I have been to my homeland and met my parents. I dream to return to my homeland.

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**Sonam Tsering**

*M.A. in Public Policy (2017)*

*Jindal School of Government and Public Policy*



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The richness of intellectual interaction on the JGU campus is beyond comparison. Seminars on critical thinking, not a part of any curriculum, were being conducted during my first year of the MA programme in Public Policy. The wealth of knowledge that JGU's experienced and dedicated faculty members bring to the campus and the buzz of so many seminars and talks happening almost every day enthralled me. I was surprised at the academic rigour and the structure of the courses I took. My life's experiences spoke to the theories I read and it was as though the whole world had suddenly opened up for me. I think I discovered my purpose and the way forward for my research. It is a totally different experience when one has worked and lived life and then one comes to school to study theory. While I enjoyed the richness of my experience, I was surprised at the grasp and intellectual prowess of my bright young classmates. They came from diverse undergraduate specialisations from all parts of India, and as we got to know each other, studied for our assignments and celebrated birthdays together, I couldn't help being amazed at the possibility of the brilliant, bright and smart India that these young policymakers would go out and build. I plan to research the nature of human experience, look at the ontology of being and the source of life's energy, to tackle the core essence of human nature that leads to a presumptive exploitation of natural endowments. I propose to study the challenges we face in our collective consciousness and the role of governance in our time on earth.

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**Rajnish Wadehra**

*M.A. in Public Policy (2015)*

*Jindal School of Government and Public Policy*

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I am a Doctoral Fellow at the Jindal School of International Affairs (JSIA) and the Global Editor of The Diplomatic Society, the first official publication for diplomats based in South Africa and the region. I was an officer handling media and publications to former Sri Lankan President Chandrika Bandaranaike Kumaratunga at the President's Office. As a Sri Lankan, I feel fortunate to have received a scholarship to pursue my doctoral work on “Political and Economic Integration in South Asia: A Prerequisite for Regional Community Building”. In 2016, I graduated with a M.Phil degree from the South Asian University (SAU), and I have very fond memories of my two years at SAU which was established by the South Asian Association for Regional Cooperation.

Coming to JGU and JSIA seemed the ideal opportunity to further pursue my interest in regional foreign policy. I have been able to unlock my true potential in analytical thinking and sharpen my research skills during my time here. I do not have sufficient words to express my gratitude to the wonderful faculty members who have facilitated me in pursuing my doctoral research. In my progressive academic journey it is indeed great to be a part of JGU's intellectual community. On completion of my PhD, my aspiration is to pursue a career in politics to steer my island nation on a new foreign policy pathway.

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**Srimal Fernando**

*Doctoral Fellow*

*Jindal School of International Affairs*

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Coming from a middle-class family in the south and my parents being open minded enough to send me all the way to this university in itself is an achievement for me. The constant reminder of my parents' struggle to send me to this university and the student education loan that I have to pay back keeps me motivated to study harder.

For all this effort and struggle, the university has provided me with multiple resources and new opportunities every single day. Most importantly, the faculty have always been encouraging and student-friendly and this creates a space for the students to go to them and talk about anything, be it academics or any life problems. The atmosphere created by the university, the environment fostered by the faculty and the students coming from a variety of backgrounds with different traditions and cultures is something one can always look at and realise that there is much more in life to learn about. I will be incredibly grateful to the university for my lifetime.

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## **Akhila Sriram**

*B.A. LL.B. (2016), Jindal Global Law School*

**State of origin: Telangana**

**Recipient of: Mrinaldeep Singh Award**



The Haryana Domicile Fee concession has played a paramount role in the commencement of my college life. I had not scored very well in my board exams and hence was under a lot of pressure to do well in my entrances to secure a decent college. Naturally my self-confidence had taken a huge blow in regards to my academic performance and future. After all this, being able to secure a full scholarship for five years in such a prestigious university really helped restore my faith in myself and the due result of my hard work.

The scholarship gave me an opportunity to be able to attend the Jindal-Oxford Summer School on International Law this summer. That was another phenomenal experience as everything from our professors, to the campus and the kind of academic exposure that we received was truly wholesome. I would not have been able to convince my parents for the same had they not been able to see the worth and added benefits in addition to the saved finances. I hope to use this wonderful platform to boost my higher education.

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## **Rashi Jain**

*B.A. LL.B. Hons. (2017), Jindal Global Law School*

**State of origin: Haryana**

**Recipient of: Haryana Domicile Fee concession**



“I am living my dream!” This sentence might sound elitist but trust me when I say that it is coming from someone who is not close to being called an elite. Hailing from a middle-class family in Jaipur, Rajasthan, I have only dreamt of a world-class education. After having decided to pursue law, JGU was one of my most distant options because I could not score exceptionally well in the LSAT and hence got very little scholarship support. And yet, being at JGU was my only dream.

I remember coming to JGU as a homesick, XIIth pass student, scared to be studying at a university as big as JGU. But it only took me a month's time to get on track with studies and embrace the loving culture here. Over the course of time, I have engaged in a lot of research-oriented studies, and to a great extent, I have honed my personality and communication skills through intra and inter-university competitions. The journey at JGU over the past two years has been extremely enriching as it has helped me grow, not just as a law student but as a better human being too. I am indeed living my dream every day.

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## **Kanak Mishra**

*B.A. LL.B. (2016), Jindal Global Law School*

**State of origin: Rajasthan**

**Recipient of: Special Educational Facilitation Measure**



From the very first moment I came to JGU, I was met with energy and enthusiasm. The best thing about being a student here is the fantastic academic environment provided by the university. The faculty, in my opinion, is the best that anyone can hope for. The university offers a wonderful environment of learning and exploring through seminars, interdisciplinary initiatives as well as a remarkable library and extra-curricular facilities. For internships and placements, we have a dedicated Office of Career Services which communicates various opportunities to students from time to time. JGU respects the educational competency of deserving students by awarding them with scholarships. The university has given me confidence and helped me to become an independent individual. I have seized opportunities to develop all sorts of skills and have thoroughly enjoyed the vibrant and multicultural life at JGU.

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## **Pratham Chadha**

*B.A. (Hons.) Economics (2016)*

*Jindal School of Government and Public Policy*

**State of origin: Delhi**

**Recipient of: Savitri Jindal Studentship**



My experience at JGU is unmatched to anything else before in my life. All aspects of campus life and academic endeavors have just been amazing for me. The campus life is extremely enthralling with numerous events happening every day ensuring that there never is a dull day here. The students here are extremely friendly and have formed an inclusive community making it easy and comfortable for anyone to fit in. However, most impressive has been JGU's academic culture. The classes are extremely active and exciting. The teaching staff are experts in their fields and easy to approach. I have personally met many professors after class hours discussing at length various aspects of the subject, learning so much from their insights. Another excellent feature of the university is the ability to pursue subjects beyond the mandated course enabled by the university's large resources in the library and in the staff that JGU offers. I am humbled that JGU offers meritorious students, such as myself, a chance to pursue higher education of such great quality without any barriers through the means of scholarships.

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## **Piush Prashant Singh**

*B.A. LL.B. Hons. (2018), Jindal Global Law School*

**State of origin: Punjab**

**Recipient of: Savitri Jindal Studentship**



I have been really grateful to JGU for granting me the Savitri Jindal Studentship. This was my first achievement in this university. This college being a residential space has been one of the advantages for me since day one as I am able to enjoy my personal space and I have made some lifetime connections in this university. This is a global university and the study patterns have been an opportunity for me to learn different subjects at the same time. Liberal Arts and Humanities is one of the diverse courses which I intended to take and the thought of studying Psychology through it has provided my career an extra edge. Also, the aspect of opportunity in extra-curricular activities has been a development process of my personality. I got the opportunity to become a member of the Theatre Society and also a member and supporter of the Rotract Club of the university. Patience, dedication, passion, and self-esteem are some qualities I have developed living here.

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### **Anjalika Arora**

*B.A. (Hons.) Liberal Arts & Humanities (2016)*

*Jindal School of Liberal Arts & Humanities*

**State of origin: Delhi**

**Recipient of: Savitri Jindal Studentship**



Some of JGU's most critical on-campus services such as campus security, catering and mess, horticulture, and housekeeping in the university's academic, administrative and residential buildings are undertaken by a dedicated team of support staff. In alignment with our vision of creating a sustainable institution that is grounded within its community, the majority of our support

staff are hired from local and neighbouring regions. Out of 802 support staff employed at JGU, 23 percent are women and 75 percent are from the state of Haryana. Close to 56 percent of support staff is comprised of employees of Sodexo, a multinational food service and facilities management company. Over 24 percent of Sodexo employees at JGU are women.

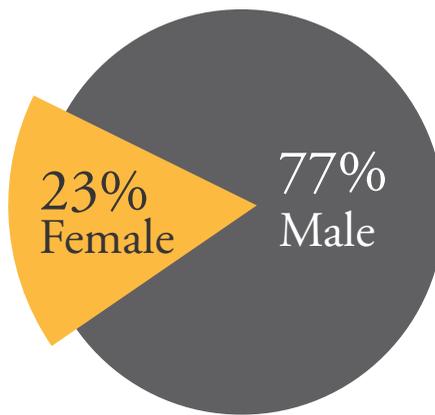


Figure 29: Support staff by gender

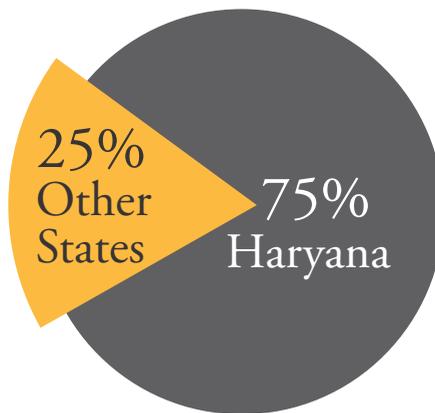


Figure 30: Support staff by regional origin



I used to work for a different university before joining JGU. I was going through various financial and personal difficulties earlier, which got mitigated after I came here. Now, I can send my kids to better schools and I do not have to worry about their health as my whole family receives health insurance under the Health Plan. In addition, we also have access to doctors in the Health Centre during any emergency at work.

**Anju Devi**

*Security Guard*

*JGU Campus Security*





I have been working here since 2015. I am a chef here so I plan and supervise the meals. I used to work in another university before joining this job, prior to which, I used to work in a restaurant in Doha, Qatar. The kitchen here is big and well equipped to handle meals for the huge student body of this university. I am happy here. I had to go abroad leaving my family because of financial challenges, but I feel good here as I am back to my country again and close to my family.

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**Girish Pandey**

*Chef, Sodexo*

*JGU Food Services*





I have been working with JGU for five years. Earlier, my profession was animal husbandry, but I am happier in this job. The previous job was risk prone as it was dependent on cattle health. This job has given me a sense of security. It also provides me with a lot of benefits that I would not get in other unorganised sectors. All staff members are very supportive here, and I also like the campus ambience.

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**Shila Devi**

*Gardener*

*JGU Horticulture Department*

I have worked at JGU since the establishment of the university back in 2009. I was in housekeeping for a year and half. Then I got promoted and now I am a Housekeeping Supervisor. Before joining JGU, I was a housewife and did not have financial independence and never felt important as I was unable to take any family decisions. That way, JGU has been a game changer in my life as it gave me exposure and financial security. My job is a big support for me and my family – I am the sole bread earner because of my husband's poor health condition.

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**Soniya Devi**

*Housekeeping Supervisor, Sodexo  
JGU Facilities Management*







I work as a gardener at JGU. I feel good here. I come here at 8:30 am and leave at 5:30 pm. In between, there is a break of an hour between 1:00-2:00 pm. I live in a nearby village called Bohapur. I ride my motorcycle to work every day. My wife also works here as a gardener. We get all the benefits as full time employees including leaves and other benefits. So, this job provides me future security as well. This job changed my life as I can go back home daily and meet my family, unlike my earlier job as a driver, where I could meet my family only twice or thrice a month.

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**Birender Kumar**

*Gardener*

*JGU Horticulture Department*

I am from Garhi Bala village in Sonipat district. I started working after finishing high school and have been working at JGU for four years. Although I am an employee of 'Star in the Sky' company, JGU seems like home now. All the employees in my department are very supportive. The best part about this job is that the company offers all the safety equipment needed for the job such as helmet and chest harness. I usually finish work by 4:00pm every day and this allows me to contribute household work.

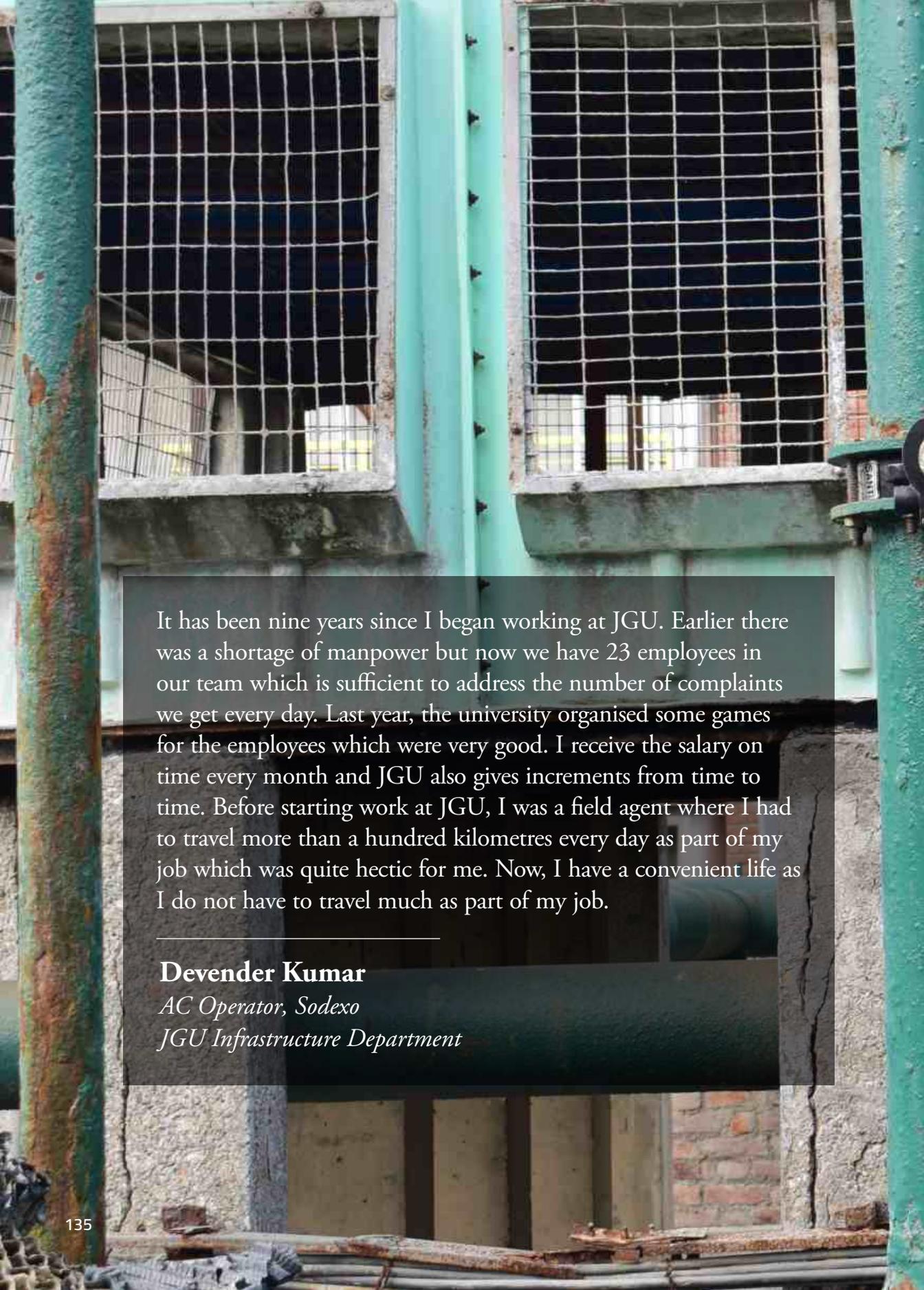
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**Harish Kumar**

*Façade Cleaner, Sodexo*

*JGU Facilities Management*





It has been nine years since I began working at JGU. Earlier there was a shortage of manpower but now we have 23 employees in our team which is sufficient to address the number of complaints we get every day. Last year, the university organised some games for the employees which were very good. I receive the salary on time every month and JGU also gives increments from time to time. Before starting work at JGU, I was a field agent where I had to travel more than a hundred kilometres every day as part of my job which was quite hectic for me. Now, I have a convenient life as I do not have to travel much as part of my job.

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**Devender Kumar**

*AC Operator, Sodexo*

*JGU Infrastructure Department*







I have been working at JGU since 2013. Everyone in our department treats each other just like family and our supervisor, Sandeep, supports us in any situations. In case there is a need for extra manpower, people from other departments also help us. Although we have three shifts round the clock, we can mutually decide on the shift timings. I feel very secure due to the health insurance provided by the company as it covers both me and my entire family. My father got ill last year and the cost of treatment was covered by the Employees' State Insurance Scheme.

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**Rakesh Kumar**

*Fireman, Fire and Safety  
JGU Security*





I am 48 years old and I come from Fatehpur village in Sonipat district. Prior to joining JGU, I was working with a leather factory which got closed suddenly and left me vulnerable. Here, I am provided with all the benefits such as leaves and insurance for me and my family. They also provide us with gloves and face masks for safety when we have to work in the treatment plant. The best part is that I can spend time with my kids in the evenings and mornings as there are fixed working hours. My family is also happy because of this.

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**Ranbir Singh**

*Operator, Sewage Treatment Plant  
JGU Infrastructure Department*

I started working at JGU in 2014. I like working here. My salary helps me to support my family and pay for my children's education. I like to work at JGU as the staff members of the university are very polite, supportive and make us feel like a family here. When needed, our company (G4S security) deutes us to various locations, but I prefer JGU over other sites, like plants and factories.

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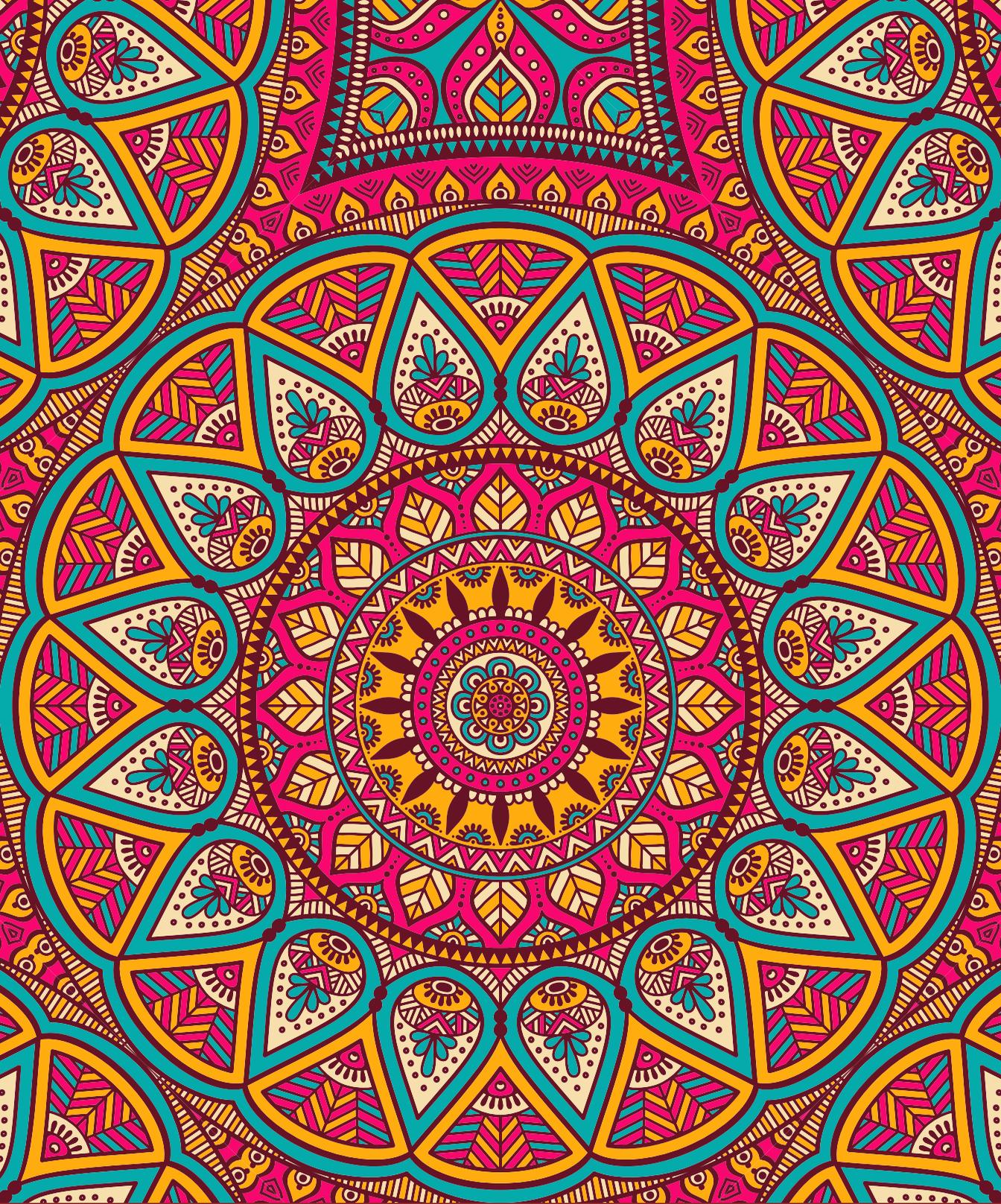
**Sanjay Kumar**

*Security Guard*

*JGU Campus Security*







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