



O.P. JINDAL GLOBAL
INSTITUTION OF EMINENCE DEEMED TO BE
UNIVERSITY
A Private University Promoting Public Service

RECOGNISED AS AN
**INSTITUTION OF
EMINENCE**
BY
MHRD, GOVERNMENT OF INDIA

OFFICE OF
**DOCTORAL
STUDIES**

O.P. JINDAL GLOBAL UNIVERSITY

ANNUAL REPORT 2022

CONTENTS

Dean's Message	4
PREFACE	5
01 Objectives of ODS	6
02 Progress and Initiatives	6
Ph.D. Awarded in 2022	8-14
03 Trends of Year 2022 - At a Glance	9
3.1 School Wise Application Data distribution	9
3.2 Course type (Part-Time /Full-Time) wise distribution	9
3.3 Gender Wise Distribution	16
04 Overview of JGU Ph.D. programme (from the year 2015 to 2021)	17
4.1 NET/ SLET/ GATE Qualified	18
4.2 JGU Fellowship Distribution	19
4.3 JGU Employees enrolled in the Ph.D. program	19
4.4 Gender Wise Enrollment Analysis	20
4.5 Age Wise Analysis	20
05 Invited Talks/ Lecture	21-24
06 Outlook for Spring 2023	24

DEAN'S MESSAGE

The linkage between digital technologies, constant collection and compilation of data points in multidisciplinary research across all the functional domains is changing the face of this 21st-century research. In line with this, Office of Doctoral Studies (ODS), is creating a multidisciplinary research culture and extending its support to all the research scholars across various schools for executing and sustaining a vibrant research culture at O.P. Jindal Global University (JGU). Our strengths and successes in research have already started to show impressive results. JGU is also the only Indian University focused on the Social Sciences, Arts and Humanities to be ranked. The Office of Doctoral Studies (ODS) at JGU is committed to expanding opportunities and creating an exemplary model for research excellence through industry and academia interface. Further, we are continuously enhancing our research capacities and outcomes through extended global collaborations and capacity building efforts. The goal of the Office of Doctoral Studies at JGU is to not only increase the quantity of research output but, more importantly, to ensure impact through high-quality research across all the schools. The doctoral program at JGU provides an opportunity to take up rigorous courses in different disciplines across all the schools, tailored to both their broad academic growth and the specialized needs of their own research. JGU is open to industry researchers through its part-time Ph.D. program. The JGU faculty who have a wide range of substantive and methodological expertise, are integrally involved in the Ph.D. program as supervisors and co-supervisors. The time you spend in JGU Ph.D. will critically challenge you to expand your learning as an emerging scholar so that you too can take your place among the leaders of your chosen profession. In a nutshell, JGU Ph.D. program in its entirety will chase fundamental knowledge in critical areas of social science; it will identify, attract, and nurture talent to generate a strong force of young social scientists equipped to face the challenges of a new India, and open its doors to work jointly with likeminded individuals & institutions around the world. I truly believe that JGU is one of the greatest places in the world to do research and train the next generation of researchers.



PROF. (DR.) KRISHAN K. PANDEY

Dean, Office of Doctoral Studies

PREFACE

The Office of Doctoral Studies (ODS) has taken all relevant, necessary & concrete steps to create favorable research environment for synthesizing world class quality research in O.P. Jindal Global University (JGU). ODS has continued to put focused efforts for prompt redressal of grievances of different stakeholders and extended its admin and managerial level support so as to ensure ease of access to all participants.

Regular meeting with schools SDC chair and other members were conducted at different time points in order to receive feedback/ suggestions on procedural and technical issues and resolve them promptly. Continuing with various initiatives taken during the previous year, ODS has taken necessary steps during the year for increasing the level of quality research, enhancing efficiency, uniformity and consistency in processing of applications across all the schools at JGU.

With the objective of improving functioning and synchronization across all the schools at JGU Office of Doctoral Studies (ODS) has launched its own website (<https://jgu.edu.in/phd-programmes/>) under the JGU parent website. This website contains all forms & templates, Standard Operating Procedures (SOPs), flow of research process, admission related information, list of Frequently Asked Questions (FAQs), Annual Reports & a comprehensive list of Ph.D. students at JGU, which help the office to resolve public grievances speedily and effectively.

During the year, ODS has made remarkable achievements in terms of scheduling, conduction & delivery of course work classes for Qualitative and Quantitative Research Methodology, Research & Publication Ethics & Academic writing to all Ph.D. students registered under the umbrella of JGU. ODS has taken initiative and brought out eminent personalities to speak on specific research topics / issues

and challenges through Ph.D. interactive sessions held every fortnight.

Further ODS has extended its support and assistance for smooth conduction of PhD viva in coordination with Controller of Examination (CoE) and in presence of ten doctoral candidates in the JGU history. In comparison to last academic year, we have admitted 28% more students across all the school at JGU this year. 25% students registered in JGU PhD program are on JGU fellowship.

Almost 41% Ph.D. students registered under different schools of JGU fall within age group of 31-40 years. The next in line belonged to the age group of 21-30 constituting 31% of the total. Only 17% consisted of the age group 41-50. The least belonged to the age group of 51-60 making only 6% of the total students enrolled.

JGU has successfully attracted working professionals across the industry for its part time PhD program. The numbers of Part Time PhD scholars are 63% more than the Full time which only constitutes 37% of the total enrolled. The Gender for the doctoral studies consists of 43% of female and 57 % of male. As per JGU vision we expect a significant increase in foreign origin PhD students through joint PhD and research collaboration with the partner universities across the globe. Office of Doctoral studies intends to promote an interdisciplinary research culture across all the schools at JGU through Connect, Communicate, Collaborate & Create strategy.

This report has been prepared to give a glimpse to the development taken place after the introduction of the Office of Doctoral Studies for the smooth functioning of the PhD program. The report gives a peek into the of Ph.D. students database analysis from the application stage to the selection stage and also of the Ph.D. students enrolled in JGU till date.



01

OBJECTIVES OF ODS

The main aim of Office of Doctoral Studies (ODS) is to handle the administration of the PhD program and to execute the decisions taken by the University Doctoral Committee (UDC). The office administers to the following short term objectives;

- To develop a central level admission process across all schools for full time as well as part time Ph.D. programs in accordance with UGC guidelines.
- Monitoring the progress of full time as well as part time Ph.D. scholars registered with different schools of JGU in collaboration with the respective School Doctoral Committee Chair.
- Streamlining the course work process, its delivery, credit requirement and duration.
- Developing a Ph.D. handbook and SOPs for smooth delivery of the program across all schools.



02

PROGRESS & INITIATIVES

- Provided extended support and created process and system for the students who have completed their research Journey from JGU.
- All types of academic forms and templates for the Ph.D. program have been produced by the office of Doctoral studies such as Ph.D. Progress report form, Synopsis evaluation form, Abstract evaluation form, Thesis submission form, Thesis Templet, Thesis Advisory Committee (TAC) form, Student Declaration form etc.
- Created a complete separate website for office of Doctoral Studies under the broad domain of JGU and uploaded all forms and templates on it.
- Created an annual Report for Office of Doctoral Studies and uploaded it on the Ph.D. website.
- Created an attractive Ph.D. brochure for the schools at JGU.
- Office of Doctoral Studies has collaborated with different faculty members across all the schools and delivered Academic writing, qualitative and quantitative research methodology courses for all Ph.D. scholars registered under the umbrella of JGU. The following table shows the list of professor who voluntarily opted to teach the core/compulsory coursework to the Ph.D. students.

COURSE NAME	COURSE CODE/ CREDIT	PROFESSOR'S NAME	JGU SCHOOL
Qualitative Research Methods (RM-1)	(DS-C-001)/ 3	Joji Rao	JGBS
Quantitative Research Methods (RM-2)	(DS-C-002)/ 3	Prof. Krishan K. Pandey	Office of Doctoral Studies (ODS)
		Prof. Deepa Madathil	JIBS
Academic Writing	(DS-C-003)/ 3	Prof. Gopa Nayak	English Language Centre
		Nupur Samuel	English Language Centre
Research & Publication Ethics (RPE)	(DS-C-005)/ 2	Dr. Mousumi Mukherjee	IIHED
Advanced Business Research Methods	(DS-C-008)/3	Prof. Krishan K. Pandey	Office of Doctoral Studies (ODS)
		Joji Rao	JGBS
Decolonising Research and Knowledge Creation	(DS-E-008)/1.5	Kalyani Unkule	JGLS
A Primer on Experimental Research Designs	(DS-E-009)/1.5	Prof. Krishan K. Pandey	Office of Doctoral Studies (ODS)
		Vibha Trivedi	JGBS

- During the pandemic, JGU successfully conducted online classes for the scholars, so that the research work is not hampered.
- A list of the eligible Guide was furnished across all the school to help the PhD students in selecting their mentors or guides during their academic tenure in JGU.
- 9 webinars were conducted on various topics for the guidance of the scholars.
- ODS has taken initiative and brought out eminent personalities to speak on specific research topics / issues and challenges through PhD interactive sessions held every fortnight.
- The PhD rules and regulation was revisited to keep it in par with UGC, Act. The revision gave more insight to the leaves, duration of the courses, contingency amount, etc.
- On a regular basis, communication via email are sent to the applicants whose applications forms in the NPF database are found incomplete. Also as an ongoing process, the queries related to the PhD program received through NPF, phone and email is dealt by the Office of Doctoral studies with immediate replies.
- Degree Awarded to total ten PhD scholars, Ms Shivjot Gill, Ms Catherine Gatu, Mr. Omar Faruk, Mr Arnab Bose and Ms Sarni Jain from Jindal Institute of Behavioural Science(JIBS). Mr Amanish Lohan from Jindal Global Business School (JGBS). Mr. Rabie Narsh, Mr. Marian Srimal Fernando and Mr. Saber Salem from Jindal School of international Affairs (JSIA). Mr. Manveen Singh from Jindal Global Law School.



Ph.D. Awarded in 2022



Dr. Calton Cadeado (JSIA)

Thesis Topic: Youth bulge and socio-political violence:
The case of violent protests in Maputo and Matola

Supervisors:
Prof (Dr) Samrat Sinha

The study of causal link between youth bulge and of socio-political instability, including war, terrorism and violent protests with conspicuous involvement of bulges of young people, has been subject of contemporary debates in academic and policymaking spheres, in developed countries. Although contemporary, this debate has been overlooked in academic and policymaking spheres of developing countries, where youth bulge has, long ago, become unmanageable and socio-political violence is constantly an imminent threat affecting rural, but especially urban areas. In this context, this research addresses the causal link between youth bulge and socio-political violence in Mozambique, which has been absolutely overlooked, for instance, in the rare literature on the three violent protests that affected significantly the cities of Maputo and Matola, in Mozambique, in 1993, 2008 and 2010. This is, in the first place, an attempt to fill the gap and analyse critically the merits and demerits of the theoretically suggested causal link between youth bulge and socio-political violence, particularly violent protests, which became popular through the so called "Arab Spring". Thus, drawn on youth bulge theory, qualitative-driven approach to mixed methods, historical and contextual nuances as well as secondary sources, this research concludes that the demographic factor played influential role on the outbreak of the three protests of Maputo and Matola. This conclusion goes against traditional and predominant explanations that focus on the macro-level of analyses that blame governments for wrongdoings and neglect the micro-level of analyses in which lies the responsibility of extended families for the outbreak of socio-political instability. Yet, the demographic factor was conveniently minimized in the narratives of both belligerents, namely successive Frelimo-led governments and bulges of (young) protestors who were at the forefront of the three violent protests. Although important, youth bulge theory, alone, cannot explain the causes of the three violent protests that affected dramatically Maputo and Matola. Historical and contextual nuances.

Key words: Youth bulge theory; youth bulge; high fertility rate; socio-political violence; violent protests; Maputo; Matola and Mozambique



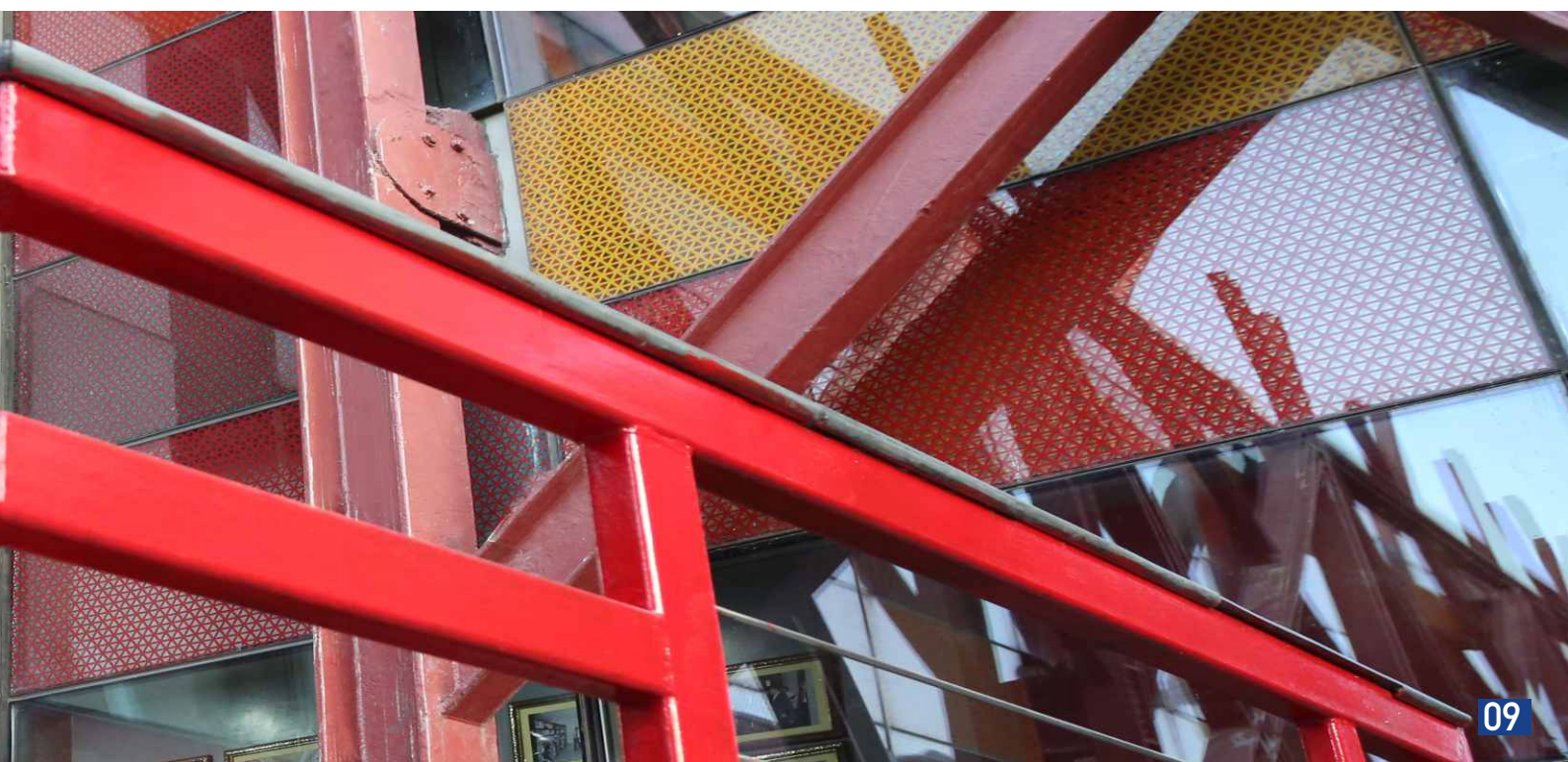


Dr. Nizamuddin Ahmad Siddiqui (JGLS)

Thesis Topic: Shari'a and International Law: An Exploration In Legal Praxis

Supervisors:
Prof (Dr) S.G Sreejith

The thesis argues for a plural imagination of international law. As such, it puts forth the case for a plurality of constitutive imagination, and from there derives the argument in favour of a Shari'a praxis in International Law. I have pursued this project in the following manner. I have first looked into the structural and foundational fallacies of the discipline. I base the first in the critical legal scholarship and the second in the projection of a European particular as the "universal" as it sprang from the works of Descartes, Grotius, Vitoria and Kant. I then proceed to explore the debates of the "self" as highlighted by Unger in his writings. This is where I engage with the works of G. H. Mead, whose writings on the nature of the "social self" I rely upon to create an argument in favour of the interactive discipline. I argue that it is through a constant engagement of the self with the other that the international legal argument becomes a reality. I also create a model to demonstrate how the praxis of international law could be explored through a combination of its argumentative forms and the agency of the self. To demonstrate how this model might work, I employ incidents' method, as originally devised by Michael Reisman in his 1984 article. I demonstrate how using the model the Shari'a praxis in International Law can be explored. I look at the events surrounding the First Gulf War (1990-1991) and try to discuss them in terms of two separate debates – one occurring in the form of international diplomacy and at the corridors of the Arab League and the United Nations; and then, in the manner the events unfolded before the eyes of the Islamic scholars as they debated the validity of the intervention by the US upon invitation of Saudi Arabia. The debates between different stakeholders demonstrate how the legal norm of Muslim International Law was debated side by side as the world grappled with how to engage with the events in their usual fashion – employing the corpus of mainstream international law. I conclude the thesis by arguing that the plurality of constitutive imaginations in International Law does not challenge the legal process nor challenges the validity of the legal institutions, and as such its legal instruments. However, it does imply that International Law might work in different ways within different landscapes, and about which the legal scholarship must remain conscious.





Dr. Nisha Phakey (JIBS)

Thesis Topic: Development and Validation of Brief Social Cognition Scale for Young Adults and Adolescents.

Supervisors:

Prof. (Dr.) Sanjeev P Sahni
Prof (Dr) Krishan K Pandey

Social cognition is defined as to how we interpret, analyse, and remember information about the social world (Van Overwalle, 2009). Any deficit in social cognitive skills leads to impairment in daily socio-occupational functioning. It also interferes with effective adjustment to the social environment i.e work, home, or any other kind of a situation where interaction with others is essential (Harvey & Penn, 2010). Social cognition is a culturally loaded domain and is affected by the developmental age groups (Callaghan et al., 2011). The literature suggests that there are measures to assess social cognition such as SOCRATIS, TASIT, Interpersonal Reactivity Index, The Mentalization Questionnaire. However, very few scales such as SOCRATIS has been validated on the Indian Population. The major lacuna of the scale is that it requires high level of expertise to administer. Therefore a need was felt to develop and validate a brief scale on social cognition for the Indian population. Many empirical studies have focussed on assessing social cognition during childhood or preschool years. There is a dearth of research focussing on adolescents and young adults (Breil et al., 2021). Therefore, a need was felt to focus on this sector of population as these two groups are in the transition phase which is not only marked with hormonal changes but with social and emotional adjustments too. In order to fulfil the research void, this dissertation aims to develop and validate a social cognition scale for young adults and adolescents. The study is divided into two phases and quantitative methodology was employed for this dissertation. In Phase I the scale was developed for young adults. Initially item generation, item refinement and content validity was established. At the end of this stage a total of 60 items were retained. These items were administered to 308 participants (196 females, 112 males) belonging to the age group of 18-25 years (M age = 20.31±2.03). Confirmatory factor analysis (CFA) was used to establish the construct validity of the indigenously developed scale. The CFA resulted in a two factor 18 item scale. The fit indices were good and best fit i.e. (CFI = 0.910; CMIN/df = 1.982; RMSEA= 0.57; GFI= 0.916; AGFI=0.889; TLI = 0.897). The Cronbach alpha for the total scale was 0.867 and for Mentalization+Empathy (ME) factor alpha was 0.864 and for Impulse control(IC) the Cronbach alpha was 0.760. The scale was named as Brief Social Cognition Scale. In Phase II the validated 18-item Brief Social cognition scale was administered to 623 (393 females, 230 males) adolescents i.e. the age group of 13-18 years (Mage = 15.52±1.25). The fit indices for two factor model were good and best fit i.e. (CFI = 0.909; CMIN/df = 3.217; RMSEA= 0.060; GFI= 0.928; AGFI=0.908; TLI = 0.896). The Cronbach alpha for the total scale was 0.867 and for ME it was 0.894 and IC=0.658. The scale was found reliable and valid to assess the social cognition of adolescents. Measurement Invariance was calculated using multigroup CFA to ensure that the scale is a valid measure of social cognition for both young adults and adolescents. The Multigroup CFA findings (CFI = 0.879; CMIN/df = 3.158; RMSEA= 0.48; GFI= 0.903; AGFI=0.884; TLI = 0.871) reveal that the scale is a valid measure of assessing the social cognition. Furthermore, the correlates and predictors of social cognition too were established in this dissertation. Among young adults' social cognition and its various domains, ME ($r_{\text{viii}} = .202, p < 0.01$). Similarly, for SC and IC, we see that grit is a strong predictor of social cognition. The coefficients range from 0.15 to 0.21 and explain 3%-5% of the total variation in dependent variables. In adolescents grit explains a higher amount of variation in the ME. The findings indicate that effort dimension of grit was found to be associated with ME in both step 1 and step 2. It explained about 8% variation in ME ($b = 0.278, t = 7.220, r = 0.084, p < 0.01$). Whereas effort explains about 25% of variation in IC ($b = 0.494, t = 14.281, r = 0.254, p < 0.01$) and 12% of variation in SC ($b = 0.446, t = 7.309, r = 0.122, p < 0.01$). Similarly, Interest was found to be associated with IC and SC but not with ME. In the IC variable it explains about 25% ($b = 0.517, t = 9.195, r = 0.253, p < 0.01$) of variance and 12% ($b = 0.151, t = 2.469, r = 0.122, p < 0.05$) of variance in SC at step 3 of forward regression. Stress levels were also found to be associated with ME, IC & SC. The stress levels explain 8% variance in ME ($b = 0.079, t = 2.141, r = 0.084, p < 0.01$), 25% variance in IC ($b = 0.363, t = 1.966, r = 0.254, p < 0.01$) and 12% variance in SC ($b = 0.085, t = 2.258, r = 0.122, p < 0.01$). Also, Pre pandemic academic achievement was found associated with ME scores ($b = 0.084, t = 2.141, r = 0.57, p < 0.05$), it thus explains almost 6% variation in ME. Although IC was not found associated with academic achievement. Pre pandemic achievement was however found associated with total social cognition scores both at step 2 and step 3 of forward regression analysis and explains about 6% of variation in SC ($b = 0.083, t = 2.118, r = 0.066, p < 0.05$). Academic achievement during pandemic was not found associated with any variables. The multigroup CFA indicated a stable model and therefore the data for young adults and adolescents were combined to assess the impact of sociodemographic variables on social cognition and its predictors. The results indicated that social cognition and grit are indeed associated and females were found grittier than males ($F = 16.179, p < 0.01$; Females: $M = 6.26, SD = 3.86$; Males: $M = 5.26, SD = 3.34$). Similarly, stress was found to be associated with social cognition. Social cognition was found associated with academic achievement during the pre-pandemic period ($F = 2.190, p < 0.05$), but not during the pandemic. The F value ($F = 11.68$) was significant at 0.01 level and indicates that there exists a significant difference between males and females in the domain of social cognition. The current study adds to the existing literature, and to the best of the author's knowledge, this is the first tool assessing mentalization, empathy, and impulse control altogether. This scale is shorter as it consists of 18 items only and can be easily administered within a few minutes. Further, this scale can be used with the clinical population as well. This short-scale can serve as a screening tool to assess any social cognition deficits present in patients suffering from depression, anxiety, schizophrenia, and other mental health disorders. The current study adds to the existing literature, and to the best of the author's knowledge, this is the first study that assessed the relationship between social cognition and academic achievement along with grit and stress in the Indian context. This study proposed novel findings showing the interaction between social cognition, grit, stress, and academic achievement. The results suggested that social cognition and grit are related and also stress and social cognition are associated with each other. However social cognition and academic achievement were not found to be related during the pandemic but they were found associated during pre pandemic. The difference in results could be because of the ongoing pandemic situation as well. Hence this study provides groundwork to conduct further research once the pandemic subsides and when the educational institutes again start operating fully in offline mode. On the basis of these findings, further educational interventions can be planned to improve grit and reduce the stress levels among students which in turn are bound to impact the social cognitive skills.



Dr. Jeevan Deep Sehgal (JIBS)

Thesis Topic: Psychological contract in Higher Education Institutions (HEI's) in India: Measurement and validation

Supervisors:

Prof. (Dr.) S.P. Sahni &
Prof (Dr) Kyle Edgington

Employer-employee relationships are dynamic in today's fast-paced professional life. To understand the employer-employee relationship in an organization, Psychological Contract is an important tool. It refers to the belief of the employee with regards to the perceived employer obligations and the employee obligations both being mutually interdependent. If the perceived employer obligations are not fulfilled, it may lead to dissatisfaction among the employees which may further lead to attrition. Content of Psychological Contract can vary and depends on various factors such as national culture, and the sector or industry where the employee is working. According to AISHE report 2019-2020, there are more than 1000 universities, 42000 colleges, and approximately 12000 stand-alone institutions of higher education in India. The HEIs sector employs more than 15 Lacs of faculty members along with the administrative staff. And this number is growing on an annual basis, especially after the various new initiatives taken by the government including NEP. Hence, it is important to understand the employer-employee relationship in this sector. In literature, there is a dearth of studies exploring the content of the psychological contract in the educational sector. Also, it is important to measure the psychological contract and there is no valid scale available to measure the unique factors of the psychological contract for employees working in higher educational institutions (HEIs). The present study explored the domain of Psychological Contract through the development of scale and validating the same for employees working in HEIs. The study followed the process of scale development with a sequential mix method approach. The study was divided into four phases, namely, item generation, item refinement, exploratory factor analysis, and establishment of validity. The study contributed towards providing the new dimensions for the psychological contract from the perspective of the employees working in the HEIs and a validated scale. The research questions also explored the relationship between the psychological contract and a few other variables namely, employee engagement, perceived psychological contract fulfillment, turnover intention, and employee referral intent. The study contributes to the existing literature, where the unique dimensions of the psychological contract has been identified for HEIs. This study also recommends the higher education institutions to focus on the areas like work environment, academic freedom, research orientation and development of their employees to attract and retain their employees. The validated scale may help the senior management in the higher education institutions to assess the existing psychological contract of their employees and create better policies and processes to attract and retain the talent at higher education institutions.

Keywords: Psychological Contract, HEIs in India, Employee Engagement, Employee Referral Intent





Dr. Bhanu Prakash Nunna (JIBS)

Thesis Topic: Assessment of Sakhi One Stop Centres' Victim Service Practitioners' Training Needs and Challenges for Effective Implementation of Sakhi Programme

Supervisors:

Prof. (Dr.) Manjushree Palit &
Prof. (Dr.) Gerd Ferdinand Kirchoff

Violence against women and children has been increasing over the years. Besides preventing violence against women and children, the state must provide post-victimization support to victims and help them recover. Between enduring crime and receiving support, the crime victim, specifically, if it is a woman or a girl child, is often subjected to secondary victimization. Secondary victimization is a serious risk associated with victim care. Therefore, in providing care for victims, the state must ensure that the victim service personnel do no further harm. The Sakhi One Stop Centre (OSC) is India's pioneering victim assistance program. The OSCs aim to alleviate the plight of gender-based violence (GBV) victims in India. However, the lack of formal institutional education and training in victim services, and subsequently the level of inadequate training provided to Victim Service Practitioners (VSPs) in Sakhi centres, have resulted in low confidence of the VSPs' in their attitude, skills, and knowledge about providing adequate services to victims. Inadequate training on how to care for victims can lead to the perpetuation of

secondary victimization at the hands of VSPs. It is imperative that the VSPs are appropriately trained, their problems are addressed, adequate resources are made available in Sakhi OSCs to meet the crime victims' needs and to provide quality victim services at all times. A critical review of literature has highlighted that victimology and victim assistance are still nascent with little empirical and theoretical underpinnings for victim service training, practices, and delivery. The following are the objectives of this study: to understand the training needs of VSPs, to understand the victim's needs and challenges in accessing support, to highlight the problems of VSPs, and suggest some measures to solve their problems and improve the functioning of Sakhi OSCs. Finally, to propose a comprehensive training model and framework for the effective functioning of Sakhi OSCs. A mixed-method sequential exploratory design was applied. A convenient sampling technique was used to select the 192 participants (VSPs from 48 OSCs from all over India) to take the survey questionnaire for the quantitative part of the study. The respondents for the seven focus group discussions (with the VSPs from the 7 OSCs chosen out of the 48 OSCs surveyed) and two semi-structured in-depth interviews with the experts for the qualitative part of the study were selected using the purposive sampling technique. The survey data was analysed using exploratory factor analysis, whereas the transcripts from the focus groups and interviews were analysed using thematic analysis. This research identified the VSPs' training needs, victim's needs, gaps in knowledge, and skills of VSPs that can be plugged into a comprehensive training model (Attitude, Skills, and Knowledge model) to deliver quality services to crime victims. The study findings helped understand how the existing training may be improved to adequately train the VSPs. The study also highlighted the victims' needs and the lack of resources in Sakhi OSCs to cater to those needs. This knowledge can be helpful in revising the services provided at OSCs and makes a strong case for greater flexibility within the program to cater to the diverse and unique nature of victims' needs. Most importantly, this research also helped understand the problems of the VSPs in Sakhi OSCs in India and the resources needed to address those problems. This study also proposes measures and recommendations to the Government of India and victim policymakers to ensure the effective functioning, continuity, and quality of victim support in Sakhi OSCs. Lastly, this study makes two theoretical contributions: first, an integrated 'Attitude, Skills and Knowledge (Ask) Model,' a comprehensive training model for VSPs; and second, a 3-layered-framework that contribute to the successful implementation of the Sakhi programme and quality victim support in all the OSCs.

Keywords: Gender-based Violence, One Stop Centres (OSCs), Sakhi Programme, Secondary Victimization, Victim Service Practitioners (VSPs), Training Needs Assessment, Victim Service Training, Victim Needs, Victims' Challenges, Criminal Justice System





Dr. Vijay Kumar Dev (JGLS)

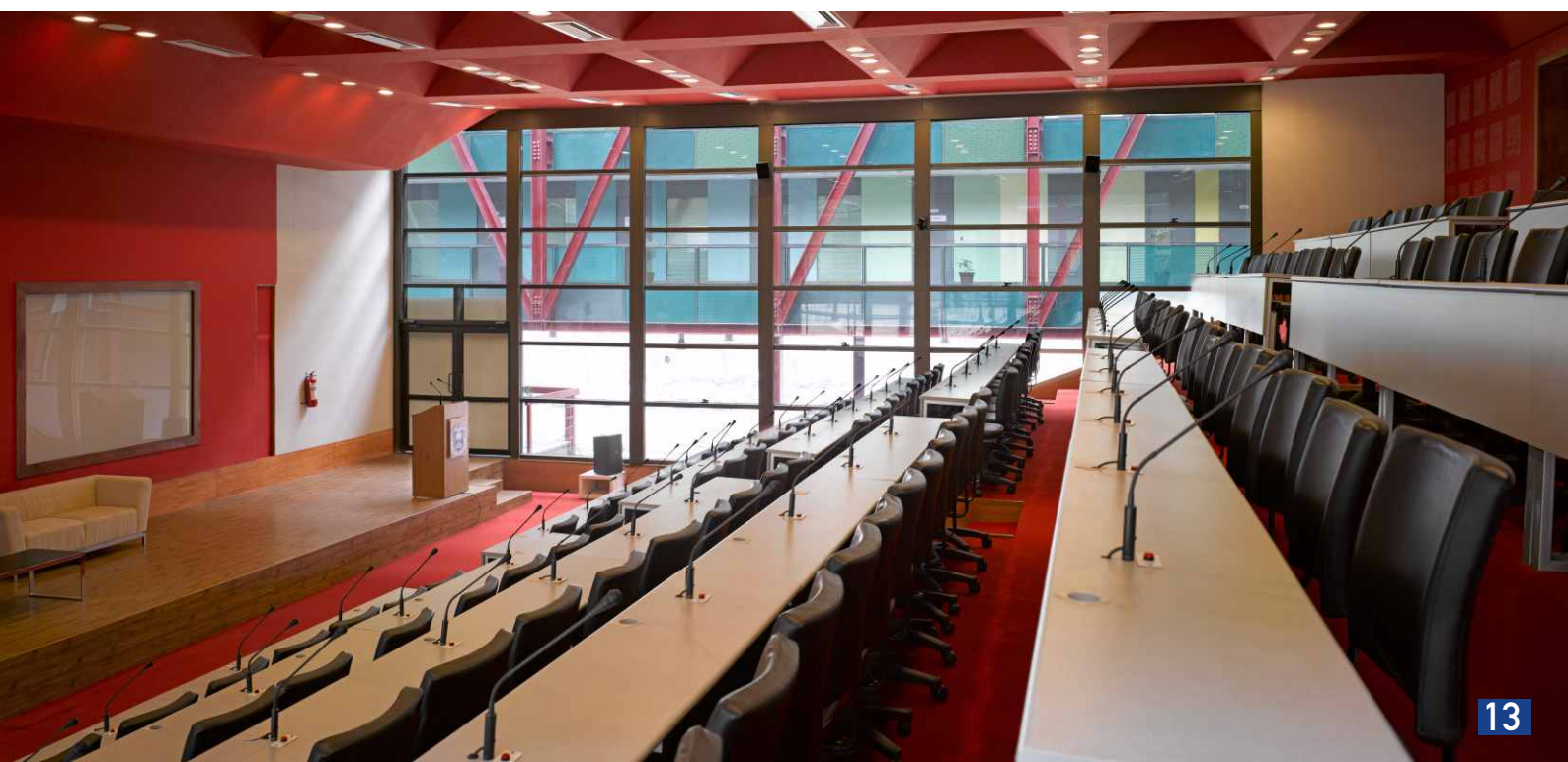
Thesis Topic: Between law and morals: Legality of the election commission of India's moral code of conduct

Supervisors:

Prof (Dr) C. Rajkumar
Prof (Dr) S.G. Sreejith

India is the world's largest democracy, a hallmark of which, is its ability to conduct free, and fair elections, despite the plurality and deep-seated ideological differences of its polity. At the helm of this electoral governance framework is the Election Commission of India (ECI).

The ECI is endowed with a high degree of autonomy and authority and bestowed with the responsibility of conducting not only the elections for the Lok Sabha and the Rajya Sabha, but also that for the offices of the President, Vice-President as also the State legislatures. One of the salient tools available to the ECI in the conduct of free and fair elections is the Model Code of Conduct (MCC). Put simply, the MCC is a compendium of guidelines and instructions implemented by the ECI on the conduct of the government in power as well as other political parties, and candidates, contesting elections. The MCC, however, as it stands, does not emanate from any statute. It rather takes the form of a repository of norms, that political actors themselves felt the collective need for, to bring about a level playing field during elections. Given that the MCC is effectively intended to be a check on electoral malpractices with the ECI armed with the authority to impose sanctions on its disobeyers, this dissertation attempts to explore a basic question i.e. should the MCC be given a statutory force or not? In doing so, I navigate a plethora of concerns in the functioning of the ECI as well as the implementation of the MCC through a case study-based analysis. However, the foundational aim will remain to explore whether giving legislative recognition to the MCC will empower the ECI towards its more effective implementation. I have taken care herein, to diversify my sources across the various types of elections conducted in India, as well as choose those studies where judicial intervention has taken place. The latter will allow me to weave an electoral jurisprudence that goes beyond merely examining the decisions of the ECI. Chapter 1 begins by tracing the evolution of the MCC and highlighting its relevance to the electoral processes in India. Chapter 2 attempts to theorise the MCC as a manifestation of the Hart-Fuller debate between law and morality i.e. situating the 2 MCC on the spectrum of what the law is and what the law ought to be. This exercise is not one undertaken in vain but one that hopes to illuminate through theory, how the MCC might be better implemented in practice. Chapter 3 comparatively evaluates the MCC with regimes existing in certain democracies, globally. Chapter 4 contains the bulk of this dissertation's case study analysis on the functioning of the ECI & the judiciary. Chapter 5 concludes the debate on the legality of the MCC as situated in the tussle between law and morality





Dr. Derio Anselmo Lourenco Chirindza (JGLS)

Thesis Topic: Effectiveness of the Integration of Urban Refugee Children into the National Education System of Mozambique

Supervisor:
Prof (Dr) Jessica Field

The world is witnessing a crisis in refugee education. This situation has been acute in the countries of the Global South, whose education systems tend to be underfunded and lack adequate school infrastructure and teachers trained in refugees' needs. In these conditions, refugee families, including refugee children, often fail to enrol due to overcrowded classrooms; refugee teachers do not pay due attention to the specific needs of refugee children; refugee children face discrimination and bullying;

and school administration bodies lack mechanisms to provide support to undocumented, over-aged refugee children, or those struggling with trauma. From the perspective of refugees themselves, refugee child education challenges also originate from their preference to learn the curriculum of their home country, from constant migration and from hope of immediate return to their home country or resettlement.

These factors have disrupted the education of refugee children. As influenced by the aspiration of return and resettlement, refugee families have resisted enrolling their children in national schools. In worst-case situations, refugee families have retained their children at home, hoping that they would leave the host countries soon. Another aspect of this problem are the educational interventions based on the service-delivery approach. What matters in education programmes drawn from this approach is just the provision of physical access to education. Usually, aspects such as quality education, social cohesion and belonging are less – or not at all – prioritised in such educational interventions.

The crisis in refugee education has caught the attention of academics and policy makers. This has been evident with the publication of the Global Education Review by Sarah Dryden-Peterson in 2011 and the establishment of the UNHCR Education Strategy 2012-2016 (updated in 2016 to be the Refugee Education 2030: A Strategy for Refugee Inclusion). These documents have documented the range of challenges refugees have gone through to access quality and protective education. Furthermore, they have called for the integration of refugees into the National Education System (NES) of the host country. At the heart of this move is the belief that integration can help refugee children benefit from education structures and school teachers of the host countries. Equally, the move towards integration of refugees into the NES has been influenced by the acknowledgement that education of refugees is a human right and a tool to protect other rights. Education through integration is viewed as a tool that can help refugees develop skills and abilities to take up productive lives in host countries. This has been seen as essential for refugee children whose future is uncertain in the context of protracted conflicts and uncertain stays in exile, limited resettlement opportunities, and enormous challenges to locally integrate in the host countries, especially in urban settings.

Faced with these challenges, scholars have examined the effectiveness of the integration of refugees in host countries, focusing especially on the so-called priority countries. This has been important to understand the integration of urban refugee children into the NES of host countries. Yet, much is still needed to be researched. For example, Mozambique, a refugee-host country, with refugees living in the country for many decades, is one understudied situation. So, more investigation is required.

Despite the presence of refugees and a policy of integrating refugee children into Mozambique's NES, there is limited policy and scholarly research documenting its effectiveness. Most of the existing studies on refugee affairs have looked at the nature of Mozambique refugee protection policies, the shortfall of protection and asylum policies, and migration trends. Taken together, these dynamics and gaps have inspired the development of this study.

This study has examined the effectiveness of accommodating refugees in the NES of Mozambique. Precisely, this study aimed to explore the extent to which (and how) Mozambique education policy offers integration possibilities for refugee children into its NES.

The purposes of this study included: a) To analyse different approaches of education effectiveness among refugee children, families, teachers of refugees and policy makers; b) To discuss the extent to which these approaches have been applied in the classroom in Maputo and Nampula; and c) To examine the lived experiences of refugee children in Mozambique's learning environments.

To attain these goals the study raised the following primary research question: What is the impact of Mozambique's approach to refugee education on the integration of refugee children from the Democratic Republic of the Congo (DRC) into the NES? To explore this main research question, three sub-questions were developed, including: a) How does the government of Mozambique approach refugee integration into the NES? b) How is integration approached among refugees themselves and into schools, at national and school policy or administrative levels? c) What are the lived experiences of refugee children in Mozambique's learning environments? d) To what extent have these approaches been applied in schools in Maputo and Nampula?

To answer these questions, this study used qualitative research methodology. Participant observations in public schools, specially those attended by refugees, open-ended interviews with refugees and with elite participants (government officials, school principals, officials of UNHCR) and focus group discussions (FGDs) with some school teachers constituted the data collection methods. To collect data the study also relied on documentation review. This method enabled the assessment of key policy documents and scholarly research on the topic. Because the study involved the engagement with vulnerable people (refugees in general), the study used snowball sampling to gather more participants and identify the schools attended by refugee children. To select research participants the study also used purposive sampling.

This helped to select relevant research participants, schools and the research design. The research design for this study was a case study and the geographical areas selected to conduct the fieldwork were Maputo and Nampula. These two urban settings are densely populated. This factor facilitated the development of this study. Also, while the debates in this study focused on urban refugee children in Mozambique more generally, for the purposes of data collection, the study selected urban refugee children from DRC, as they are a

significant refugee population in Mozambique both in terms of numbers and their long-term presence. This study drew from thematic and content analysis as well as analytical examination of research findings with the use of the Model of Inclusion in refugee education of Dryden-Peterson et al. (2018) and the Integration Framework of Ager and Strang (2004; 2008).

The study found that Mozambique prioritises structural integration, whereas refugee families view integration beyond structural integration. In addition to structural integration, for refugee families, including refugee children, integration involves aspects of relational integration, for instance: the establishment of positive relationships with native and non-native peers and teachers in schools, and the possibility of education translating into equal job opportunities in Mozambique. Another important finding of this study is the view that for integration into schools to be effective, the right to education for refugees needs to be recognised under the national law of Mozambique. These findings answered the questions related to the meaning or understanding of research participants of effective integration of refugees into the NES of Mozambique.

As it relates to the extent to which these approaches have been applied in schools in Maputo and Nampula, the study found that Mozambique structurally integrates refugees into national schools in both settings in similar ways. This has been possible thanks to several factors: i) the government's liberal policies that enable refugees to take up residence in urban settings; ii) the government's enabling of refugees to access education through providing basic documentation and through interaction with other stakeholders working on refugee education – i.e. schools, the Ministry of Education and Human Development, the Ministry of Justice, UNHCR and so on; iii) the perception of school administration in both locations that education is a compulsory and universal right; iv) active teacher-parent engagement, and parental support to refugee education and refugee families awareness of schools availability.

However, even structural integration has been limited by several factors. These include, at a national policy level, reservations made by the Government of Mozambique against Article 22 of the 1951 Refugee Convention (which enshrines a refugee child's right to education). At a local level, limitations include: the weak capacity of school administrations in Mozambique to enrol refugee children without documentation for their previous grade; and a lack of school infrastructure capacity to absorb all children, especially on rainy days where classes cannot take place outside. Also, sometimes structural education is limited by teachers' absenteeism and limited financial resources of refugee parents to handle educational costs (in a very few cases).

In addition, refugee children have struggled to relationally integrate into national schools as a result of household-related challenges. Many refugee children experience constant livelihood-related migrations as a result of their parents' decisions. Refugee integration can also be psychologically limited by refugee parents' plans of return and resettlement. Data collected from interviews revealed that the Portuguese language proficiency of refugee children is low. (the language of tuition), and they face school/ classroom challenges from stereotypes, bullying and similar discriminations, as well as from teachers untrained on refugees' basic needs.

These findings have supported previous sources indicating that Mozambique structurally integrates refugees. These sources are limited, and so this study has also contributed to fill the gap on the extant literature on refugees/ migration affairs in Mozambique. This gap applies to the general literature on refugee education, which has looked less at urban settings of Mozambique. More broadly, these findings contribute to the debate on the integration of urban refugees in countries of the Global South – an issue that still needs further research, given that much research attention on the topic is still on education in the context of resettlement in developed countries, or on education in emergency contexts.

These findings add new information, experiences and arguments to the academic literature. They show that refugee parent and child voices are an essential source for understanding what "effective" means in the education context. Their contribution to this study suggests that scholars cannot understand "relational" integration until they speak to refugee children and parents. Their voices and lived experiences helped to understand that the gap in the Mozambique's approach to refugee education is not at the policy level, but it is at the implementation level. This is why "lived" experiences (captured through deep interviews) are so important, as they highlighted where paper policies do not translate into practice.

The data reveals that refugee child integration experiences are very uneven across urban environments – and they too often depend on the "luck" of having multilingual teachers. In context, these findings demonstrated that refugee children face multiple barriers that intersect and turn their integration into difficulties for the NES of Mozambique. These findings also demonstrate that refugee child integration involves factors outside of the home (e.g. parents and home life) as well as inside the classroom. One key thing these findings highlighted is that refugee parents view future livelihoods prospects as part of education effectiveness right now, and the system is not currently working to achieve this.

The frameworks of Ager and Strang (2004) and Dryden-Petersons et al. (2018) were essential to understanding that structural integration is present; however, the NES in Mozambique does not offer refugees relational integration. Drawing on these frameworks it was possible to understand that relational integration (through social connections) is important to both refugee parents and children, even though they are missing. The comments of refugee families, together with the Integration Framework of Ager and Strang (2004), indicated that scholars cannot understand refugee learning outcomes without considering wider rights and opportunities over a longer timeframe than school years (e.g. the right to work, post-education). Taken together, these frameworks and the experiences of refugee children show that the government of Mozambique has a long way to go before it reaches effective integration from the perspective of refugees.

In this case, the government of Mozambique has to proactively do more to effectively integrate (or "include" as per more recent terminology) refugee children in national schools. Some aspects that it needs to observe or improve include: i) Support schools to offer language bridging classes for refugee children in all urban areas; ii) Train teachers on the unique integration needs of refugee and migrant children and iii) enable refugee children with Mozambique qualifications to work after they graduate. In doing so, its education approaches toward refugee children will improve their efforts to structurally and relationally integrate refugee children in the new NES, thus presenting a greater chance of protection through education.



Dr. Isha Saluja (JGLS)

Thesis Topic: Regulating Commercial Surrogacy And International Surrogacy Arrangements In India.

Supervisor:
Prof (Dr) Sameena Dalwai

In today's era, various treatment options are available for the intending couples to have their own genetic child with Assisted Reproductive Technology ("ART"). This is result of recent developments and research in the area of reproductive medicine. Recent and increasingly common reproductive technique is in-vitro fertilization ("IVF"). This reproductive technique of IVF is often a complementary element of another method of assisted reproduction which is Surrogacy.

Surrogacy is basically of two types: Traditional and Gestational. In recent times, Surrogacy is mostly practiced in the form of Gestational Surrogacy in which surrogate mother is not genetically related to the child born out of the surrogacy procedure. It is the Commercial Gestational Surrogacy that has been prevalent in India since the inception of its advancement in last decade of 20th century and has majorly been criticized on legal and ethical grounds. Despite legal as well as ethical complexities involved in Commercial Surrogacy, this practice gained popularity all over the world and also became a huge business industry in India.

Intending couples from even other countries travelled to India in search of a surrogate who can carry and give birth to their baby. India became a "surrogacy hub" of the world. India witnessed extreme growth rate in this trend of International Surrogacy Arrangements ("ISA"). ISA is basically an arrangement entered into by intending parents resident in one nation State and a surrogate resident in a different nation State. Confederation of Indian Industry figures claimed surrogacy being a \$2.3 billion industry in India. This rapid growth of surrogacy industry can be attributed to unregulated surrogacy arrangements except the National Guidelines for Accreditation, Supervision & Regulation of ART Clinics in India, 2005 ("the ICMR Guidelines") which are also non-binding. Further, reproductive tourism was cheap and involved low costs for the foreigners.

The major debate in India on the ISA started in 2008 with the landmark case of Baby Manji Yamada v. Union of India. In this case, the Hon'ble Supreme Court accepted Surrogacy as legal in India. However, Government of India ("GOI") decided its policy to prohibit ISA. It imposed a ban on ISA by prohibiting import of human embryo in India except for research purposes and penalizes clinics if they offer surrogacy services to foreign couples. Also issue of visas to foreign nationals intending to visit India for commissioning Surrogacy was stopped.

The legal issues regarding ISA and Commercial Surrogacy are still pending in the Supreme Court in case of Union of India & Anr. vs. Jan Balaz & Others. In the meanwhile, GOI has proposed complete ban on Commercial Surrogacy for Indian citizens as well as on ISA through the introduction of the proposed Surrogacy (Regulation) Bill, 2016 ("Surrogacy Bill, 2016"). Under this proposed Bill, no person, organization, surrogacy clinic, laboratory or clinical establishment was allowed to undertake Commercial Surrogacy. They also cannot provide Commercial Surrogacy or its related component procedures or services in any form his Bill was approved by the Union Cabinet but was not passed by the Parliament of India.

The Surrogacy Bill, 2016 was referred to Department Related Parliamentary Standing Committee on Health and Family Welfare, Rajya Sabha ("Parliamentary Standing Committee") for examination and it submitted its Report ("Parliamentary Standing Committee Report") on the Bill to the Parliament. Parliamentary Standing Committee suggested compensated surrogacy model for Indian citizens. Under compensated surrogacy model suggested by Parliamentary Standing Committee, surrogate mother should be adequately and reasonably compensated. The quantum of compensation should be in accordance with the expenses under the surrogacy procedures and other necessary expenses related to or arising out of surrogacy process. However, the Parliamentary Standing Committee observed that ISA should not be allowed and foreign nationals cannot commission surrogacy in India. The only reason stated for this recommendation was that foreigners come to India for commissioning surrogacy as the procedure is much cheaper here.

GOI has not considered the recommendation of Parliamentary Standing Committee for permitting compensated surrogacy model for Indian citizens. Surrogacy (Regulation) Bill, 2019 ("Surrogacy Bill, 2019 or "the Bill") was reintroduced without allowing Commercial Surrogacy. Latest, the Bill on Surrogacy was introduced as Surrogacy (Regulation) Bill, 2020 ("Surrogacy Bill, 2020"). This 2020 Bill also continues to prohibit Commercial Surrogacy for Indian Citizens and ISA.

One of the major objects sought to be achieved by the GOI from the proposed prohibition of Commercial Surrogacy is to prevent exploitation of Indian poor women who may take the risk in the case of financial hardships. It is also argued that usually in the case of ISA, the intending parents are from high-income countries like USA while surrogates being poor fertile women are from low or middle-income countries like India. Therefore, there is a marked economic inequality between the both and the chance of exploitation is very high. However, the ban is criticized on the ground that demand for surrogacy is not going to suddenly vanish. Ban might be more harmful for women than previously it was as it will lead to creation of an illegal market. In this illegal market surrogates will be more vulnerable to exploitation. In such cases, Surrogates will not even have any avenue for legal recourse. Therefore, there is an urgent need to examine whether GOI should reform its policy and reconsider the proposed law of prohibiting Commercial Surrogacy for Indians and also ISA. The examination needs to be done by mainly keeping in context the betterment of Indian surrogates as they are the vulnerable party under the surrogacy arrangement.

TRENDS OF THE YEAR 2022- AT A GLANCE

3.1 School Wise Application Data distribution

The total number of applicants earned for the year 2022 (Spring & Fall) in No Paper Form (NPF) database is 1205. 335 applicants completed the application form in full, and these details of the applicant were forwarded to the respective schools for further steps.

Table 1 Demonstrate school wise application details for 2022.

JGU School	Total Application Received	Eligible & Shortlist Applicants	Offer Made After RAT & Interview	Final Registered Ph.D. students for 2022
JGLS	118	28	11	10
JGBS	64	29	23	22
JIBS	33	8	8	6
JSGP	39	18	18	15
JSIA	59	20	15	7
IIHED	17	6	4	4
JSAA	2	5	4	4
JSBF	2	0	0	0
JSPH	1	0	0	0
Total	335	114	83	68

Table 1: School wise application details for 2022

- Out of 335 application received by various schools at JGU, 212 applicants (around 64%) were found to be eligible after shortlisting as per JGU Ph.D Regulation.
- Then in the next stage these 212 applicants appeared in process of RAT exam & interview and 83 (around 40%) offers were made to join Ph.D programme at JGU.
- Out of these 83 offers, 68 (around 82%) students joined the Ph.D Programme under the various schools of JGU.

3.2 Course type (Part-Time /Full-Time) wise distribution:

Doctoral candidates have the option of choosing the Ph.D program either Part Time or Full Time.

Figure 1 shows school wise distribution the full time and part time students for year 2022 in which 41% student have enroll themselves as full time students and remaining are part time students.

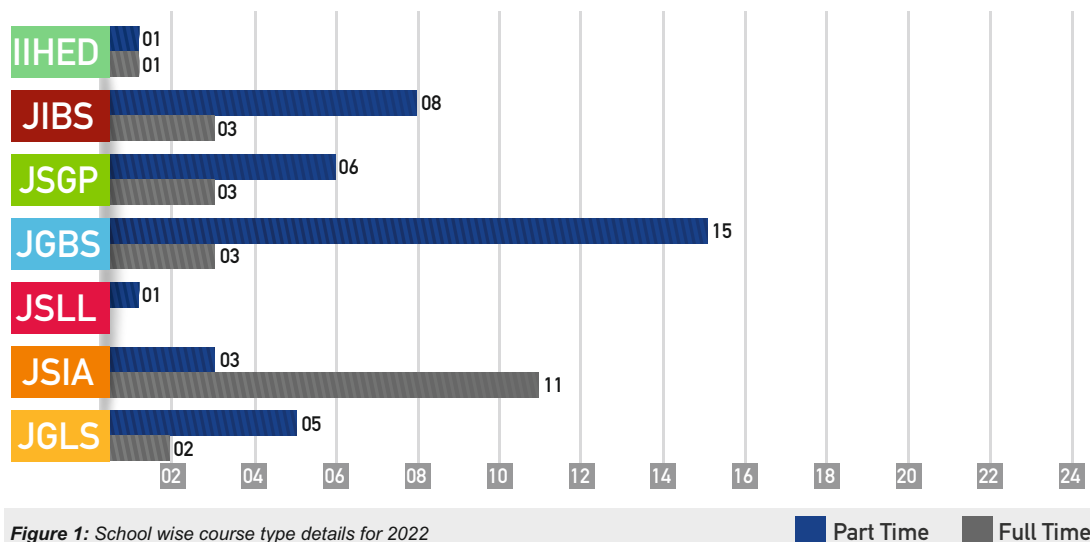


Figure 1: School wise course type details for 2022

Part Time Full Time

3.3 Gender Wise Distribution

As discussed above, we selected 90 Ph.D. students from 123 eligible applications throughout the entire process, 55 applicants joined the Ph.D. program in 2020 at various schools at JGU.

Out of these, 25 Ph.D. Scholars were female scholars and 30 were male scholars. School wise gender bifurcation can be seen in the figure 2, which is given as below

GENDER BIFURCATION

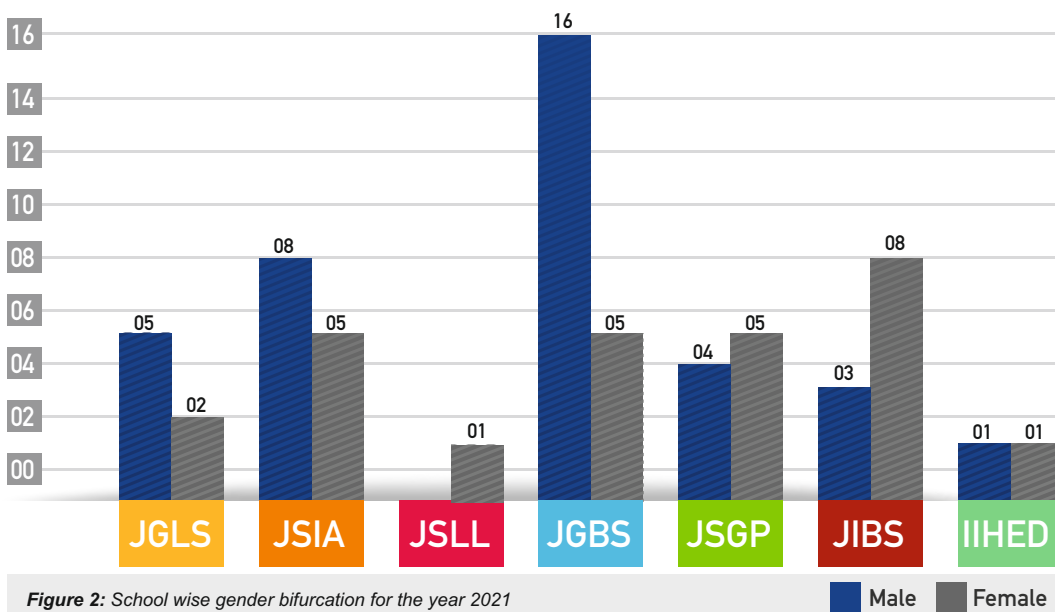
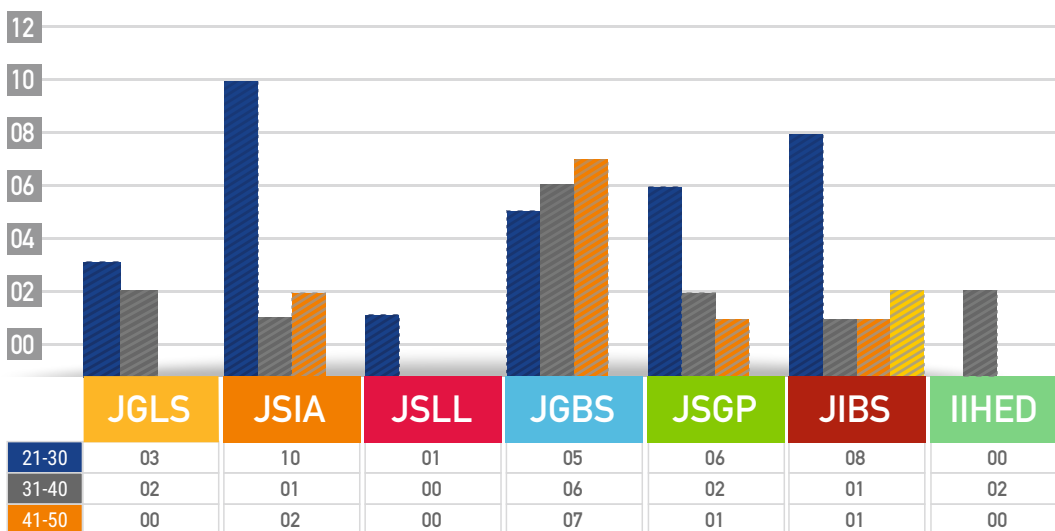


Figure 3 shows the school- wise bifurcation of the PhD student age group enrolled in JGU for the year 2022.

AGE-GROUP WISE ANALYSIS - 2022



04

OVERVIEW OF JGU Ph.D. PROGRAM 2015 to 2022

From the very first day of the Ph.D. program (started in 2015) to the end of 2021, Total 290 Ph.D. students have been registered across all JGU schools. From the data presented below in table 2, it is quite evident that JGU's Ph.D. program has grown exponentially (around 69%) in the last two years after the Office of Doctoral Studies (ODS) was established.

YEAR	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		2022-23		TOTAL
JGU SCHOOL	(P)	(F)	(P)	(F)	(P)	(F)	(P)	(F)	(P)	(F)	(P)	(F)	(P)	(F)	(P)	(F)	
JGLS	0	1	1	1	3	2	6	3	7	1	7	4	6	4	5	2	52
JGBS	0	0	0	0	9	3	18	3	13	4	20	5	13	5	15	3	109
JSIA	0	0	1	3	2	4	6	1	5	3	5	7	1	7	3	10	59
JIBS	0	0	2	4	0	3	2	4	3	2	7	3	2	3	8	3	44
JSGP	0	0	0	1	0	0	0	0	5	4	6	4	8	4	6	3	42
JSAA											1	2	1	2	0	0	5
IIHED											2	1	3	1	1	1	11
TOTAL	0	1	4	9	14	12	32	11	33	14	48	26	34	24	38	22	322

Table 2: Course type & Year wise Distribution of Ph.D. Students across all the schools at JGU

(F) Full Time (P) Part Time

Figure 4 presents the school wise data distribution of registered Ph.D. scholars at JGU to date from its inception.

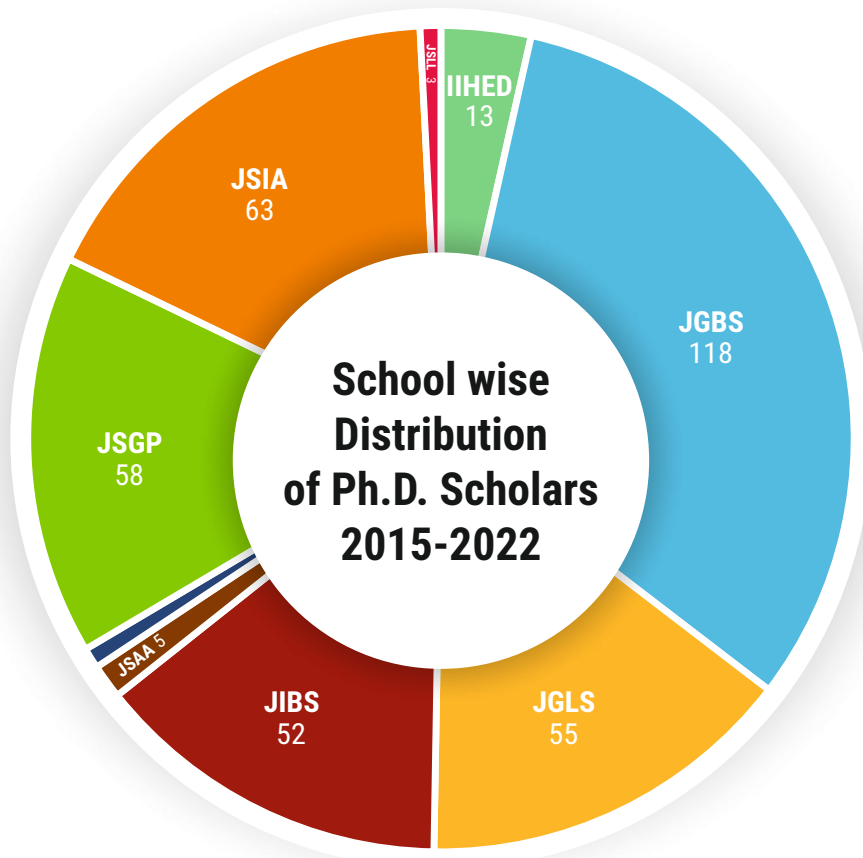


Figure 4: School wise distribution of Ph.D. Scholar in JGU

Likewise, figure 5 presents year wise data distribution of all registered Ph.D. students in various schools of JGU until the end of 2022.

Year wise distribution of Ph.D. Scholars at JGU (2015-2022)

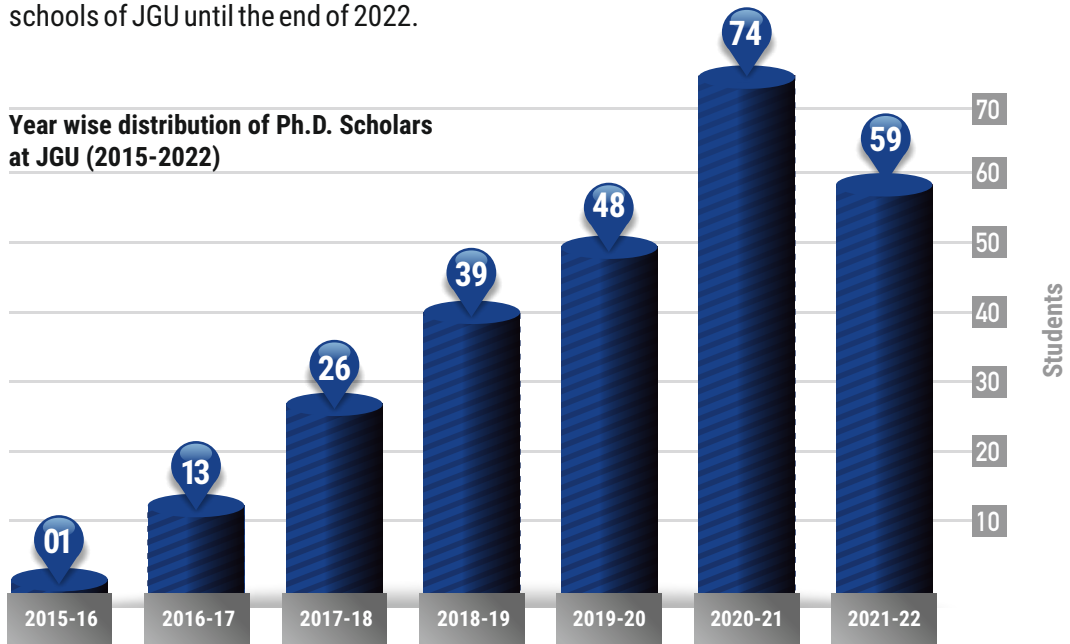


Figure 5 Year wise distribution of Ph.D. Scholars at JGU

Figure 6 shows the clear bifurcation of full time and part time Ph.D. students who are registered under the various schools in the JGU Ph.D. program. Figure 7 also shows that around 59% percent of Ph.D. students are registered as part time PhD students, while at JGU only 41% percent scholars have been registered as full time Ph.D. students.

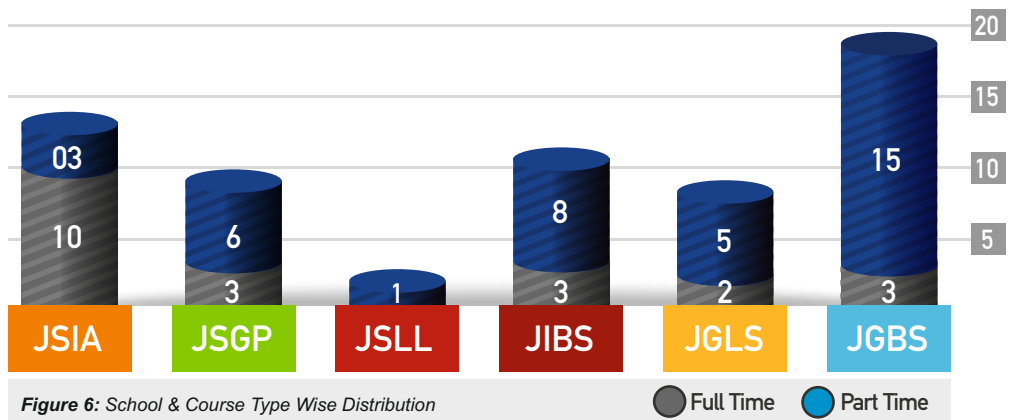


Figure 6: School & Course Type Wise Distribution

● Full Time ● Part Time

4.1 NET/ SLET/ GATE Qualified

Figure 7 shows the distribution of UGC NET/SLET/GATE or any other similar exams qualified students @JGU.

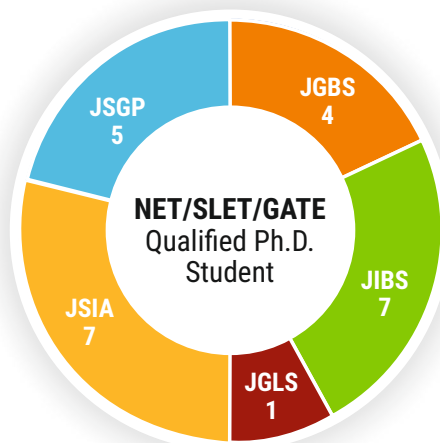


Figure 7 NET/SLET/GATE Qualified PhD Students

4.2 JGU Fellowship Distribution

Every school at JGU has fellowship based full time PhD positions which is open for young, dynamic & innovative minds across the globe. Figure 8 shows that 46 PhD students registered in JGU are under the JGU Fellowship.

Ph.D. Student enrolled under JGU Scholarship (2015-2022)

Year	School							Grand Total
	IHED	JGBS	JGLS	JIBS	JSAA	JSGP	JSIA	
2015-16			1					1
2016-17			1	2		1	3	7
2017-18		3	2	2			3	9
2018-19		3	3	2			1	6
2019-20		3	1	4		3	3	13
2020-21	1	5	1	3	2	2	3	11
2021-22	2	3	2	1	1	3	4	15
2022-23	1	3	2	4	0	3	6	15
Grand Total	4	20	13	18	3	12	23	76

Figure 8 PhD Students enrolled under JGU Fellowship

4.3 JGU Employees enrolled in the Ph.D. program

JGU gives ample opportunity to the In-service JGU employees by letting them pursue their doctoral degree along with their job. The interested employees can opt for part time Ph.D. program along with semester fee waiver till the entire degree period. The figure given below shows that nearly 13% of the Ph.D. students registered in JGU Ph.D. program belongs to In-Service employee's category.

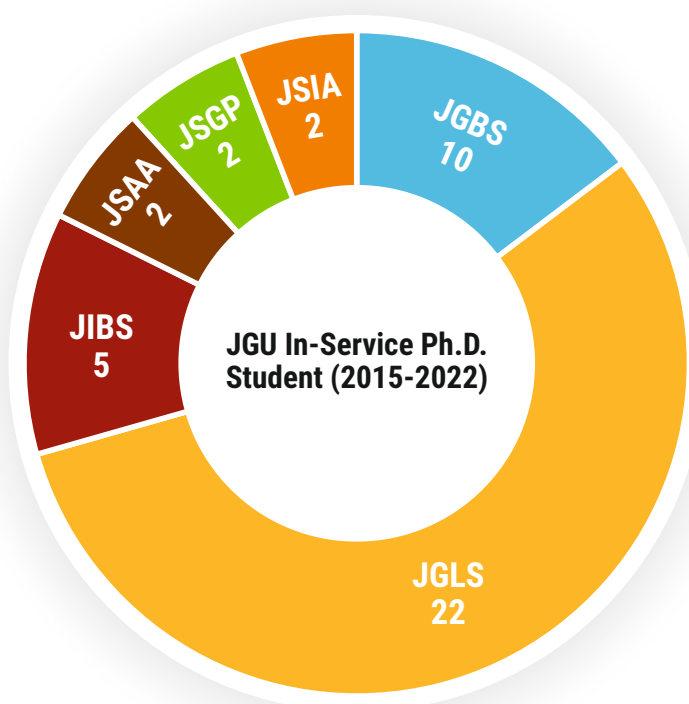
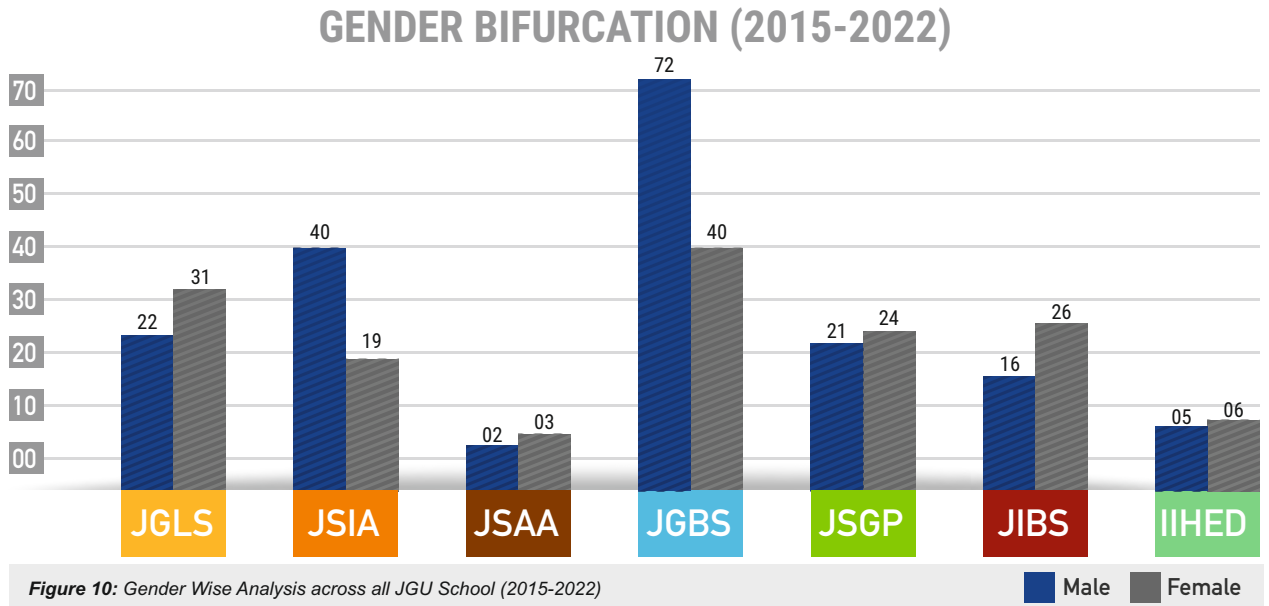


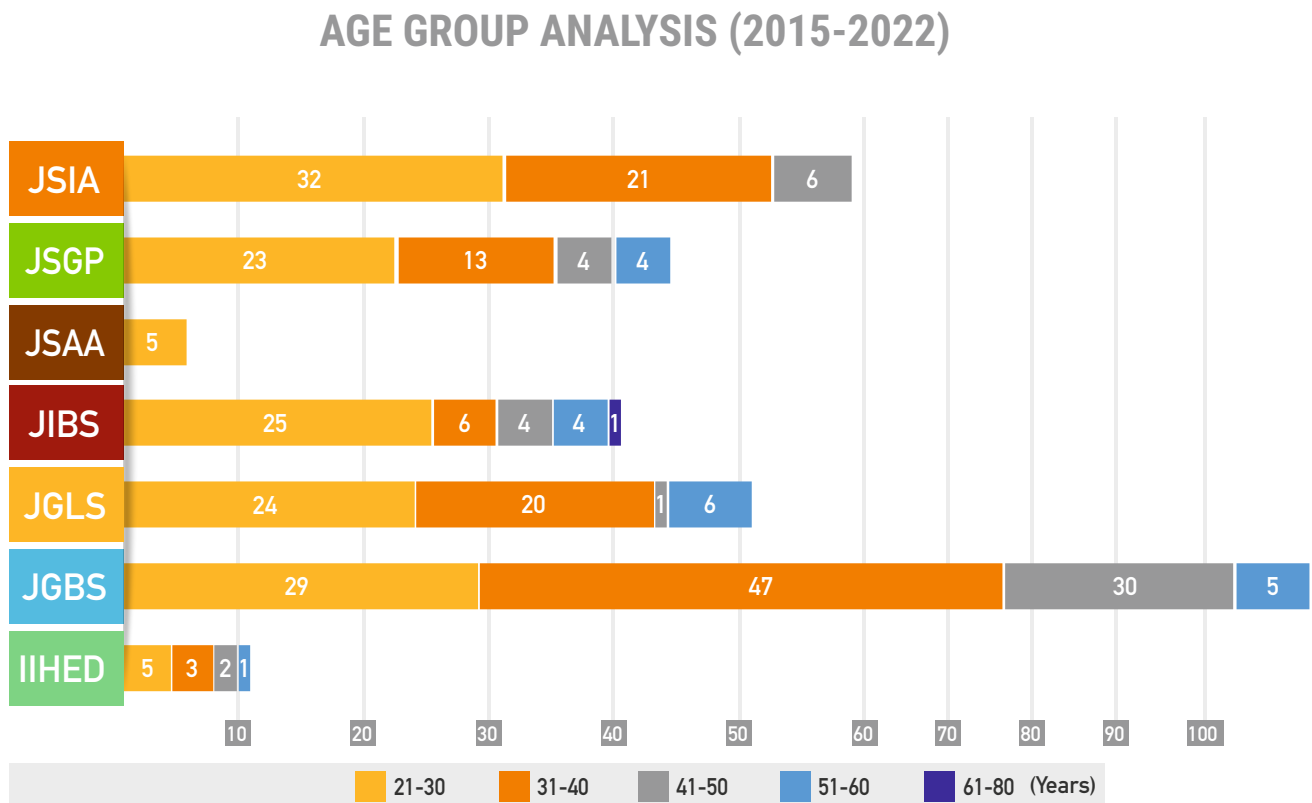
Figure 9: Distribution of In-Service JGU Employee

4.4 Gender Wise Enrollment Analysis

About 42% percent of Ph.D. students enrolled in JGU are female while the remaining 58% percent are predominantly male.



4.5 Age-Wise Analysis



05

INVITED TALKS/ LECTURE

The doctoral office has taken initiative this year to bring eminent personalities to talk on specific topics related to research through Ph.D. interactive sessions conducted every fortnightly.



Prof. (Dr.) Vishal K. Gupta

Professor of Management,
The University of Alabama

Topic: Ph.D. in Business: A Good Career
Opportunity Hidden in Plain Sight

Date: 12/04/2022

Dr. Vishal K Gupta is Professor of Management at The University of Alabama. He is an engineering graduate of Punjab Technical University (India) and completed his Ph.D. in Business Administration from the University of Missouri (USA). He has written over 100 research articles, and his work is often discussed in global media such as Wall Street Journal, New York Times, Fortune, among others. His recent book 'Small Business: Creating Value Through Entrepreneurship' was published by Wiley. He frequently lectures at top Indian institutions such as the Indian Institute of Management at Ahmedabad, Kashipur, and Shillong, and has visited O.P. Jindal University several times in person to meet with faculty and students.



Prof. (Dr.) Jafar Rezaei

Associate Professor Delft University
of Technology The Netherlands

Topic: Introduction to Best Worst Method
and its applications in

Date: 12/04/2021

Jafar Rezaei is an associate professor of operations and supply chain management at Delft University of Technology, The Netherlands, where he obtained his Ph.D. in 2012. His main research interests are in the areas of logistics and supply chain management, and decision science. He has presented his works in several international conferences, and has published in various academic journals, including the International Journal of Production Economics, the International Journal of Production Research, the International Journal of Systems Science, Industrial Marketing Management, Expert Systems with Applications, Applied Soft Computing, the IEEE Transactions on Engineering Management, and the European Journal of Operational Research. He is a member of the Institute for Supply Management (ISM), the EURO Working Group on Vehicle Routing and Logistics Optimization, and the Dutch Association for Purchasing Management. He is the inventor of the Best Worst Method (BWM), which can be used to solve complex multi-criteria decision-making problems. He is the founder of bestworstmethod.com.



Prof. (Dr.) Tarun Dhingra

Professor, Strategic Management
and Chair of AACSB, IQAC, and NIRF

Topic: Gaps in Literature Review

Date: 12/05/2022

Prof. (Dr.) Tarun Dhingra has around 23 years of experience in research, teaching, and industry. Currently, he is a Professor-Strategic Management and chair of AACSB, IQAC, and NIRF @ Fortune Institute of International Business (FIIB), New Delhi. He has published 80+ papers in many reputed refereed academic journals (WoS, Scopus, ABDC list) of national and international repute and four books. He has won "The best paper award" five times in different reputed platforms like IIMA, IISC, Bangalore, K J Somaiya, Mumbai, SCMS Cochin and DMS, IIT Roorkee. His research interests are Energy Policy, Renewable energy, Business & corporate strategy, and outcome-based contracts.



Prof. (Dr.) Piyush Kant Rai

Professor of Statistics, Banaras Hindu University

Topic: Randomised Controlled Trials (RCT): An Introduction

Date: 27/04/2022

Dr Piyush Kant Rai is a professor (Statistics) in the Department of Statistics, Banaras Hindu University (B.H.U.). He is a PhD (Statistics) from Banasthali Vidyapith, Rajasthan, India. His core research work is based on the Design-model approach to indirect methods of estimation for small domains. He also worked on several UGC sponsored research projects and on SATYAM project sponsored by DST, which was about investigating the impact of pranayam and nada yoga in coping with the performance anxiety among girls studying music. He has also supervised 4 PhD scholars and currently guiding 5 scholars on their dissertation research. He also held several prestigious memberships and positions such as an Executive Member, Society of Statistics, Computer and Applications (SSCA); Vice President of Rajasthan Statistical Association; Member, Actuarial Society of India (ASI); Member of Gujarat Statistical Society, India; Member, Mathematical Society, BHU, India; Member, Indian Bayesian Society (IBS); Member, International Society for Bayesian Analysis (ISBA); Member, Indian Society for Probability and Statistics (ISPS) and Member of Editorial Board of Some National and International Journals of Repute.

ABSTRACT: Randomized controlled trials (RCT) are prospective studies that measure the effectiveness of a new intervention or treatment. Although no study is likely on its own to prove causality, randomization reduces bias and provides a rigorous tool to examine cause-effect relationships between an intervention and outcome. The randomized controlled trial (RCT) is considered to provide the most reliable evidence of the effectiveness of interventions because the processes used during the conduct of an RCT minimize the risk of confounding factors influencing the results.



Prof. (Dr.) Vibhash Kumar

Associate Professor, OB and HRM, JGBS

Topic: Associate Professor, OB and HRM, JGBS

Date: 15/12/2022

Dr. Kumar holds a Ph.D. in Organizational Behavior and Human Resource Management from the Department of Commerce, Delhi School of Economics. He is interested in researching behavioral and emotional issues faced by employees at the workplace. He has been the editor of a Special Issue on "Leadership in Organisations Contemporary Concerns, and Key Developments" in the International Journal of Business and Globalisation published in 2020. He has convened numerous FDPs, MDPs, and Conferences and has conducted more than 50 faculty development programs & workshops as a Resource Person on Research Methodology, Academic Writing, Academic Integrity, and Hands-on Sessions on research tools (SPSS, AMOS, Smart-PLS, NVIVO) in prestigious institutions across the globe.



Prof. (Dr.) Ashish Dwivedi and Taab Ahmad Samad

Professor Operations Management and Decision Sciences and Assistant Professor Operation Management and Decision Sciences

Topic: Analyzing the interactions among elements using interpretative structural modelling

Date: 12/11/2022

Prof. (Dr.) Ashish Dwivedi holds a doctorate (Ph.D.) from Department of Management Studies, Indian Institute of Technology Delhi, India. He holds a M.Tech degree in Mechanical Engineering with specialization in Computer Aided Design and Manufacturing from Motilal Nehru National Institute of Technology Allahabad, Prayagraj, India. He is an Engineering graduate in Mechanical Engineering. His research interests are Operations Management, Supply Chain Management, Product Recovery Systems, Circular Supply Chain, Industry 4.0.



Dr. Taab Ahmad Samad has completed his Ph.D. in Operations Management and Decision Sciences from the Indian Institute of Management Kashipur. His broad areas of research interest include crowd logistics and its prospects in an emerging economy, and new technology implementation in various business functions.



Dr. Deepa Madathil

Associate professor and Associate Dean
Office of Doctoral Studies

Topic: Continue the learning from
your Alma Mater

Date: 28/05/2022

Dr. Deepa Madathil is the Associate Dean, Office of Doctoral Studies and an Associate Professor, Jindal Institute of Behavioural Sciences (JIBS) at O. P. Jindal Global University. Dr. Deepa is a Gold Medallist in B.Tech. Biomedical Engineering from JNTU, Hyderabad. She did her Masters in Biomedical Informatics from Arizona State University, USA and Ph.D. in Bioinformatics from VIT University, Vellore. While getting her Masters, she was also working at St. Joseph's Hospital and Medical Center at Phoenix as a Systems Analyst. Her focus was on developing web applications pertaining to FDA monitored clinical research projects conducted by Barrow Neurological Institute, Phoenix. She then worked as a Data Analyst and a Biostatistician at Banner Health Hospital and Medical Center, Phoenix, where she developed a clinical decision support system. She has also worked on large panel datasets to understand the aging brain and age-specific physiological and psychological changes using AI / ML approaches. Her professional experience ranges from administration, academics, teaching, training, research to freelance consulting. She has also mentored several innovative students' projects at Bachelors, Masters and Doctoral level and has published in journals of repute. Her consultancy projects include the application of statistical analysis and predictive data modelling in various domains.



Prof. (Dr.) Komal Sahai

Assistant Professor in Economics
Jindal School of Government and Policy

Topic: Let's learn Latex: A beginners guide.

Date: 20/06/2022

Komal Sahai is an Assistant Professor in Economics at the Jindal School of Government and Policy. She received her bachelor's degree in economics from Miranda House and her master's degree in Economics from the Delhi School of Economics. She pursued her PhD at the Indian Statistical Institute, New Delhi. Her research areas lie at the intersection of Economics of Education and Economics of Identity. She is interested in the interdependence of educational outcomes (performance, subject choices, parental education) and identity-related variables (gender, caste, caste networks, inter-caste marriages, untouchability). At JSGP, she teaches Statistics, Econometrics, Game Theory and Money and Banking.

ABOUT THE WORKSHOP: The workshop will begin from scratch by introducing the participants to Latex as a writing tool. We will discuss the advantages of using Latex over other software like Microsoft Word. Then we will learn how to get started, which applications to use and how to write basic articles and design presentations. The approach will be to use examples and interactive exchanges to provide the participants with a working knowledge of the software to start using it to write their research articles and design their presentations.

06 OUTLOOK FOR SPRING 2023

As the Ph.D. programme embarks into the next new beginning, the following measures are taken into consideration:

- The Office of Doctoral Studies plan to introduce workshops by high profile personalities across the Globe with topics related to coursework with participation from all over the world.
- To develop a conceptual frame work and execute joint Ph.D. program with the help of existing research MoU and international office.
- To provide Research focused Faculty Development Program (FDP).
- Workshop on publishing and writing a good research paper.
- SPSS software training for quantitative data analysis and research.
- ATLAS.ti software training for qualitative data analysis and research.



PH.D. RESIDENCY PROGRAMME FOR PART-TIME RESEARCH SCHOLARS

Date: November 27 - December 03, 2022

November 28

Venue: T3, F-58

10:00 am - 10:15 am

Ph.D. Journey at JGU & Importance of Residency Programme
by Prof. K. K. Pandey

10:15 am - 11:00 am

Address by SDC Chairs

11:00 am - 01:00 pm

Library Orientation & Tour
by Mr. Madan

November 29

Venue: T3, F-58

10:00 am - 01:00 pm

Research Writing: Skills and Techniques
by Prof. Nupur Samuel & Prof. Madhura Lohokare

November 30

Venue: Computer Lab, T4 - M85

10:00 am - 12:15 pm

Research Tools: Quantitative
by Prof. K. K. Pandey & Prof. Mohita Junnarkar

12:15 pm - 01:00 pm

Venue: T3, F -58
Research Funding Opportunities
by Prof. Indranath Gupta

December 01

Venue: T3, F-58

10:00 am - 12:00 noon

Theoretical Synthesis & Conceptualization to Contribution
by Prof. Mohita Junnarkar, Prof. K.K.Pandey & Prof. T. Joji Rao

12:00 noon - 12:30 pm

Special Address - Prof. of Eminence (Dr.) Sanjeev P. Sahni

December 02

Venue: T3, F-58

10:00 am - 11:15 am

Research Tools: Qualitative - ATLAS.ti

11:15 am - 12:15 pm

Publishing Prolifically
by Prof. Sachin Mangla

12:15 pm - 01:15 pm

Bibliometric Analysis
by Prof. Gaurav Kabra

06:00 pm - 07:00 pm

"Connect - Team Building Activity
by Prof. Tanushree Sharma

December 03

10:00 am - 11:15 am

Work Progress Presentation (Respective Schools)

November 27 -December 03

09:00 am - 10:00 am

Breakfast (Venue: Dining Hall, First Floor, T3)

11:00 am - 11:15 am

High Tea

10:00 pm - 02:00 pm

Lunch (Venue: Dining Hall, First Floor, I3)

02:00 pm - 03:30 pm

School-Based Session

03:00 pm - 05:00 pm

Meeting with the Supervisor

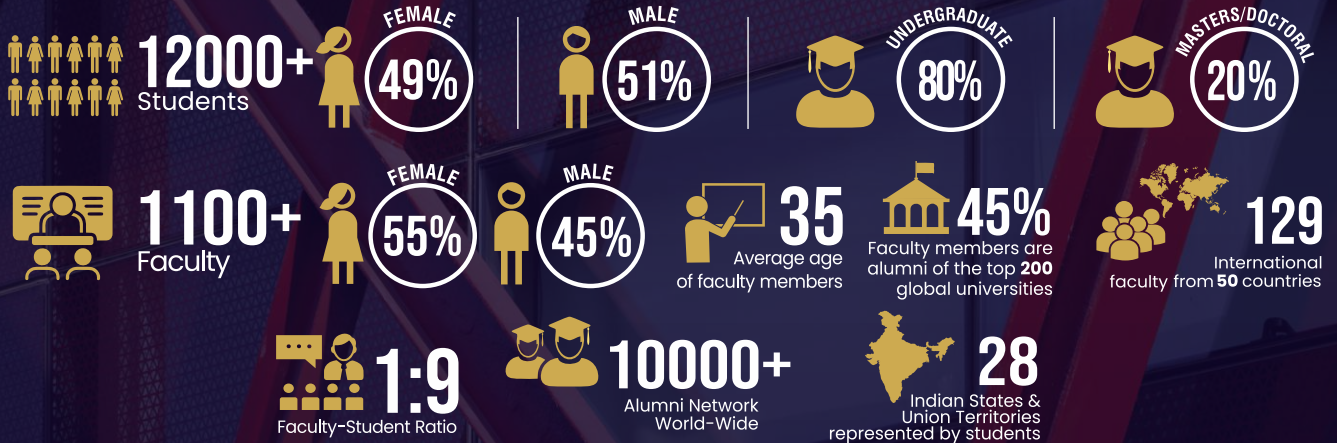
07:30 pm onwards

Dinner (Venue: Dining Hall, First Floor, T3)





JGU @ A GLANCE



12 SCHOOLS | **45+** Programmes | **30+** Undergraduate Programmes
15+ Postgraduate Programmes | **1** Doctoral Programme



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JII JINDAL INDIA INSTITUTE

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ACCREDITATION & RANKINGS

Granted Autonomy by University Grants Commission | Ranked 2nd Swachh Campus Ranking 2019 Government of India

RANKED NO.1 PRIVATE UNIVERSITY IN INDIA QS WORLD UNIVERSITY RANKINGS 2023
RANKED NO.1 LAW SCHOOL IN INDIA QS WORLD UNIVERSITY RANKINGS 2024 BY SUBJECT

CONFERRED THE STATUS OF AN INSTITUTION OF EMINENCE BY THE MINISTRY OF EDUCATION GOVERNMENT OF INDIA



O.P. JINDAL GLOBAL
 INSTITUTION OF EMINENCE DEEMED TO BE
UNIVERSITY
 A Private University Promoting Public Service

Sonipat - 131001, (NCR of Delhi)
 JGU - An Initiative of Jindal Steel & Power Foundation