Nalanda's Participating Countries


India


Laos - PDR


Vietnam


Thailand


Sri Lanka


Singapore


Portugal


New Zealand


Myanmar


Indonesia


China


Cambodia


South Korea


Bhutan


Bangladesh


Australia


USA


Russia


Brunei Darussalam


Mauritius





From **Vice Chancellor's** *Desk*

Eight hundred years after the destruction of ancient Nalanda University, the former President of India, Late Dr. A.P.J. Abdul Kalam, while addressing the Bihar State Legislative Assembly in March 2006 stressed on the need for reviving the historically renowned Nalanda University by re-establishing it. The State Government of Bihar under the leadership of Shri Nitish Kumar endorsed and helped initiate the narrative of Nalanda.

The revival of Nalanda University was marked by a high degree of co-operation between the State of Bihar and the Government of India. Uniquely, this avant-garde international university comes under the Ministry of External Affairs (GoI) unlike all other Central Universities in India that are with the Ministry of Human Resources Development (GoI). The present Government with its proactive Act East Policy is dedicated to the task of rebuilding this historical institution. Through the affirmative initiatives by our visionary Prime Minister Shri Narendra Modi ji and External Affairs Minister Madam Sushma Swaraj ji, Nalanda is foreseen as a symbol of Asian Renaissance and resurgence. The overriding goal of Nalanda, as defined by the Minister of External Affairs, is to serve as a 'bridge and foundation' in linking India with the world through knowledge. The credit of adding to this renascent vision, by the magnanimous allocation of land to house the new international Nalanda University, uniquely goes to Shri Nitish Kumar, the Chief Minister of Bihar.

The hallmark of this 'Sui Generis' Nalanda is its linkages. For the first time, in any international parlance, a collaborative venture of this stature or with this mandate is established. It is therefore noteworthy, that to reinforce the university's global character, an inter-governmental Memorandum of Understanding came into force at the 8th East Asia Summit in October 2013, with 16 countries signing the MoU which underscored their commitment to rebuild Nalanda University as a seat of knowledge.

The focus is on building key international partnerships to support/ promote excellence in education and research collaborations to produce leaders, entrepreneurs and thought-



leaders of the future. At Nalanda, our objective is to develop a global tapestry of value-systems, build universal peace and encourage innovative research through the vast domains of Indian-Asian wisdom and knowledge space. The combination of new knowledge systems with ancient ones along with future research requirements will enable capacity building not only for 'Member States' but also to the larger world to contribute to "the promotion of regional peace and harmony". No other University in the world has perhaps, such a lofty goal.

Presently, I am engaged in creating innovative academic structures, but also introducing a slew of globally relevant programs keeping with the University's mandate and with the support of the Governing Board. The effort is also to build administrative systems to support the growth and progress of the University and initiating an archival resource centre and library of the caliber of the 'Dharmaganja' of the ancient Nalanda.

A University is where wise, knowledgeable people offer their intellectual hospitality, their wealth of learning to others, and earn in return the knowledge from other worlds, this is the fundamental telos of knowledge ('Vidya daan'). For centuries Nalanda was a beacon which attracted scholars from all over Asia as a patron of knowledge and became a symbol of inter, intra - Asian wisdom and interaction. It shall now embark on a similar journey, on an expanded scale in the Asia-Pacific with Ocean countries joining in. If the world's future lies in achieving a multipolar system, it is necessary that an institution such as Nalanda charts the course of new knowledge system for the 21st Century.

Prof Sunaina Singh
Vice Chancellor

standout

Nālandā
UNIVERSITY

An International University under Ministry of External Affairs

Governing Board



Dr. Vijay Bhatkar
Chancellor,
Nalanda University and Chairman
Unnat Bharat Abhiyan



Prof. Sunaina Singh
Vice Chancellor,
Nalanda University and Vice President
Indian Council for Cultural Relations

Representatives from Member Countries



Shri N. K. Singh
Former Member
of the Upper House of the
Indian Parliament



Prof. Wang Bangwei
Director,
Institute of Oriental Studies and
Oriental Literature Research Center,
Peking University



Mr. Peter Varghese
Chancellor,
The University of
Queensland, Australia

Renowned Academician or Educationist



Prof. Lokesh Chandra
Former President,
Indian Council for
Cultural Relations



Prof. Arvind Panagariya
Former Vice Chairman,
Niti Ayog



Prof. Arvind Sharma
Birks Professor
of Comparative Religion McGill
University, Montreal, Canada



Smt. Vijay Thakur Singh
Secretary (East)
Ministry of External Affairs,
Govt. of India



Shri Kewal Kumar Sharma
Secretary, MHRD
(Representative from the Ministry of
HRD, Govt. of India)



H. E Mr. Southam
Sakonh ninhom
Ambassador
the Lao People's Democratic Republic



Prof. Prapod A.
Former Dean
Chulalongkorn University

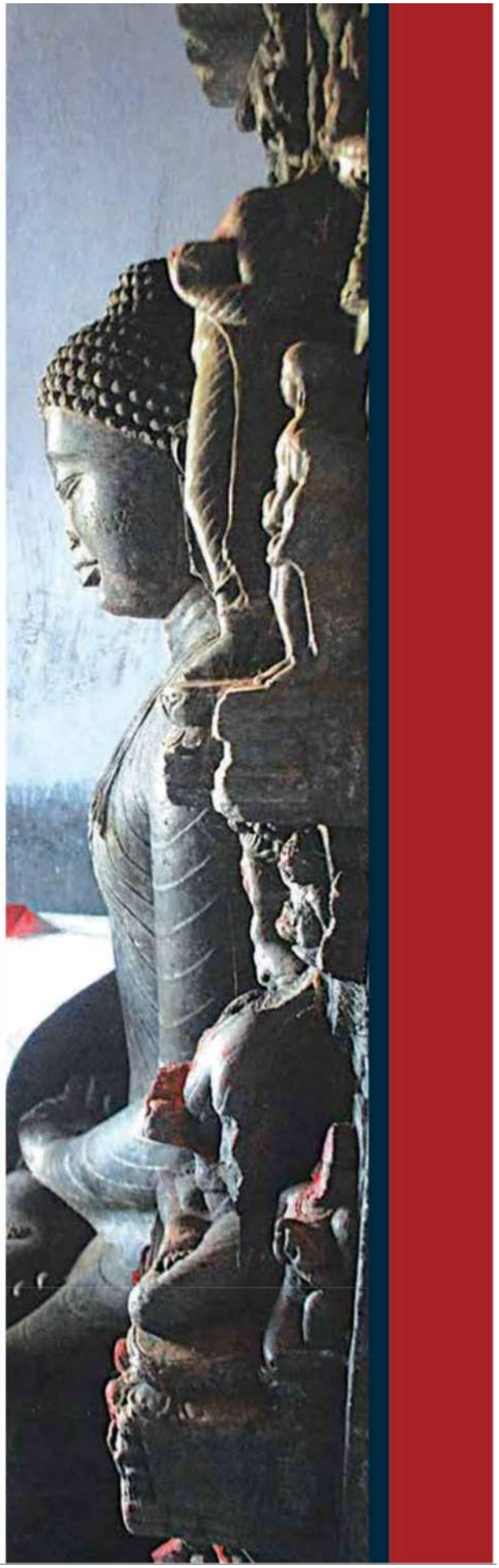


Shri Anjani Kumar Singh
Chief Secretary,
Govt. of Bihar



Shri Chanchal Kumar
Principal Secretary
to Chief Minister, Govt. of Bihar

Representatives from Govt. of Bihar



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Establishment of Nalanda University

Following the inspired speech of the then President of India, Dr. A.P.J. Kalam at the Bihar State Assembly mooting the idea of reviving the ancient Nalanda University and the State's enthusiasm to take it forward, the Government of India decided to share the proposal of reviving the ancient Nalanda University with the leaders of the East Asia Summit ('EAS'). The proposal was first shared with the sixteen member States of the EAS at the Cebu Summit in Philippines in January 2007. The Member States welcomed the regional initiative for the revival of Nalanda University. At the fourth Summit held in October 2009, at Hua Hin, Thailand, members supported the establishment of the Nalanda University and encouraged regional



networking and collaboration between the University and existing centres of excellence in East Asia. Today there are 19 countries from around the globe, supporting the cause of this revival plan.

Nalanda University was established following the passage of the Nalanda University Act 2010 in both the Houses of the Indian Parliament. The academic operations at the University started from September 2014.

The Legacy of Nalanda

Since ancient times Bihar, the genesis of which is 'Vihara', has been hailed as a land of 'Knowledge and Enlightenment'. The seminal stalwarts like Buddha, Mahavira, Chanakya and Aryabhatta were associated with this land and where ever such luminaries traversed seeds of knowledge sprouted and flourished. The ancient Nalanda was a centre of learning as far back as the 5th century in the ancient Magadh Empire which flourished under kings such as Shakraditya and Kumara Gupta and later under Harshavardhana, the Emperor of Kannauj. At that time highly formalized methods of Vedic learning were in vogue providing the inspiration for the establishment of large teaching institutions such as Taxila, Nalanda, and Vikramashila (230 km east of Nalanda). These



ancient seats of learning existed predating the Al Azhar of Cairo (972 CE), Bologna of Italy (1088 CE) and the Oxford of Great Britain (1167 CE) which came to be known as Universities in the West. The curriculum at Nalanda included subjects such as the Vedas, logic, Sanskrit grammar, medicine and Samkhya apart from Buddhist studies. Legendary teachers such as Nagarjuna, Dharmakriti and Shilabhadra taught here.

At its peak, the school attracted scholars and students from near and far with some travelling all the way from Tibet, China, Korea, and Central Asia. Today, much of our knowledge of Nalanda comes from the writings of pilgrim monks from East Asia such as Xuanzang and Yijing who travelled to the Mahavihara in the 7th century. These travelers also helped save some of the learning from the ancient Nalanda University when they carried back a few texts to translate into their native languages. Nalanda eventually lost all its written texts and studies centuries later when it was ransacked and destroyed by an army of the Mamluk Dynasty of the Delhi Sultanate under Bakhtiyar Khilji in the 12th Century. While some sources note that the Mahavihara continued to function in a makeshift fashion for a while longer, it was eventually abandoned and forgotten until the 19th century when the site was excavated.



It was in the year 2006 that the then President of India APJ Abdul Kalam proposed the idea of reviving the Nalanda University on the floor of the Bihar Assembly in a speech.

The Central government stepped in to setup the University and in the year 2010 it came to be established by an Act of the Parliament of India. While the East Asia Summit lent support in varied form, the Government of Bihar acquired land amounting to 450 acres situated 15 kilometres from the ancient Nalanda at Rajgir, which was the capital of Magadh before Pataliputra. The government of Bihar with the efforts of chief Minister Shri Nitish Kumar helped set up the interim campus of the University and provided temporary infrastructure for the University to begin classes in 2014. The administrative building, class rooms and the residential buildings of the Staff at the interim campus as well as the students' residential halls situated outside the campus were provided by the State government. The sprawling new campus of the Nalanda University is coming up close by and will be ready for occupation phase wise from the year 2020.

Nalanda University Mandate

It is an international university by charter with a mandate for research intensive programmes, currently open to post-graduate studies and above. This international university has also been designated an institution of national importance by the Government of India.

To reinforce the university's international character, an inter-governmental Memorandum of Understanding came into force at the 8th East Asia Summit in October 2013. Till date, 19 countries have signed the MoU with Government of India to support the establishment of the University.


India


Laos - PDR


Vietnam


Thailand


Sri Lanka


Singapore


Portugal


New Zealand


Myanmar


Indonesia


China


Cambodia


South Korea


Bhutan


Bangladesh


Australia


USA


Russia

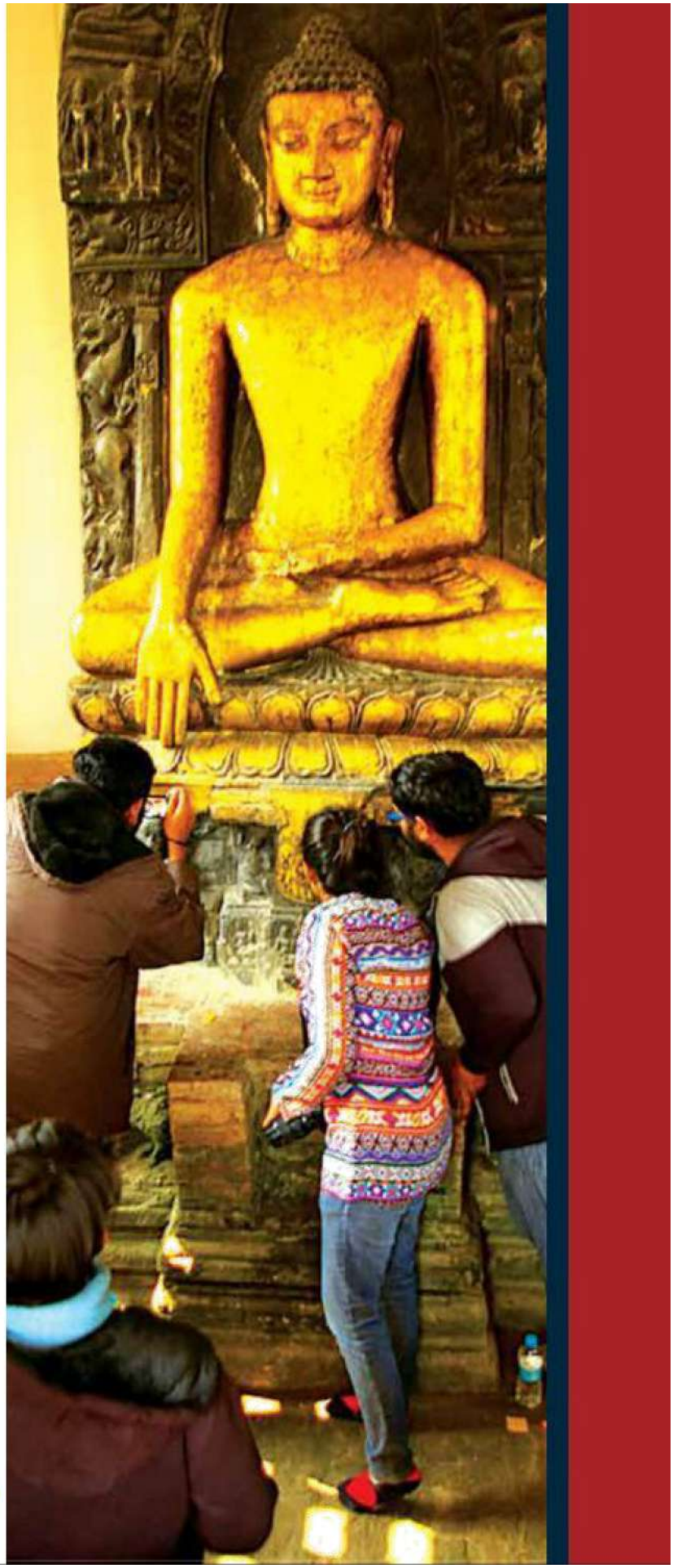

Brunei Darussalam


Mauritius

International and National Collaborations and Linkages

The various Schools at Nalanda University have established collaborative research links with institutions around the world.

- Nalanda-Sriwijaya Centre, Institute of Southeast Asian Studies (Singapore)
- Peking University (China)
- Bihar Heritage Development Society (India)
- Max Weber Centre for Advanced Cultural and Social Studies, University of Erfurt (Germoney)
- Borlaug Institute of South Asia (India)
- Deakin University (Australia)
- Universitas Sebelas Maret (Indonesia)
- Kanazawa University (Japan)
- Academy of Korean Studies (South Korea)
- CSIR - National Environmental Engineering Research Institute (India)





The Schools of Studies

The University is currently mandated to offer a total of seven Schools.

- School of Ecology and Environment Studies
- School of Historical Studies
- School of Buddhist Studies, Philosophy and Comparative Religions
- School of Languages & Literature/ Humanities
- School of International Relations and Peace Studies

  Business Management in relation to Public Policy and Development Studies
- Any other School as prescribed by the Statues

Presently the university is offering Post Graduate Programmes in four schools viz.

- School of Ecology and Environment Studies
- School of Historical Studies
- School of Buddhist Studies, Philosophy and Comparative Religions
- School of Languages & Literature/ Humanities

School of Ecology and Environment Studies

The School of Ecology and Environment Studies (SEES) is defining the Nalanda Model of sustainable and inclusive development. It has its roots in local traditions, links past and present systems of knowledge and bridges the gap in the understanding of environmental issues between the West and the East.

It is the first truly interdisciplinary School in India, and possibly in the East Asian region, combining knowledge from the basic sciences, social sciences and humanities to train environmental leaders of tomorrow. Global intellectual engagement, through collaborative projects, tie-ups and exchanges with local and international institutions, is creating leaders representing an inter-connected Asia, championing ideas based on mutual understanding.

The School is trying to chart out the new social contract for science in the "century of the environment" by promoting dialogue among different bodies of knowledge and close interaction of different actors and organizations to tackle the challenges and opportunities arising in the contemporary world for promoting a sustainable future. The 2-year Masters' programme ensures a strong foundation in an interdisciplinary understanding of issues in ecology and environment.

The school is presently focusing on Human Ecology, Hydrology, Coastal and Marine Studies, Disaster Management, Food & Agriculture, Climate Change and Energy Studies.



School of Historical Studies

The School of Historical Studies (SHS) follows a unique pedagogical focus that gives utmost importance to experience and research-inspired teaching. Rather than following the well-trodden path of information-driven study of history, the School strives for critical thinking and the creation of experiential knowledge through rigorous enquiry and debate. Students are encouraged to follow their own research interests for classroom assignments and M.A. dissertation.

SHS is dedicated to engaging with questions on Asian and non-Asian histories. The focus areas of the School are Asian Interconnection, Economic History, Art History, History of Science, Civilizations of the East, Cultural Histories of South Asia, and Oral History. Foundation and elective courses offered by the Faculty draw from these above-mentioned focus areas

The School has faculty members who have international research profiles and are trained in the fields of oral history, history of religions, East Asian social and religious history, early modern maritime history, economic and trade history, premodern Asia with a focus on South, Central and West Asia. Faculty members combine a rich variety of methodologies and disciplinary backgrounds to bear on their research and teaching of history including anthropology, sociology, archaeology, religious studies, philosophy, economics, and political science.

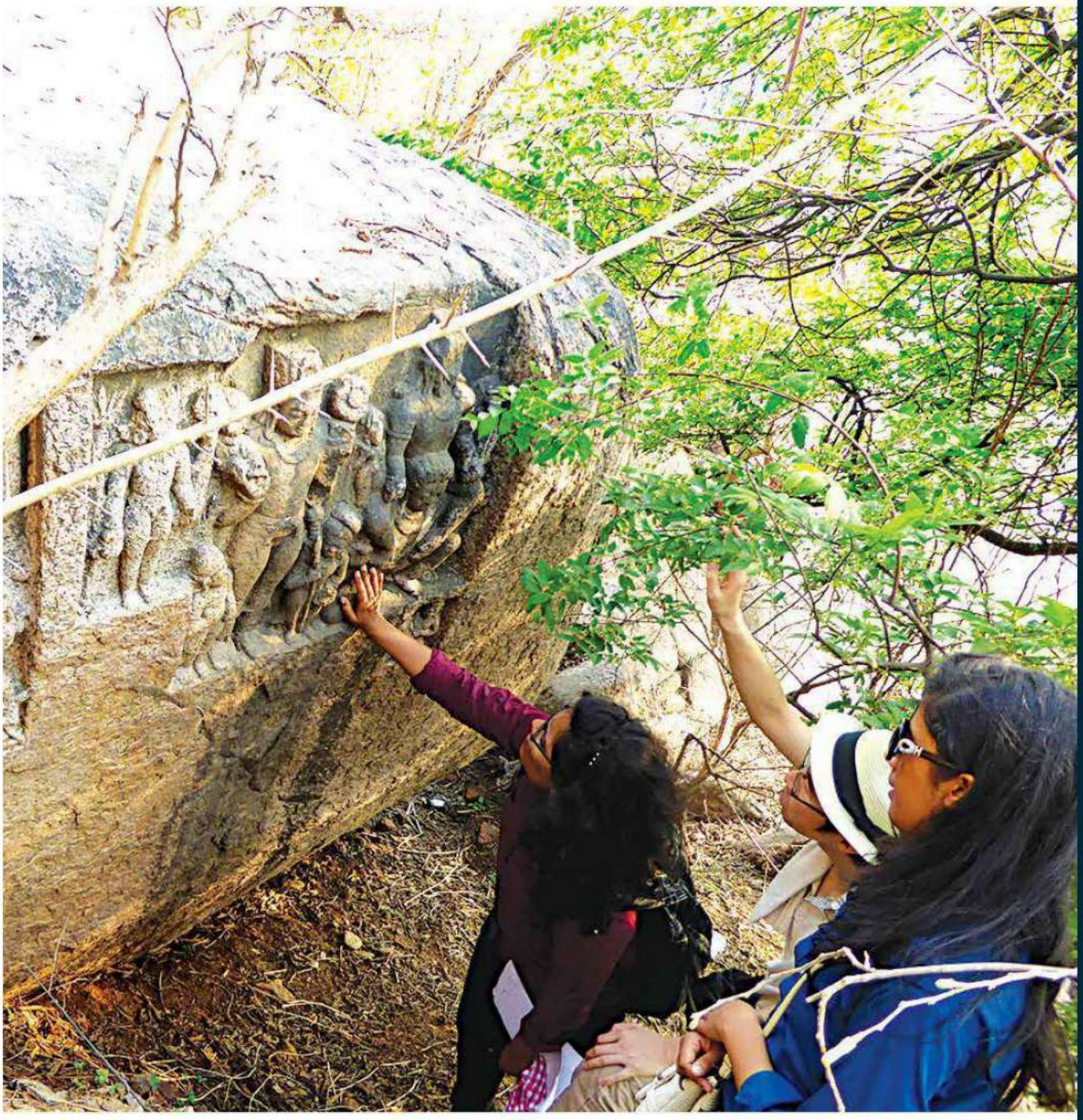
The 2-year Masters' programme at the School has turned out promising scholars who have succeeded in obtaining post-graduate (PhD and MA) scholarships and admission in top ranked universities across the United States, Indonesia, the Netherlands and so on.

School of Buddhist Studies, Philosophy and Comparative Religions

The School enjoys a unique distinction in a very special way. It emphasizes a deep and distinctive study of Buddhist ideas and values and historically contextualizes those ideas in relation to other proximal philosophical and religious traditions such as Vedic, Sankhya, Yoga, and Tantra. Through an interdisciplinary/comparative curriculum we examine the wider social-historical-cultural contexts of the development of Buddhist traditions and the concurrent philosophical systems of Asia in general and of India in particular. Simultaneously, the School encourages the students to read the original Buddhist texts through classical languages such as Sanskrit, Pali, and Tibetan. The School particularly focuses on critical thinking and uses the theories and methodologies of the study of religion to explore the wider cultural and historical context of Buddhism and its related traditions such as Yoga, Vedanta, and other Hindu philosophical systems. Students are introduced to an interdisciplinary approach in which they read a wide range of literary and philosophical texts, take part in archaeological training, and are informed about a variety of methodological approaches that are crucial to the comparative and comprehensive understanding of religions. The faculty is well qualified and competent, highly proficient in their respective subjects. The faculty has exceptional research profiles from international foreign and native universities. Their efficient work in the past has brought a rare prestige to the School

that has attracted a host of brilliant students from all over the world.

The 2-years Masters' programme focuses on the dynamics of the spread of the Buddhist ideas, art, literature; archaeology of key Buddhist sites across Asia; the study of primary texts, inscriptions, and Buddhist art and other artefacts; the comparison of and interactions between various religious and philosophical traditions of Asia; and the theory and methods of the study of religious, philosophical, and Yoga traditions constitute some of the focus areas of the School.





School of Languages & Literature/ Humanities

The School of Languages & Literature/ Humanities aims to equip students with the ability to access rich resources in the language of their specialisation, to gain an appreciative and insightful understanding of the perspectives of the cultural context of the target-language and provide translation/interpretation from a foreign language into English or Hindi with sophistication and sensitivity. The School recognises translation and interpretation as an important intellectual and creative activity and seeks to realise a national capability in these areas through innovative courses of studies.

Mandate of the School is to foster advanced level of language proficiency, to provide training in spoken and written skill, to develop a holistic study of the language and its culture, involving key aspects of literature, history & religions and to cultivate translation skill from Sanskrit or a foreign language to English/Hindi.

The School commences its operations with one year Post Graduate Diploma Programmes in Japanese, Korean and Sanskrit, but it will gradually expand to include other programmes on Indian and foreign languages.

Languages Taught: Pali/Tibetan/ English/Hindi

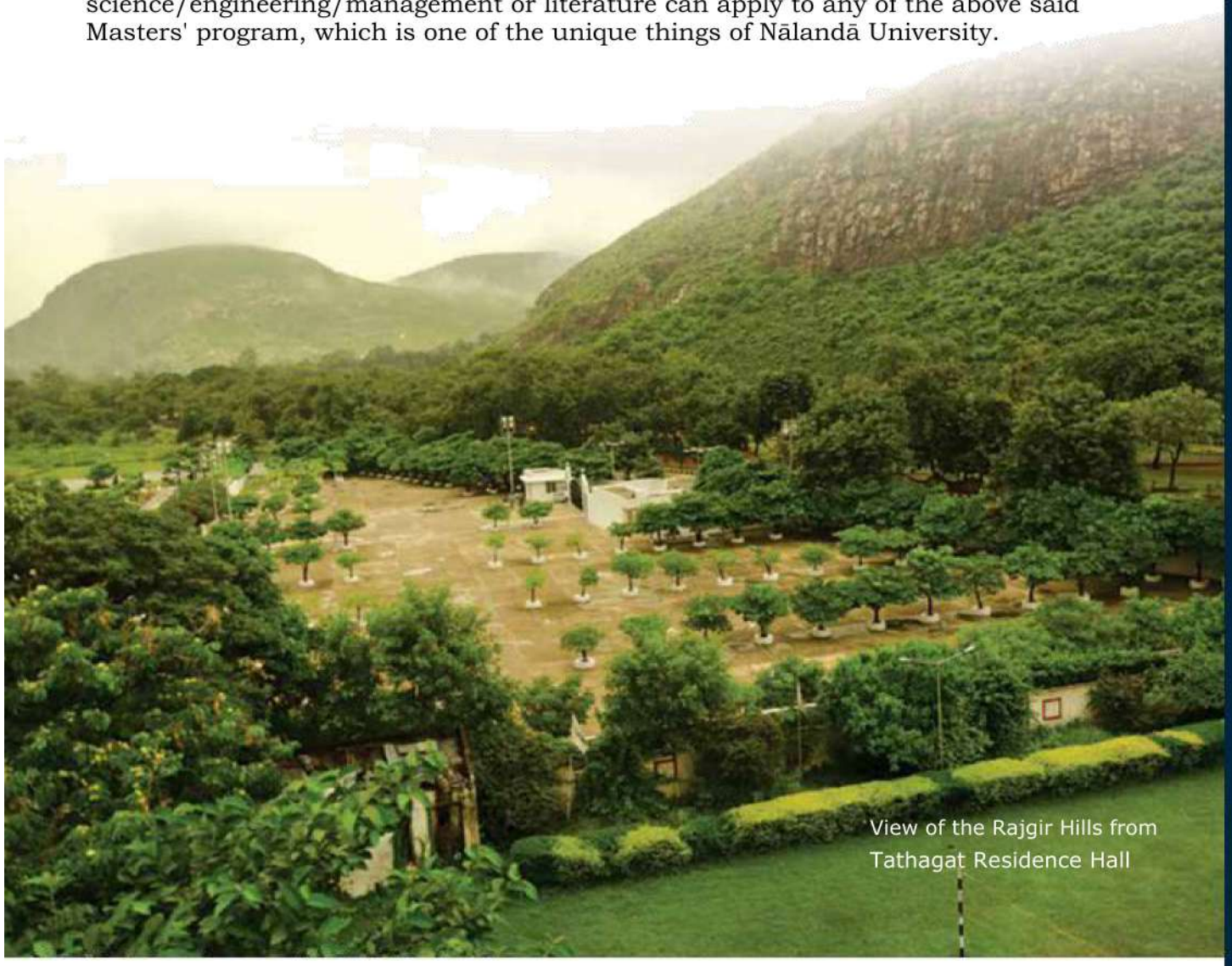
Post Graduate Programmes Offered

The Schools are offering the following programmes in the Academic Year 2019-20:

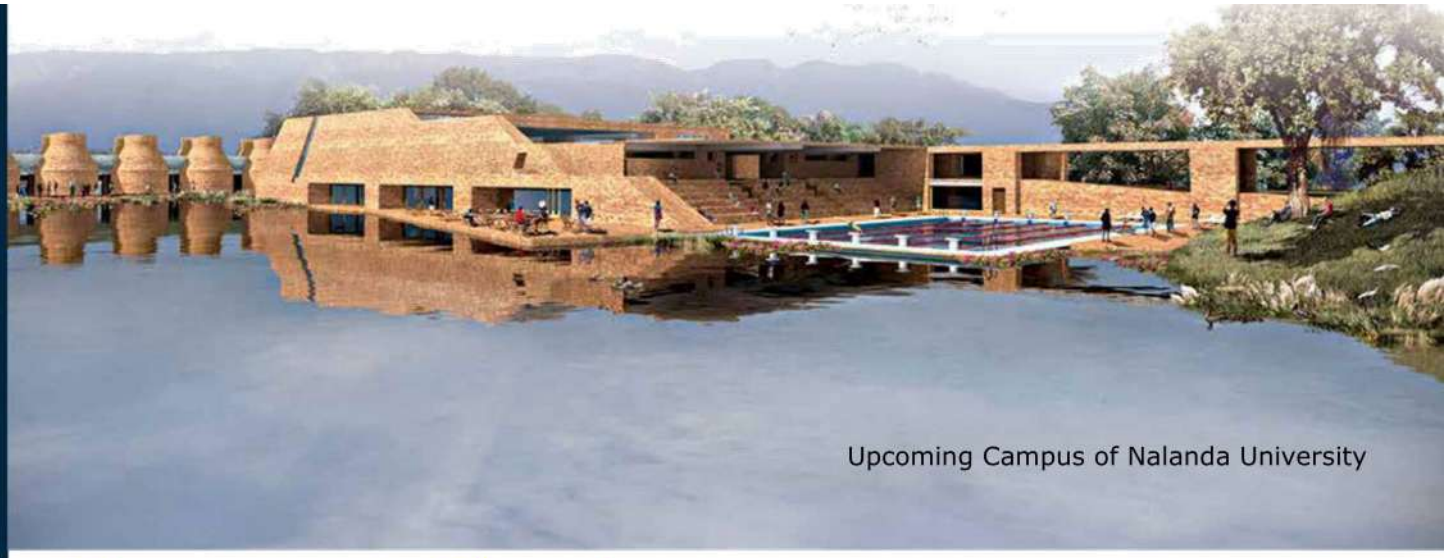
- Master's Degree in Ecology and Environment Studies
- Master's Degree in Historical Studies
- Master's Degree in Buddhist Studies, Philosophy and Comparative Religions.
- 1 Year Post Graduate Diploma in Sanskrit, Japanese and Korean.

All the programmes are residential in nature.

Eligibility: Under-graduate degree (15 years of education) in any stream i.e. humanities/ science/engineering/management or literature can apply to any of the above said Masters' program, which is one of the unique things of Nālandā University.



View of the Rajgir Hills from Tathagat Residence Hall



Upcoming Campus of Nalanda University

Programme Structure

Master's

For the award of a Master's degree at Nalanda, a student needs to obtain 64 credits, 32 in the Previous (1st year) and 32 in the Final (2nd year). An academic year will have two academic semesters of at least 18 weeks each, with 14 weeks of classroom engagement. Masters' students will be required to take 16 credits in each semester, in addition to a non-credit, 8-10 week internship during the summer break between the two years.

Three semesters will each have five courses (3 credits each) and a seminar (1 credit). The fourth semester will have a dissertation (9 credits), two courses (3 credits each) and a seminar (1 credit) on the dissertation.

Previous Year (32 credits)

1st Semester (Foundation Courses)
- 3 compulsory courses (3 credits each)
- 2 elective courses (3 credits each)
- 1 seminar course (1 credit)

2nd Semester (Core Courses)
- 3 compulsory courses (3 credits each)
- 2 elective courses (3 credits each)
- 1 seminar course (1 credit)

Final Year (32 credits)

3rd Semester (Advanced Courses)
- 2 compulsory courses (3 credits each)
- 3 elective courses (3 credits each)
- 1 seminar course (1 credit)

4th Semester (Specialized Courses)
- 1 compulsory course (3 credits)
- 1 elective course (3 credits)
- 1 seminar course (1 credit)
- Dissertation (9 credits)

There will be three 3-credit core/elective courses in the first two semesters, two in the third semester and one in the final semester, defining the basic structure of the curriculum for each Masters' program. Coursewise credits have been given in the table.

Year 1 (32 credits)					
Semester I (16 credits)			Semester II (16 credits)		
FOUNDATION COURSES			BRIDGE COURSES		
No	**Course Title**	**Credits**	**No**	**Course Title**	**Credits**
	CORE COURSE - 1	3		CORE COURSE - 4	3
	CORE COURSE - 2	3		CORE COURSE - 5	3
	CORE COURSE - 3	3		CORE COURSE - 6	3
	ELECTIVE COURSE - 1	3		ELECTIVE COURSE - 3	3
	ELECTIVE COURSE - 2	3		ELECTIVE COURSE - 4	3
	SEMINAR COURSE - 1	1		SEMINAR COURSE - 2	1
Total	16		Total 16		
	Summer Internship				
Year 2 (32 credits)					
Semester III (16 credits) ADVANCED COURSES			Semester IV (16 credits) SPECIALISED COURSES		
No	**Course Title**	**Credits**	**No**	**Course Title**	**Credits**
	CORE COURSE - 7	3		CORE COURSE - 9	3
	CORE COURSE - 8	3		ELECTIVE COURSE - 8	3
	ELECTIVE COURSE - 5	3		SEMINAR COURSE - 4	1
	ELECTIVE COURSE - 6	3		DISSERTATION	9
	ELECTIVE COURSE - 7	3			
	SEMINAR COURSE - 3	1			
Total	16		Total 16		

The rest of the courses can be either of the following:

(a) a specialized course offered by a visiting faculty/ scholar;

(b) an elective course offered by a resident faculty member;

(c) a practical course offered by a faculty member;

(d) a language course or any other course from another school, with the Dean's concurrence. The cafeteria approach will provide customized options to students in their areas of interest. Seminars will be mandatory for all, involving not only presentation of papers but also review and critical appreciation of other presenters. At least one publication is expected from every student through the compulsory seminars.

The dissertation shall be a basic training in independent research and, therefore, an important component of the curriculum. The aim of the dissertation shall be at least a publication.

Post Graduate Diploma

The Post Graduate Diploma shall be of two semesters i.e. one year with the total number of credits as 32. Each semester may have courses having credits totalling to 16 credits.

Credits assigned to any course or semester may be changed by the Academic Council on the recommendations of the Board of School of Studies.

Student Support and Resources

The University Library

Nalanda University envisions its Library to be the central fulcrum of its master plan, both in terms of its design and bearing. The Library aims to become an apex resource centre with the state-of-the-art resource (print and digital) and services. It will be a constant companion in the academic journey of the entire community of the University and contribute to the quest for creating new bodies of knowledge. The University library is committed to excellence in services and supporting intellectual inquiry, research and lifelong learning needs of the University community. Its vision is to provide seamless access to information through innovative services that drive intellectual exchange and foster interdisciplinary cross-campus research.

Library Collection:

- 12,000 Print Books
- 1800 E-books.
- 4600 E-journals
- CD/DVDs
- Print Magazines
- Online Databases:
  - South Asia Archive
  - Bibliography of Asian Studies (BAS):
  - ProQuest Dissertation and Thesis (PQDT):
  - Ebrary Academic complete
  - ProQuest Historical Newspapers
  - Indiastat.com:

Memberships:

1. Core member of ESS, INFLIBNET
2. CRL (Centre of Research Libraries)
3. DELNET (Developing Library Network)





Library Automation:

To automate the sub-systems of a library system, Library has implemented open source library automation software - KOHA.

Digital Institutional Repository:

To archive intellectual scholarly output created at Nalanda University, library has implemented open source digital library software called DSpace.

Discovery Service:

Library has subscribed Summon Discovery service, an online search tool that provides unified index of library e-resources using a single search box.

Remote Log-In / Single Sign-On:

Library has implemented remote access to e-resources through Remote XS.

Research Support:

- **Anti-Plagiarism Tool:** The library has implemented Anti-Plagiarism Tool I.e. 'Turnitin' to check original research work.
- **RefWork:** Library has RefWork tool, a reference management service. It supports the needs of students, faculty and enables them more efficient and reliable process for producing research papers.
- **Grammarly:** The library has license version of the "Grammarly", an online proofreading tool, checks text for grammar, punctuation, and style, and features a contextual spelling checker.

Residence Hall

Students at Nalanda University are currently housed at five self-contained Residence Halls viz., Tathagat, Ajatshatru, Maitreya, Ananda and Nagarjuna. The Residence Halls are allocated to the students based on their respective preference of rooms, but on first-come-first served basis. All the facilities like indoor and outdoor games, common hall, computer lab,Wi-Fi, students' pantry etc. are provided within the boundaries of the Residence Halls.

Dining Hall and Cafeteria

The University is equipped with air conditioned Dining Halls, at two of the residential halls, to serve hygienically prepared meal to the staff and students. Vegetarian as well as Non-vegetarian food is served at the Dining Hall of the University. University is also running a cafeteria in the campus to provide tea/coffee, soft drinks and fast food items at nominal cost.





Transportation Facility

Shuttle services are provided for ferrying students from residence halls to academic block and library at frequent intervals on all days of the week.

Medical Facility

The University has set up a 5 bedded Primary Health Care Centre on Campus to take care of the needs of the Nalanda community. The services of the Health Care Centre may be accessed 24 X 7 by the students, faculty and staff of the University.

The Health care Centre has the facility of Resident Doctors and Nurses apart from visits by specialists on a regular basis. It has facilities like X-Ray, Pathology Laboratory, Pharmacy and Ambulance, available round the clock. The use of



the facility will be guided by the policies set by the University from time to time.

Communication Centre

University has a English Communication Centre, which is an instructional facility designed to assist the university community at any stage in classroom. process, from idea generation and organization to style, grammar, outlining essays and editing strategies. This centre is also responsible for working one-to-one with students on every aspect of communication. Students can contact the Communication Centre for individual help with specific communication problems.

The Communication Centre at Nalanda University also undertakes modules of Communicative English tutorials alongside classes to provide special assistance to students to improve their communicative and writing skills.

Laboratory

The University has a computer lab equipped with the latest technology and all the necessary research tools like GIS, Matlab, MiniTab etc. The students of different Schools also use the respective laboratories to practice what they learn of the writing

Field trips

Learning is best served when students are mentally and physically (actively participating) in the process. Regular Field trips are organized by each School of Study, where the students experience a more holistic, integrated picture of the information that, in the classroom, may have only been presented in a textual and abstract way.



Prof. Arvind Sharma

Distinguished Visitors / Guest Lectures

Bringing in speakers with proven expertise in a topic provides added credibility to the prescribed course in the programme of study. These experts can be faculty from other eminent institutions or experts from the community. Not only does it help in learning from a fresh perspective but also in bringing the students closer to the community. Apart from distinguished guest lectures, the Schools also conduct weekly guest lectures, as part of their Guest lecture series.






Left to right: Prof. Minwa Kenryo; Jens-Uwe Hartmann; Peter Hobbs; Margaret Olin

The some of the distinguish guest speakers, who delivered lecture at Nalanda University are:

Professor Arvind Sharma
Birks Professor of Comparative Religion McGill University, Canada

Professor Minowa Kenryo
Graduate School of Humanities and Sociology, The University of Tokyo

Professor Ursula Rao
The Institute of Anthropology, Leipzig University, Germany

Professor Anne Cheng
College de France, Paris

Professor Max Deeg
School of History, Archeology and Religion, Cardiff University, UK

Mr. K.K.Muhammed
Former Director, Archaeological Survey of India, North Zone

Professor David Lowe
Deakin University, Australia

Dr. Silvia D'Intino
Senior Researcher, CNRS, Paris

Mr Darrell Dorrington
Former Head, Asia Pacific Cluster, ANU Library, Australia

Dr. Masahiro Terada
Visiting Associate Professor, Research Institute for Humanity and Nature, Kyoto, Japan

Professor Jens-Uwe-Hartmann
Professor of Indology, University of Munich

Professor Richard Seager
Department of Religious Studies, Hamilton College, Clinton, NY

Professor Himanshu Prabha Ray
Honorary Professor, Distant Worlds Graduate School of Ancient Studies, Ludwig Maximilian University, Munich, Germany

Dr. Geoff Ashton
Assistant Professor, University of Colorado at Colorado Springs

Dr. Madhuvanti Ghose
Alsdorf Associate curator of Indian, Southeast Asian, Himalayan and Islamic Art, The Art Institute of Chicago

Professor Margaret Olin
Department of the History of Art, Yale University

Dr. Lennart Bes
Lecturer, Institute for History, Leiden University

Professor Idesbald Goddeeris
Professor of History, University of Leuven, Belgium

Professor Peter Gottschalk
Professor of Religion, Wesleyan University, USA

Professor Wendy Singer
Roy T. Wortman Professor of History and South Asian Studies, Kenyon College, USA

Professor Tim Winter
Research Professor, Alfred Deakin Institute, Deakin University, Australia, St. Petersburg, Florida 33711

Professor K.M.Venkat Narayan
Chair of Global Health and Professor of Medicine & Epidemiology, Emory University in Atlanta, Georgia

Dr. Ching Lo
Senior Research Scientist, Ministry of Environment and Climate Change, Toronto, Ontario, Canada

Dr. Santosh Kumar
Sam Houston State University, Huntsville, TX, USA

Dr. Madhu Khanna
University of Illinois, USA

Professor Prasanta K.Kalita
Director and Professor, ADM Institute, University of Illinois

Professor Anil K. Gupta
Indian Institute of Management, Ahmedabad

Dr. David Halliwell
Director, Centre for Regional and Rural Futures, Deakin University, Australia

Professor Kanchi N. Gandhi
Senior Nomenclatural Registrar, Harvard University, MA, USA

Professor Stephen D Biggs
Professor, Department of Development Studies, SOAS University of London, UK,

Dr. Maria Luisa Eschenhagen
Universidad Pontificia Bolivariana, Medellín Colombia

Dr. Marieke Bloembergen
Senior Researcher, KITLV - Royal Netherlands Institute of Southeast Asian and Caribbean Studies, Leiden, Netherlands

Dr. Subhajyoti Samaddar
Disaster Prevention Research Institute, Kyoto University, Japan

Prof. Peter Hobbs
Adjunct Professor & Associate Director, Cornell University, USA

Dr. Francesco Sferra
Associate Professor, University of Naples "L'Orientale", Rome, Italy

Dr. Daniel M. Stuart
Department of Religious Studies, University of South Carolina

Scholarship

Nalanda University understands the importance of assisting meritorious and needy students who would like to pursue their higher studies at the University. We firmly believe that financial constraints should not come in the way of acquiring quality education. In order to encourage and reward meritorious students, we provide various kinds of financial assistance. However, our funds are limited hence it may not be possible to accommodate all the applicants for financial assistance. Only complete applications received before the deadline will be accepted (visit: https://www.nalandauniv.edu.in/admissions/scholarship-and-aid/ for detailed information)

The following scholarships and financial aids are currently being offered by the University:

- Merit Scholarship
- Means-cum-Merit Scholarship

Scholarships available to international students

- ICCR Scholarships



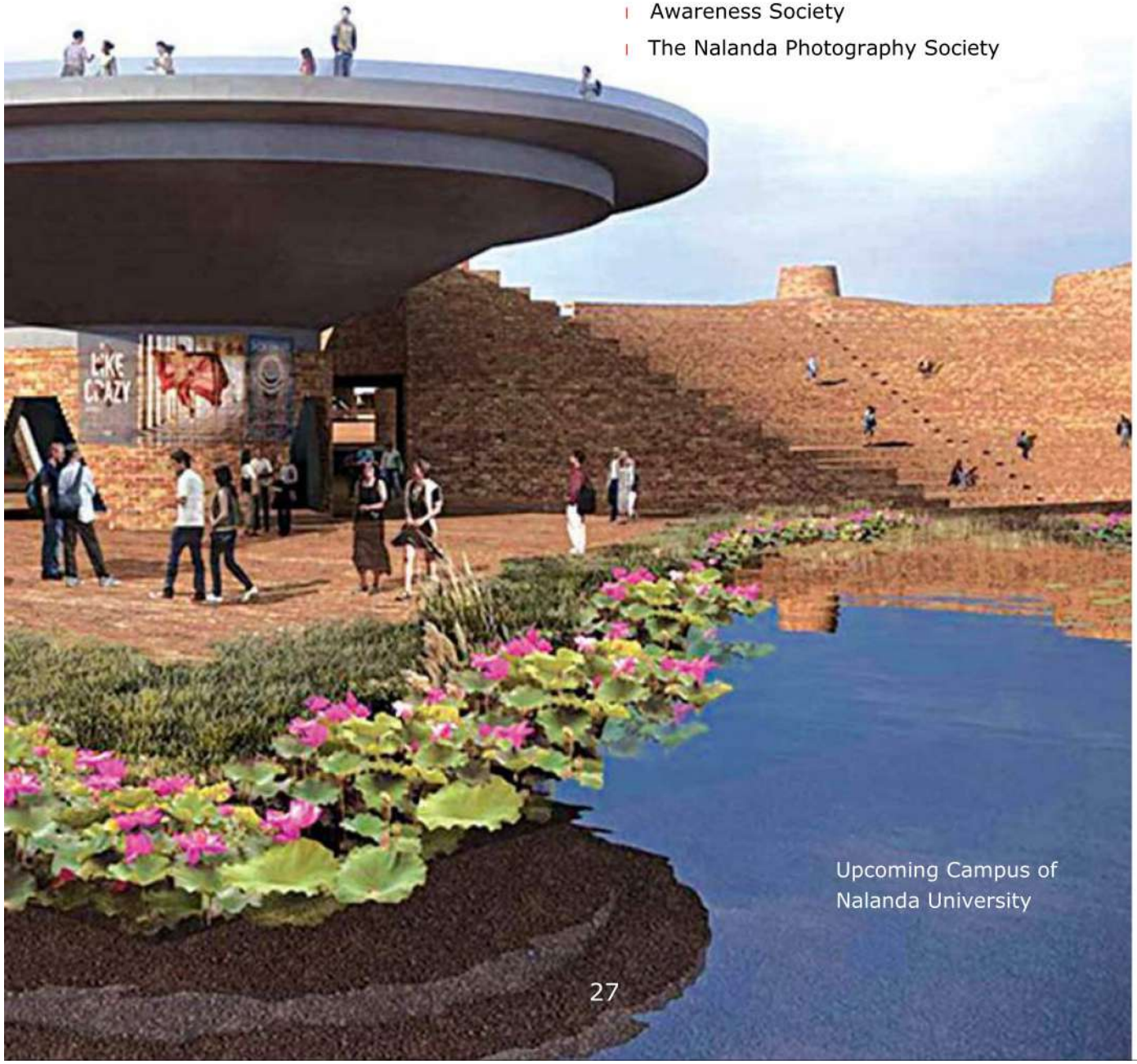
- CLMV Scholarships (for students from Cambodia, Laos, Myanmar, Vietnam)
- Thai Endowed Scholarship (For students from Thailand)
- MEA-NALANDA University Scholarship (for students from Bhutan)

The details of the above mentioned "Financial Aid" may be accessed on the web link: https://www.nalandauniv.edu.in/admissions/scholarship-and-aid/

Campus Life

NU students are curious and engaged; active involvement outside the classroom is central to NU's culture. A variety of student clubs, activities, events, sports, cultural performances and educational opportunities keep campus lively. Each day brings new experiences that allow students to engage their passions. Some of the society are as follows:

- Sports Club
- Cultural and Arts Society (CAAS)
- Literary Society
- Awareness Society
- The Nalanda Photography Society



Upcoming Campus of Nalanda University

Nalanda's Academic Mission

EEE

Interdisciplinary

EEE

Research Based Master's

EEE

Problem Focused

EEE

Experiential Learning

EEE

New Knowledge System

EEE

Vibrant Academic & Intellectual Fabric

EEE

Cafeteria Model

Nalanda University

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