

Collaborations with Foreign Universities

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Academic Collaborations

India is rushing headlong toward economic success and modernization, counting on high-tech industries such as information technology and biotechnology to propel the nation to prosperity. Unfortunately, its weak higher education sector constitutes the Achilles' Heel of this strategy. Its investment so far in higher education has yielded neither world-class research nor very many highly trained scholars, scientists, or managers to sustain high-tech development.

India's main competitor — especially China — is investing in large and differentiated higher education systems. China is providing access to large numbers of students at the bottom of the academic system while at the same time building some research-based universities that are able to compete with the world's best institutions. The recent London Times Higher Education Supplement ranking of the world's top 200 universities included three in China, three in Hong Kong, three in South Korea, one in Taiwan, and one in India (an Indian Institute of Technology at number 41— the specific campus was not specified). These countries are positioning themselves for leadership in the knowledge-based economies of the coming era.

There was a time when countries like India could achieve economic success with cheap labor and low-tech manufacturing. Low wages still help, but contemporary large-scale development requires a sophisticated and at least partly knowledge-based economy. India has chosen that path, but finds a major stumbling block in its university system. India has significant advantages in the 21st century knowledge race. It has a large higher education sector — the second largest in the world in student numbers, after China. It uses English as a primary language of higher education and research. It has a long academic tradition. Academic freedom is respected. There are a small number of high quality institutions, departments, and centers that can form the basis of quality sector in higher education.

Yet the weaknesses far outweigh the strengths. India educates approximately 14 per cent of its young people in higher education compared with more than 50 percent in the major industrialized countries and 25 per cent in China. Almost all of the world's academic systems resemble a pyramid, with a small high quality tier at the top and a massive sector at the bottom. At present, the world-class institutions are mainly limited to the Indian Institutes of Technology (IITs), the Indian Institutes of Management (IIMs) and perhaps a few others such as the All India Institute of Medical Sciences and the Tata Institute of Fundamental Research. These institutions,

combined, enroll well under 0.5 per cent of the student population.

Even the small top tier of higher education faces serious problems. Many IIT graduates, well trained in technology, have chosen not to contribute their skills to the burgeoning technology sector in India. Perhaps half leave the country immediately upon graduation to pursue advanced study abroad — and most do not return. A stunning 86 per cent of students in science and technology fields from India who obtain degrees in the United States do not return home immediately following their study. A corps of dedicated and able teachers work at the IITs and IIMs, but the lure of jobs abroad and in the private sector makes it increasingly difficult to lure the best and brightest to the academic profession.

India has survived with an increasingly mediocre higher education system for decades. Now as India strives to compete in a globalized economy in areas that require highly trained professionals, the quality of higher education becomes increasingly important. So far, India's large educated population base and its reservoir of at least moderately well trained university graduates have permitted the country to move ahead. But the competition is fierce. China in particular is heavily investing in improving its best universities with the aim of making a small group of them world class in the coming decade, and building them as internationally competitive research universities. Other Asian countries are also upgrading higher education with the aim of building world class-universities.

To compete successfully in the knowledge-based economy of the 21st century, India needs enough colleges and universities that not only produce bright graduates for export but can also support sophisticated research in a number of scientific and scholarly fields and produce at least some of the knowledge and technology needed for an expanding economy. How can India build a higher education system that will permit it to join developed economies?

Academic collaboration programs between the Foreign universities and Indian institutions and organizations are aimed at meeting the rapidly growing Indian educational needs by leveraging mutual capabilities. A part of the core mission of all educational institutions is to prepare their students to compete in the global economy. These collaboration programs contribute to that goal by giving students and faculty members international experience and global perspectives.

Fields for Academic Collaborations

Academic collaboration is possible between foreign universities and Indian institutions in several fields of study. Following are some of the major fields of study for collaborative research programs, degree and diploma programs, certificate programs, distance

education programs, professional development programs, twinning / transfer programs, faculty and student exchange programs, study abroad in India programs, Sponsorship programs, and vocational education programs.

Accounting
Actuarial Science / Insurance
Advertising and Public Relations
Aeronautical Engineering
Agricultural Sciences
Analytical Chemistry
Animation and Computer Graphics
Architecture
Arts / Fine Arts
Audio-Visual Media
Aviation Management
Biochemistry
Bioinformatics
Biological Sciences
Biomedical Sciences
Biomedical Engineering
Biotechnology
Business Administration / Management
Cell Biology
Chemical Engineering
Chemistry
Civil Engineering
Clinical Laboratory Sciences
Clinical Psychology
Communications
Computer Engineering
Computer Science
Construction Management
Counseling Psychology
Dentistry
Economics
Education
Educational Media / Instructional Technology
Electrical and Electronics Engineering
Electronic Commerce
Engineering Management
Environmental Sciences
Epidemiology / Public Health
Exercise / Sports Science
Fashion Design
Film, TV, and Video Studies
Finance and Banking
Fisheries and Marine Studies
Food Science and Technology
Foreign Languages
Genetics
Geographic Information Systems
Geology / Geosciences
Graphic Design
Health Physics / Radiology

Health Services Management
Hospital Administration
Hospitality Management
Human Resources Management
Immunology
Industrial Engineering / Management
Information Technology
Interior Design
International Business
Internet Technologies
Journalism and Mass Communications
Landscape Architecture
Law and Legal Studies
Library Science
Management Information Systems
Management of Technology
Marketing
Mathematics
Mechanical Engineering
Medical Laboratory Technology
Medicine
Microbiology
Molecular Biology
Music
Networking
Neurosciences
Nursing
Nutrition / Dietetics
Occupational Therapy
Organizational Management
Petroleum Engineering
Pharmaceutical Sciences
Pharmacology and Toxicology
Physical Sciences
Physical Therapy
Physician Assistant Studies
Physiology
Pilot Training
Project Management
Psychology
Public Health
Software Engineering
Statistics
Systems Engineering
Telecommunications Engineering
Transportation and Highway Engineering
Travel and Tourism
Urban and Regional Planning
Veterinary Sciences

Research Collaborations

International Research Collaboration has always helped scientists to keep abreast of international science and to share expertise and resources. Today, one-fifth of the world's scientific papers are co-authored internationally — a result of increasingly easy communication and cross-border travel. However, a new character of International Collaboration is emerging, as scientific research has become an integral part of economic and innovation policy. International Collaboration has also become a key element in globalization strategy. Research Collaboration supports research, training and knowledge transfer in everything from architecture to zoology, apart from supporting World-class research facilities. It also promotes public engagement in science, engineering and technology. The knowledge and expertise gained through investment in people and innovation allows the world to maintain a technological leading edge, build strong global economy and improve quality of life for people. International Research Collaboration requires work in Sponsorship with other research investors including Government departments and agencies, Universities and colleges, and Industry. Research Collaboration extends across disciplines and organizational boundaries. Some of the main fields for Research Collaboration are:

- * **ARTS AND HUMANITIES**
- * **BIOTECHNOLOGY & BIOLOGICAL SCIENCES**
- * **ECONOMIC AND SOCIAL SCIENCES**
- * **ENGINEERING AND PHYSICAL SCIENCES**
- * **MEDICAL SCIENCES**
- * **NATURAL ENVIRONMENT**
- * **SCIENCE AND TECHNOLOGY**

Today global networks are known to have contributed significantly to the success of Silicon Valley, USA. It has been possible for the USA to benefit directly from the Information Technology boom in India by being connected. The success of India is not only from cheap labor but also from attracting global R&D activities. Recent trends indicate that USA and other countries are keen to establish connections with the new powerhouse economy of India — not only in downstream industries but also in upstream science. The world as a whole is increasingly united on the need for research and innovation to tackle global challenges such as poverty and climate change. The growing international concern regarding greenhouse gases,

crises in Africa, or diseases in Developing Countries are leading to new hopes about International Research Collaboration to address these issues.

The USA was one of the first nations to establish an approach to attract "the best and the brightest" in the world to their Institutions. This policy placed the United States at the heart of International Research Collaboration, with US researchers co-authoring with researchers from over 170 Countries. The unique US position was based, first, on the openness of financial aid and fellowships to support any deserving Graduate student. This system grew through generous Federal Research funding and also by means of Institutional competition to attract the best Graduate students. Second, the tradition of openness in hiring Academics dated back to World War II, during which many prominent European scientists moved to the United States. Third, the US labor market has been open to Immigrants — particularly for highly skilled ones who could get companies to sponsor them.

Today, more Countries are taking comparable approaches to attract "the best and the brightest" through similar policies to open up. There is a stepped-up competition for International Students undertaken by several Countries — most notably Australia, the United Kingdom, Japan, and China. India is on the threshold of joining this competition. Another approach to International Collaboration is to invest in World-class Research Centers of Excellence. Singapore was one of the first countries to use public money for attracting World-class Institutions. Singapore has become a major Asian education and research center, by creating high-profile international Sponsorships (with the Massachusetts Institute of Technology, Stanford, Berkeley, and Wharton—to name a few), inviting World-class Foreign Universities to open campuses (e.g., INSEAD, University of Chicago Business School, and Waseda), and by its ambitious biomedical science park, Biopolis. India has a great opportunity to enter into similar Sponsorships with leading Foreign Universities.

For a developing country such as India, these steps are likely to lead to increases in Scholarships and Research Collaboration opportunities. International Research Collaboration has entered an era in which networking has a direct economic significance. Some governments are already beginning to pay a premium to become hubs in Global Excellence networks.

These developments will produce significant changes in the World's Research capacity and yield new Centers of Excellence. The Council of Scientific & Industrial Research (CSIR) is the premier industrial research and development organization in India. Its chain of 39 R&D laboratories with 80 field stations spread across India are manned by 10,000 highly qualified scientists and engineers and 13,000 auxiliary and other staff, covering almost the entire spectrum of industrial R&D, ranging from aerospace to mining, microelectronics to metallurgy. CSIR, for example, can play an important role in promoting International Research Collaboration. In a similar manner, there are a good number of Universities, Colleges and Centres in India that have Research programs and these trends indicate opportunities for capacity building for research in India.

With several billion dollars in annual research funded by the National Science Foundation, the National Institutes of Health, Corporate Sponsors, and other Federal and Private Foundations, American Universities are major Research Centers in the world. Award-winning Faculty members provide Graduate and Post-Graduate students with research opportunities in a multitude of disciplines. Foreign Universities work with faculty and outside Sponsors to capitalize on opportunities to expand Research and Scholarship across all intellectual fields. This includes developing new programs, making strategic investments to seed new research initiatives and assisting Faculty in obtaining funding from Sponsors. Research Collaboration between Indian Institutions and Foreign Universities will be a "win, win" for all.

Joint / Dual Degree Programs

The on-campus programs to be offered in India by Foreign Universities in collaboration with Indian institutions would be Graduate and Post-Graduate degree programs. The duration of Graduate degree programs would be three to four years while Post-Graduate degree programs would be two years. Students will receive degrees of the Foreign Universities after successful completion of the programs in India. The Foreign Universities and Indian institutions will administer the degree programs jointly. Indian institutions collaborating with the Foreign Universities will have world-class facilities such as modern classrooms, state-of-the-art laboratories, audiovisual centers, computerized libraries, video conferencing halls, software development centers, and administrative blocks.

In collaborative Graduate programs, students who complete 12 (10+2) years of formal education will be eligible for admission. Students with Graduate degrees (10+2+4) or (10+2+3+1) will be eligible for admission to collaborative Post-Graduate programs.

Joint / Dual Degree Programs: Collaborative programs are also sometimes known as Joint Degree programs or Dual Degree programs in India. In these programs, Indian institutions will continue to offer their regular Graduate and Post-Graduate programs as per the Indian curricula and give Indian degrees and diplomas after successful completion. Simultaneously, Indian institutions will supplement their existing curricula with the additional curricula of Foreign Universities. Students who successfully complete the existing curricula and the additional curricula will be given degrees by the Foreign Universities.

AICTE: Collaborative degree and diploma programs which are technical in nature, namely, Engineering, Architecture, Computer Science, Business, Hotel Management and Catering Technology, Pharmacy, etc., may require the approval of statutory bodies such as the All India Council of Technical Education (AICTE), New Delhi. *No Objection Certificate* (NOC) will be required from the Foreign embassy or High Commission for offering

Certificate Programs

There has been a remarkable growth in the numbers and kinds of certificate programs that are sought by students and working professionals throughout India. Certificate programs include corporate training

programs, executive development programs, and management development programs. Certificate programs that consist of for-credit courses are of particular interest, because credits carry over to

degree and diploma programs in Foreign Universities. Graduate and Post-Graduate certificate programs are sought after in virtually every discipline, including in business, education, health sciences, information technology, humanities, and the arts. Certificate programs are of interest because of their short duration. Some of the Indian students who take up certificate programs offered by Foreign Universities in India may be interested in transferring to the Foreign Universities and complete the remainder of credits in residence for earning a degree or diploma.

Certificate programs usually comprise of five or six courses and students earn a maximum of 18 to 24 credits. Certificate programs may be of two-semester duration (one year), though a few select programs of one semester duration may also be offered. Graduate and Post-Graduate certificate programs of Foreign Universities may be offered in their entirety through Indian institutions. In addition to their existing certificate programs, Foreign Universities may suitably tailor their Graduate and Post-Graduate degree or diploma programs and offer them as certificate programs in India. Students completing the certificate programs offered through Indian institutions will be given certificates by Foreign Universities

CORPORATE EDUCATION

Twining / Transfer Programs

Twining / Transfer programs allow Indian Institutions to offer Graduate and Post-Graduate programs which will have their regular curricula. The existing curricula may be supplemented by additional curricula of the Foreign Universities if desired by Indian Institutions. Through Twining / Transfer programs, Indian students will be able to earn several Credits during the course of their normal study in Indian Institutions. Students will have the opportunity either to complete their studies in India or to transfer their Credits to the Foreign Universities at any time after completing at least one year of their studies in Indian Institutions. Students who opt for transfer can then finish their Degree programs by completing the remainder of Credits in-residence at the Foreign Universities.

Twining / Transfer programs are "win-win" situations for all concerned parties. The Foreign

As providers of comprehensive continuing education, Foreign Universities can serve as Sponsors to companies and organizations in India. Foreign Universities can draw on their resources as world-renowned universities to understand Indian organizations' needs, offer expert consultation, and develop custom educational programs which would be primarily delivered by Indian instructors who are experts in their fields. Foreign Universities' reputation as valuable Sponsors and resources, and the breadth of their programs could enable them to build an impressive roster of clients and facilitate the growth of leading corporations, public agencies, and non-profit organizations in India.

In Graduate certificate programs, students who have completed 12th standard will be eligible for admission. In Post-Graduate certificate programs, students who have completed Graduate degree or equivalent diploma program in any field of study will be eligible for admission. Students, who complete the certificate programs in India, will be eligible for seeking admission to Graduate and Post-Graduate degree and diploma programs in Foreign Universities. Relevant tests such as IELTS, TOEFL and SAT / GMAT / GRE will be required for admission. The number of credits waived for such students will be at the discretion of Foreign Universities based on individual student's academic background.

Universities will receive well-prepared students who have been instructed entirely in English and are ready to begin their major studies. Indian Institutions are strengthened by access to the latest in Foreign curricular developments. Foreign-bound Indian students save substantial cost of studying abroad. Further, students will have a wide range of subjects to choose from in the Foreign Universities, apart from the opportunity to learn in two different cultural environments, and thus becoming well-rounded learners.

Under Twining / Transfer programs, students who complete at least one year of Graduate program (10+2+1) in Indian Institutions will be eligible for admission as Transfer Students to Graduate programs in the Foreign Universities. Students who complete second year (10+2+2) or third year (10+2+3) of graduate program may also transfer to Graduate

programs in the Foreign Universities and complete the remainder of the program. TOEFL / IELTS and SAT scores will be required for admission to the Foreign Universities. Students who complete the first year of Post-Graduate program in Indian Institutions will be eligible for admission to Post-Graduate Degree programs of the Foreign Universities. TOFEL and GRE / GMAT scores will be required for admission to the Post-Graduate programs in the Foreign Universities. The number of Credits to be waived for students admitted on Transfer basis will be at the discretion of the Foreign Universities.

Students enrolling in the Graduate and Post-Graduate programs of the Foreign Universities will be given Degrees and Diplomas by the Foreign Universities

Distance Education Programs

Distance education is an emerging global phenomenon that promises to alter fundamentally the nature of traditional education and training. The increasingly pervasive nature of the Net and the Web, and the collaborative infrastructure provided by net-centric computing have led to the growth of distance education. The phenomenal growth of distance education is explained by the fact that over 90% of college students access the Internet, with 50% accessing the Web daily. Also, Indian companies and organizations are spending huge amounts on in-house training and education programs through distance and blended mode. The popularity of distance education programs has further increased with the availability of on-line discussion forums.

The growth of distance education is fast and furious world-wide including in India. The future of distance education has been aptly summed up by Mr. David Gray, Vice President, University of Massachusetts: "Over the next five years, it would not surprise me at all to see the term "distance education" fade or morph into "distributed education" or perhaps simply "education." As the technologies that support distance education mature and become more widely embraced which is happening as we speak, the focus on the tools and the geographic distance at which they are utilized is likely to decrease. Our fascination with the web as an exciting new medium for learning and collaboration will most likely give way to seeing it as a common utility that people make use of routinely. Education and learning will happen, of course, and it will be a rare course indeed that does not take advantage of the tools of technology and

after successful completion of study. Transfer students will be charged the prevailing tuition fee by the Foreign Universities. Students who do not plan to go to the Foreign Universities and students who have been unable to get Foreign visas will complete their program of study in India, and would be awarded Indian Degrees and Diplomas by the Indian Institutions concerned.

For Twinning / Transfer programs, the Indian Institutions may invite Visiting Faculty of the Foreign Universities. In such cases, the Indian Institutions will bear the expenditure towards travel, stay and board of visiting from the Foreign Universities.

high speed networks to aid and abet the learning process."

BLENDDED LEARNING

Blended Learning is the process of incorporating many different learning styles that can be accomplished through the use of 'blended' virtual and physical resources. The instructor can also combine two or more methods of delivery of instruction. A typical example of the delivery method of blended learning would be a combination of technology-based materials and face-to-face sessions used together to present content. An instructor can begin a course with a well-structured introductory lesson in the classroom, and then proceed to follow-up materials online. Blended Learning can also be applied to the integration of e-learning with a Learning Management System using computers in a physical classroom, along with face-to-face instruction.

With today's prevalence of high technology in India, blended learning refers specifically to the provision or use of resources which combine e-learning (electronic) with other educational resources. Some of the advantages of blended learning include: cost effectiveness for both the Indian institutions and the students, accessibility to a post secondary education for students, and flexibility in scheduling and timetabling of course work.

Many Foreign Universities have already been recognized as the largest online educational resources for students seeking quality learning experience. Now

Foreign Universities are in a position to offer "Blended Learning" programs in India through Indian institutions by combining a vigorous classroom experience, along with comprehensive online learning. Some of the benefits are:

- Blended learning won't interfere with student's current job
- Student will cut down on commuting time and costs – save money on petrol and parking.
- Student can meet and connect with classmates online and in person
- Student can enjoy learning in a hands-on environment
- Taking classes at an Indian institution closest to student's work or home means more convenience and flexibility.

Indian institutions including companies and organizations, in academic collaboration with Foreign Universities, will be able to offer an array of degree, diploma, and certificate programs at Bachelor's and Master's levels in a wide range of fields. Distance education can be offered as a dynamic, interactive distance learning method using a diverse array of personal computers, video devices, CD and DVD ROMs, online courses over the Internet, interactive devices, and other modern technological innovations. When each lesson or segment is completed, the student makes available the assigned work for correction, grading, comment, and subject matter guidance by qualified Indian instructors. Corrected assignments are returned to the student. This exchange fosters a personalized student-instructor relationship, which is the hallmark of distance education instruction. Students will be

required to take examinations in proctored settings. Assignments will be larger, longer, and more thorough so as to test for knowledge by forcing the students to research the subject and prove that they have done the work. Midterms and Final examinations will be held at common locations to enable professors to supervise directly.

The distance education programs to be offered in India by Foreign Universities in collaboration with Indian institutions would be Graduate and Post-Graduate degree, diploma, and certificate programs. Students will receive degrees, diplomas, and certificates from the concerned Foreign Universities after successful completion of the programs in India. Foreign Universities and the Indian institutions will administer the programs jointly.

Following are some of the benefits for Indian students:

- Students will have access to a wide range of Bachelor's and Master's programs of Foreign Universities in India.
- Tuition and fees will be in tune with the low cost of living in India. Students get valuable degrees, diplomas, and certificates of Foreign Universities at low cost.
- Students get first-hand knowledge of latest global developments, trends and techniques.
- Students will have better opportunities for employment and international careers by having degrees, diplomas, or certificates from Foreign Universities.
- Students will have opportunity to transfer with credits to Foreign Universities for further education.

Vocational Education Programs

Vocational education or vocational education and training (VET) prepares trainees for jobs that are based on manual or practical activities, traditionally non-academic, and totally related to a specific trade, occupation, or vocation. It is sometimes referred to as technical education as the trainee directly develops expertise in a particular group of techniques or technology.

Vocational educational in India aims to develop skilled manpower through diversified courses to meet the requirements of mainly the unorganized sector and to instill self-employment skills in people through a large number of self employment oriented

courses. Vocational education is imparted through Industrial Training Institutes (ITIs) and Polytechnics. The nodal agency for grant of recognition to the I.T.I.s is NCVT which is under the Ministry of Labour, Government of India. Part time programs are offered through state technical education boards or universities who also offer full-time courses. Vocational training has been successful in India only in Industrial Training Institutes and that too in engineering trades. There are many private institutes in India which offer courses in vocational training and finishing, but most of them have not been recognized by the Government.

One of the weaknesses of Indian education system is that it does not give due importance to vocational education. As a result, there is a mismatch between the skilled manpower required and skilled manpower available. Every year India churns out millions of graduates who do not have the specific skill sets required by the market. This has resulted in a situation where on the one hand, there are scores of unemployed graduates and on the other hand, there is a huge shortage of skilled workers such as plumbers, electricians, etc.

To rectify this situation vocational training programs in India need to be promoted in a big way. Vocational training courses include:

- * Typewriting
- * Stenography
- * Secretarial Practices
- * Computer Operator & Programme Assistant
- * Architectural Draughtsmanship
- * Desk Top Publishing
- * Electrical Technician
- * Electronics (Radio/TV/Tape Recorder Mechanic)
- * Refrigeration & Air Conditioning
- * Plumbing
- * Library Assistant
- * Cutting/Tailoring & Dress Making
- * Hair & Skin Care
- * Fruit & Vegetable Preservation Programs

Faculty Exchange Programs

The faculty exchange programs would provide participants with the opportunity to teach or conduct research for one semester or an academic year at an overseas university. Faculty members would benefit from exposure to a culturally varied and diverse faculty make-up, with an opportunity to exchange ideas and observe a variety of styles. The faculty exchange program is one way to take advantage of the benefits of diverse faculty. Ultimate goal of educational institutions is to develop a vibrant and diverse faculty. This process, however cannot take place overnight. It occurs slowly, one or two faculty members at a time. The need for rich variety of ideas, cultures, thoughts, and styles, however, is immediate. In order to facilitate the process, Foreign universities

and Indian institutions can develop plans for a faculty exchange programs. The benefit will be immediate, and students will have the opportunity to learn concepts and ideas presented in an entirely new and different manner. The faculty exchange programs present a unique opportunity for interaction between Foreign universities and Indian institutions. They will create a greater bond among the concerned institutions and will be a powerful recruitment and retention tool.

To ensure that the faculty exchange runs properly, it is important to understand the responsibilities of Foreign universities and Indian institutions as outlined below.

HOST INSTITUTION

Three basic schemes may define the nature of the faculty exchange and the responsibilities of the visiting faculty member. Combinations of all three are possible as arranged in each individual case.

1) RESEARCH ONLY

- Host institution will arrange housing and visiting faculty member will pay for the cost

2) TEACHING

- Visiting scholar will be provided with a salary commensurate with teaching load asked for by the host institution and agreed upon by the visitor

- Such salary may include the provision of free housing and/or board at no cost to the individual but in any case, host institution will help visitor find housing
- The host institution will assign the visiting professor an agreed upon number of courses to teach throughout the semester
- If course evaluations are issued, the host institution will forward them to the faculty visitor upon completion of the exchange semester

3) GUEST LECTURER

- Visiting scholar will be provided with lecture fees commensurate with the number of lectures

asked for by the host institution and agreed upon by the visitor

- Such fees may include the provision of free housing and/or board at no cost to the individual

but in any case, host institution will help visitor find housing

VISITING FACULTY

- The visiting faculty will be on sabbatical or equivalent leave during the proposed semester of overseas exchange
- The exchange will last one semester or one academic year as arranged in advance
- Depending on the scheme chosen, the faculty visitor will be responsible for various costs

which may include room, board, personal living expenses on site, research costs, etc.

- Upon completion of the exchange, the visiting professor will submit a summary of his/her experience to the host institution and the home institution

Student Exchange Programs

A student exchange program between Indian institutions and foreign universities is a program where students choose to study abroad in Sponsor institutions. An exchange student could live with a host family or in a designated place including hostels, affordable apartment/house or student lodge. The cost for each program differs according to countries and institutions. The participants could either apply/receive scholarship, self-funded or apply/receive loan.

Student exchanges have the aim of helping to increase the participants' understanding and tolerance of other cultures, as well as improving their language skills and broadening their social horizons. An exchange student typically stays in the host country for a relatively short period of time, often 6 to 10 months. Some students on exchange programs can receive academic credit from the country they study in.

OBJECTIVES

- * To enhance the educational experience of student
- * To strengthen the networking between students and Universities
- * Broaden personal and educational perspectives
- * Explore, appreciate and understand different cultures
- * To enhance the ability of the student in second language learning

* To eliminate fear and prejudice among nations

* Enable student to experience international education

COSTS

Programs vary depending upon program length, country, content and other factors. Most program costs include insurance and other risk management components, especially health insurance. Students going on university exchange could pay tuition fees on home campus or host campus, but most of the time it is paid to home campus. Long term exchange program for university student often comes with Scholarship that covers most of the expenses including flight ticket, accommodation and daily necessities.

ACCOMMODATION

University student going on exchange program could choose either to live on campus or off campus. Living off campus is a popular choice among student going for exchange because they would like to be independent and learn new culture on their own. Universities that host student exchange program do have special assistance for the students who seek accommodation. Institutions in India, have on-campus housing for the international student that is on exchange or studying full time.

Partnership Programs

Academic Partnership programs are established for the purpose of developing cooperative efforts to improve the academic quality of Indian secondary schools, junior colleges, and undergraduate colleges with the objective of improving the preparation of students for entry into Foreign Universities. Academic Partnerships are aimed at:

- Transforming the relationships between educational institutions to directly benefit students;
- Improving curriculum in subject areas required for admission to Foreign Universities;
- Strengthening teachers' capacities to enable all students to learn the curriculum;
- Enhancing the ability of students to benefit from these changes; and
- Improving Foreign Universities understanding of Indian students' unique needs.

Partnerships between English-medium Indian institutions and the Foreign Universities may be entered into, so that Indian students who complete 12th standard may be admitted as freshmen in Graduate programs of the Foreign Universities. Similar Partnerships may be entered between Indian institutions and Foreign Universities so that Graduate student may be admitted to Post-Graduate programs.

Partnership programs are important mechanisms that enhance access to Graduate and Post-Graduate programs of the Foreign Universities. Partnership programs support educational mobility and facilitate seamless acceptance of academic credit of Indian students. These programs enable Indian students to transition smoothly to Foreign educational systems and help in students' course selection, eliminate curriculum redundancies, and streamline the application review process. Indian students will not have to go through the cumbersome process of credential evaluation by Foreign agencies. These programs promote understanding among educators across Indian and the Foreign institutions.

These programs provide a measure of certainty to students in Indian institutions that they will be accepted in good Foreign Universities. Students will be spared the stress of having to prepare for the highly competitive entrance examinations in India with the knowledge that their admission in the Foreign Universities is almost assured. Further, students will have the option to change their field of study when they enter the Foreign Universities. This option for changing the field of study is not available in India. Tests such as IELTS, TOEFL and/or SAT/GMAT/GRE will be required for admission to the Foreign Universities.

Study Abroad in India Programs

The mission of the Indus Foundation is to provide students of Foreign Universities with high-quality academic study abroad programs that foster intercultural development. The Foundation's vision for the future is a world filled with inter-culturally competent leaders who have both the understanding and skills to effectively, humanely, and positively navigate across different cultures, in politics, education, and business.

Over the last fifteen years, India has brought itself to the center stage of the world economy. India's engineering and technical strengths are legendary. India has become a powerhouse in software development and business process outsourcing and is making great strides in manufacturing and other high technology fields. There is no doubt that India will be a major economic force in the 21st century, though it will face significant challenges in developing infrastructure and in spreading these economic gains to its still overwhelmingly rural population.

Today's competitive job market requires applicants to distinguish themselves, and international education experience is the perfect way to do so. Having international education experience is an incredible resume booster, as it shows prospective employers that the applicants are motivated, independent, and generally more qualified. Additionally, obtaining Foreign language skills can make applicants eligible for a variety of jobs that they may have otherwise been unqualified for.

Students of the Foreign Universities are welcome to India. Studying abroad in India for a semester or year will give students a fresh perspective on themselves, India, and the world. By living in a Foreign country such as India, students will constantly challenge themselves in many new and exciting ways and gain a level of independence they never knew they had. Studying abroad in India will expose them to diverse people and viewpoints, and they will get to experience a different way of life apart from their own in their country. They will be immersed in the

language, culture, and people of the host country and will get to experience life as residents, not as mere tourists. While studying in India, they will also earn credit towards their current degree. Study abroad programs at Graduate and Post-Graduate levels may be arranged in high quality Indian institutions, which have facilities of international standards. Students of the Foreign Universities will get the most memorable study abroad experience possible.

Collaboration Methodology

Curricula of Programs: The curricula of degree, diploma, and certificate programs will be in tune with the guidelines established by the relevant accrediting agencies of the Foreign universities. The course exercises, along with home-works, assignments and examinations will be provided by the Foreign universities to ensure that the courses of study in India for obtaining degrees, diplomas, and certificates meet their academic standards. In the case of twinning/transfer programs, the curricula will be the regular existing curricula of the Indian institutions, though it may be supplemented by additional curricula of the Foreign universities, if desired by Indian institutions.

Teaching: The course materials and teaching methods will be the same as the ones offered in the Foreign universities. Indian institutions will follow the same study guidelines as the Foreign universities. A faculty member may be deputed by the Foreign universities, for short duration of two weeks every semester for presenting parts of each program. Carefully selected Indian faculty will present remainder of the programs. Round-trip travel to India of visiting faculty members will be borne by Indian institutions. Room and board of international standards will be provided to visiting faculty members in India. In addition, Indian institutions will pay honoraria to the visiting faculty members.

Testing: The course exercises, along with home-works, assignments and examinations will be provided, administered, and graded by the faculty of Indian Institutions and Foreign universities for the courses taught by them.

Faculty Support: Teaching in India will be done by the faculty of Indian institutions, though the Foreign universities may depute a faculty member each semester for short periods of two weeks to teach

Students will pay the regular tuition and fees, room and board expenses, to their parent institution. The Foreign Universities will pay an agreed amount to Indian institutions for providing tuition, room and board. International travel costs will be borne by the students.

courses. Competent Indian faculty members will conduct the programs. Indian faculty will have academic and other qualifications as per the standards of the accrediting agencies of Foreign universities. State-of-the-art computing facilities and broad-band Internet connections will be provided by Indian institutions to enable students to access educational resources of the Foreign universities such as faculty, libraries and computer centers.

Internships: Indian students will be encouraged to take up project works in corporate houses in India and abroad with the help of the Indian institutions and the Foreign universities. However, the cost of such internships will be borne by students themselves. Both Indian institutions and the Foreign universities will actively help the students to get internship opportunities in India and abroad.

Placement Support: Students who have successfully completed their degree, diploma, and certificate programs will be listed by Indian institutions and the Foreign universities for tapping suitable placement opportunities with companies in India and foreign countries. Indian institutions and Foreign universities will actively assist in placing successful candidates in India and abroad with the help of on-site and video / telephone interviews.

Collaboration responsibility: The administration of the programs would be split between Indian institutions and Foreign universities. The responsibility of the Foreign universities will include developing innovative curricula, sharing faculty, and joint projects. Foreign universities would be in-charge of programs, and course definition, whereas Indian institutions would handle local advertising and promotion, appointment of Indian faculty members, screening of students, admission of students, provision of infrastructure, and conducting of the

programs.

Revenue Sharing: Currently, the cost of tuition for programs offered by premier educational institutions in India is around US \$ 6,000 per year. Careful consideration will be given to current market trends by Indian institutions while setting competitive price of the programs in order to attract talented students across the country. The pricing of the programs will

Launch of Foreign Programs in India

Though the potential for launching collaborative programs between Foreign universities and Indian institutions is great, it has to be done in a thoughtful and methodical manner. The most important consideration is that the programs should be launched in collaboration between well-established and reputable foreign and Indian entities. A careful assessment has to be made about the commitment and financial resources of the concerned collaborating entities, so that sustainability is assured. It is absolutely

be fixed based on the expected demand for specific programs. The class size for each program will be around 60 students. Foreign universities will be paid a certain percent of tuition revenue of programs by Indian institutions. The percentage of the share of tuition revenue will depend on reputation, accreditation, and quality of the programs of Foreign universities.

essential that the programs are run properly with highest quality standards. Ability to provide infrastructure of international standards for running the programs will be an important criterion in the selection of collaborating Partners. Careful scrutiny has to be made in the initial stages for ensuring success of the programs, apart from creating a good brand image. The Indus Foundation is willing to assist Indian institutions in this process.

International Invitees

Education Summits in 2011, 2010 and 2009 had attracted an excellent response from universities and educational organizations of over 40 countries around the World. Similarly, Indo-Global Education Summit 2012 is expected to attract participation of around 200 international institutions from around the World. Given below is a select list of international institutions that are being invited to participate in the Summit 2012.

1	University of Cambridge, United Kingdom	27	University of Bristol, United Kingdom
2	Harvard University, United States	28	University of California, Berkeley, United States
3	Yale University, United States	29	University of Toronto, Canada
4	UCL (University College London), UK	30	The University of Manchester, United Kingdom
5	Massachusetts Institute of Technology, US	31	National University of Singapore, Singapore
6	University of Oxford, United Kingdom	32	Ecole Polytechnique Fédérale, Switzerland
7	Imperial College London, United Kingdom	33	École Normale Supérieure, Paris, France
8	University of Chicago, United States	34	Carnegie Mellon University, United States
9	California Institute of Technology, US	35	University of California, Los Angeles, US
10	Princeton University, United States	36	École Polytechnique, France
11	Columbia University, United States	37	The University of Sydney, Australia
12	University of Pennsylvania, United States	38	The University of Melbourne, Australia
13	Stanford University, United States	39	Brown University, United States
14	Duke University, United States	40	The Hong Kong University of S & T
15	University of Michigan, United States	41	New York University (NYU), United States
16	Cornell University, United States	42	The Chinese University of Hong Kong
17	Johns Hopkins University, United States	43	The University of Queensland, Australia
18	Swiss Federal Institute of Technology	44	University of British Columbia, Canada
19	McGill University, Canada	45	University of Copenhagen, Denmark
20	Australian National University, Australia	46	The University of New South Wales, Australia
21	King's College London, United Kingdom	47	Peking University, China
22	University of Edinburgh, United Kingdom	48	University of Wisconsin-Madison, United States
23	University of Hong Kong, Hong Kong	49	Osaka University, Japan
24	The University of Tokyo, Japan	50	Seoul National University, Korea, South
25	Kyoto University, Japan	51	Ruprecht-Karls-Universität Heidelberg Germany
26	Northwestern University, United States	52	Trinity College Dublin, Ireland

53	The University of Warwick, United Kingdom	115	Rice University, United States
54	Tsinghua University, China	116	University of California, Santa Barbara, US
55	University of Washington, United States	117	University of Aberdeen, United Kingdom
56	University of Amsterdam, Netherlands	118	Université Pierre et Marie Curie, France
57	University of North Carolina, Chapel Hill, US	119	University of Pittsburgh, United States
58	Technische Universität München, Germany	120	University of Groningen, Netherlands
59	University of Birmingham, United Kingdom	121	University of Liverpool, United Kingdom
60	Tokyo Institute of Technology, Japan	122	Cardiff University, United Kingdom
61	Monash University, Australia	123	Humboldt-Universität zu Berlin, Germany
62	Uppsala University, Sweden	124	Université Catholique de Louvain, Belgium
63	University of Illinois at Urbana-Champaign, US	125	Ohio State University, United States
64	Boston University, United States	126	Eindhoven University of Tech, Netherlands
65	University of California, San Diego, US	127	University of Rochester, United States
66	Ludwig-Maximilians-Universität, Germany	128	Case Western Reserve University, United States
67	University of Texas at Austin, United States	129	City University of Hong Kong, Hong Kong
68	The University of Auckland, New Zealand	130	University of Virginia, United States
69	The University of Sheffield, United Kingdom	131	Eberhard Karls Universität Tübingen, Germany
70	Freie Universität Berlin, Germany	132	Queen's University, Canada
71	University of Geneva, Switzerland	133	University of Bergen, Germany
72	Lund University, Sweden	134	Vanderbilt University, United States
73	The University of Nottingham, United Kingdom	135	University of Otago, New Zealand
74	Nanyang Technological University, Singapore	136	Université de Montreal, Canada
75	University of Helsinki, Finland	137	University of Basel, Switzerland
76	Washington University in St. Louis, US	138	Tel Aviv University, Israel
77	University of Glasgow, United Kingdom	139	École Normale Supérieure de Lyon, France
78	University of Alberta, Canada	140	Newcastle University, United Kingdom
79	Korea Advanced Institute of S & T, South Korea	141	Technical University of Denmark, Denmark
80	London School of Economics & Political Science	142	Yonsei University, South Korea
81	University of Southampton, United Kingdom	143	University of Vienna, Austria
82	Leiden University, Netherlands	144	University of Bath , United Kingdom
83	Utrecht University, Netherlands	145	University of Waterloo, Canada
84	Aarhus University, Denmark	146	University of California, Irvine, United States
85	University of Leeds, United Kingdom	147	Queen Mary, University of London, UK
86	Katholieke Universiteit Leuven, Belgium	148	University of Barcelona, Spain
87	Purdue University, United States	149	Radboud University Nijmegen, Netherlands
88	University of York, United Kingdom	150	KTH, Royal Institute of Technology, Sweden
89	The University of Western Australia, Australia	151	Shanghai Jiao Tong University, China
90	Dartmouth College, United States	152	University of Lausanne, Switzerland
91	Nagoya University, Japan	153	Kyushu University, Japan
92	Durham University, United Kingdom	154	University of Science and Technology of China
93	Lomonosov Moscow State University, Russia	155	Georgetown University, United States
94	National Taiwan University , Taiwan	156	University of Sussex, United Kingdom
95	University of St Andrews, United Kingdom	157	Tufts University, United States
96	University of Minnesota, United States	158	Rheinisch-Westfälische Technische Hochschule
97	Universität Freiburg, Germany	159	Technion - Israel Institute of Technology, Israel
98	Pennsylvania State University, United States	160	University of Arizona, United States
99	Erasmus University Rotterdam, Netherlands	161	University of Cape Town, South Africa
100	University of Oslo, Norway	162	McMaster University, Canada
101	University of Zurich, Switzerland	163	University of Bern, Switzerland
102	Tohoku University, Japan	164	The University of Western Ontario, Canada
103	The University of Adelaide, Australia	165	University of Calgary, Canada
104	University of Maryland, College Park, US	166	Universität Karlsruhe, Germany
105	Fudan University, China	167	The Hong Kong Polytechnic University
106	Georgia Institute of Technology, United States	168	Stockholm University, Sweden
107	Emory University, United States	169	University of Leicester, United Kingdom
108	Delft University of Technology, Netherlands	170	University of Colorado at Boulder, United States
109	Hebrew University of Jerusalem, Israel	171	VU University Amsterdam, Netherlands
110	University of California, Davis, United States	172	University of Tsukuba, Japan
111	Maastricht University, Netherlands	173	Universitat Autònoma de Barcelona, Spain
112	Pohang University of S & T, South Korea	174	Georg-August-Universität Göttingen, Germany
113	University of Southern California, United States	175	Hokkaido University, Japan
114	University College Dublin, Ireland	176	University of Bologna, Italy

177	Nanjing University, China	241	University of Victoria, Canada
178	Wageningen University, Netherlands	242	Universität Hamburg, Germany
179	University of Antwerp, Belgium	243	University of Surrey, United Kingdom
180	Chulalongkorn University, Thailand	244	Universität Mannheim, Germany
181	Lancaster University, United Kingdom	245	Universität Köln, Germany
182	Waseda University, Japan	246	Université de Strasbourg, France
183	University of Gothenburg, Sweden	247	Universität Ulm, Germany
184	University College Cork, Ireland	248	University of Liege, Belgium
185	University of Reading, United Kingdom	250	Aalto University, Finland
186	Université Paris Sorbonne, Paris, France	251	Flinders University, Australia
188	University of Iowa, United States	252	University of Illinois, Chicago, United States
189	University of Canterbury, New Zealand	253	Universidade de São Paulo, Brazil
190	Sapienza University of Rome, Italy	254	Hiroshima University, Japan
191	Korea University, South Korea	255	King Fahd University of Petroleum & Minerals
192	University of Ghent, Belgium	256	University of Newcastle, Australia
193	University of Florida, United States	257	University of Technology, Sydney, Australia
194	Stony Brook University, United States	258	School of Oriental and African Studies, UK
195	Universität Frankfurt am Main, Germany	259	University of Exeter, United Kingdom
196	National Tsing Hua University, Taiwan	260	Universität Erlangen-Nürnberg, Germany
197	Queen's University of Belfast, United Kingdom	261	University of Padua, Italy
198	Texas A&M University, United States	263	Universiti Kebangsaan Malaysia, Malaysia
199	University of Twente, Netherlands	264	George Washington University, United States
200	Rheinische Friedrich-Wilhelms-Universität	265	University of Strathclyde, United Kingdom
201	University of Dundee, United Kingdom	266	Technische Universität Darmstadt, Germany
203	Sciences Po Paris, France	267	Charles University, Czech Republic
204	Chalmers University of Technology, Sweden	268	University of Wollongong, Australia
205	Universität Stuttgart, Germany	269	University Complutense Madrid, Spain
206	Keio University, Japan	270	Loughborough University, United Kingdom
207	Universiti Malaya (UM), Malaysia	271	Laval University, Canada
208	Michigan State University, United States	272	North Carolina State University, United States
209	Université Libre de Bruxelles (ULB), Belgium	273	Université Grenoble, Joseph Fourier, France
210	Saint-Petersburg State University, Russia	274	Curtin University of Technology, Australia
211	University of Turku, Finland	275	University of Cincinnati, United States
212	Dalhousie University, Canada	276	Iowa State University, United States
213	Universidad Autónoma de Madrid, Spain	277	University of Hawaii at Manoa, United States
214	Simon Fraser University, Canada	278	Universität Innsbruck, Austria
215	Julius-Maximilians-Universität, Germany	279	École des Ponts, ParisTech, France
216	Rutgers, New Brunswick, United States	280	Brandeis University, United States
217	Technische Universität Berlin, Germany	281	University of South Australia, Australia
218	Zhejiang University, China	282	Université Paris Diderot - Paris 7, France
219	University of Notre Dame, United States	283	National Cheng Kung University, Taiwan
220	Macquarie University, Australia	284	University of California, Santa Cruz, US
221	King Saud University, Saudi Arabia	285	University of California, Riverside, US
222	Universidad Nacional Autónoma de México	286	University of Athens, Greece
223	Rensselaer Polytechnic Institute, United States	287	La Trobe University, Australia
224	RMIT University, Australia	288	Université Montpellier 2, Sciences et Techniques
225	Victoria University of Wellington, New Zealand	289	Queensland University of Technology, Australia
226	Université Paris-Sud 11, France	290	National Yang Ming University, Taiwan
227	Indiana University Bloomington, United States	291	Royal Holloway University of London, UK
228	Mahidol University, Thailand	292	Universidade Estadual de Campinas, Brazil
229	Université Paris 1, Panthéon-Sorbonne, France	293	University of Tromsø, Norway
230	University of Massachusetts, Amherst, US	294	Universität Leipzig, Germany
231	University of Ottawa, Canada	295	Politecnico di Milano, Italy
232	National University of Ireland, Ireland	296	Aston University, United Kingdom
233	Wake Forest University, United States	297	Umeå University, Sweden
234	Kobe University, Japan	298	University of Southern Denmark, Denmark
235	University of Miami, United States	299	University of East Anglia, United Kingdom
236	University of Indonesia, Indonesia	300	Tokyo Medical and Dental University, Japan
237	Norwegian University of Science & Technology	301	Università di Pisa, Italy
238	Vrije Universiteit Brussel (VUB), Belgium	302	Massey University, New Zealand
239	Tulane University, United States	303	University of Jyväskylä, Finland
240	Vienna University of Technology, Austria	304	Jagiellonian University, Poland

305	University of Essex, United Kingdom	355	Hanyang University, South Korea
306	University of Utah, United States	354	James Cook University, Australia
307	Ateneo de Manila University, Philippines	356	Heriot-watt University, United Kingdom
308	University of Eastern Finland, Finland	358	University of Manitoba, Canada
309	Universiti Sains Malaysia (USM), Malaysia	357	Universidad Austral, Argentina
310	Ruhr-Universität Bochum, Germany	359	Boston College, United States
312	Universität Konstanz, Germany	360	University of The Witwatersrand, South Africa
314	University of Oulu, Finland	362	Brunel University, United Kingdom
313	University of the Philippines, Philippines	361	Deakin University, Australia
315	Universität des Saarlandes, Germany	363	Università degli Studi di Pavia (UNIPV), Italy
316	Universität Bielefeld, Germany	364	Warsaw University, Poland
317	University of Waikato, New Zealand	365	Universiti Teknologi Malaysia (UTM), Malaysia
318	Chiba University, Japan	366	National University of S & T, Pakistan
320	Universiti Putra Malaysia (UPM), Malaysia	367	Universidad de Chile, Chile
319	University of Tasmania, Australia	368	Bangor University, United Kingdom
321	Universitas Gadjah Mada, Indonesia	369	University of Tampere, Finland
322	Technische Universität Dresden, Germany	370	National Taiwan University of S & T, Taiwan
323	Griffith University, Australia	371	United Arab Emirates University, UAE
324	Universität Dusseldorf, Germany	373	Universität Bayreuth, Germany
325	Westfälische Wilhelms-Universität, Germany	374	Illinois Institute of Technology, United States
326	Universidad de Buenos Aires, Argentina	375	Novosibirsk State University, Russia
327	National Chiao Tung University, Taiwan	377	Swansea University, United Kingdom
328	Università degli Studi di Firenze (UNIFI), Italy	376	University of Kansas, United States
329	Université Paris 5, Descartes, France	378	Philipps-Universität Marburg, Germany
330	Dublin City University, Ireland	379	Universität Regensburg, Germany
332	Pontificia Universidad Católica de Chile, Chile	380	Aberystwyth University, United Kingdom
331	Bilkent University, Turkey	381	Universidade Federal do Rio de Janeiro, Brazil
333	York University, Canada	382	Université Toulouse III, Paul Sabatier, France
334	Colorado State University, United States	383	University of St Gallen (hsg), Switzerland
336	Arizona State University, United States	384	Universidade Nova de Lisboa, Portugal
335	Universität Pompeu Fabra, Spain	385	University of Tennessee, United States
337	Ben Gurion University of The Negev, Israel	386	Goldsmiths, University of London, UK
338	University of Connecticut, United States	387	Tecnológico de Monterrey, Mexico
339	Universität Bremen, Germany	388	Tongji University, China
340	Virginia Polytechnic Institute, United States	389	Linköping University, Sweden
341	American University of Beirut (AUB), Lebanon	390	Université Lyon 1, Claude Bernard, France
342	Hong Kong Baptist University, Hong Kong	391	Howard University, United States
343	Sungkyunkwan University, South Korea	392	Pusan National University, South Korea
344	Johannes Gutenberg Universität Mainz, Germany	393	University at Buffalo SUNY, United States
345	Kyung Hee University, South Korea	394	University of Bradford, United Kingdom
346	Université Lille 1, France	395	Dublin Institute of Technology, Ireland
347	University of Georgia, United States	396	University of Coimbra, Portugal
348	Ewha Womans University, South Korea	397	Sogang University, South Korea
349	Karl-franzens-universitaet Graz, Austria	398	National Central University, Taiwan
350	University of Kentucky, United States	399	Universität Jena, Germany
351	University of Alabama, United States	400	Christian-Albrechts-Universität, Germany
352	Washington State University, United States		
353	Universidad de Navarra, Spain		

Summits 2011, 2010 & 2009

The Indus Foundation has been privileged to organize Education Summits in 2011, 2010 and 2009 in India. The objective of the Summits was to explore opportunities for academic collaborations between Indian institutions and foreign Universities. By all accounts, the Summits were considered highly

successful. The Summits were attended by CEOs, vice-chancellors, provosts, deans, and other officers of foreign universities from around the World. Several hundred Indian institutions and organizations interested in academic collaborations participated in the Summits.

PARTICIPANTS OF EARLIER SUMMITS

- Abant Izzet Baysal University, Turkey
- ACCA (the Association of Chartered Certified Accountants), UK
- Alabama State University, USA
- Al-Iraqia University, Iraq
- American Institute of Medical Sciences & Education, USA
- American Intercontinental University, UK
- American University of Sharjah, UAE
- Association of Vermont Independent Colleges (AVIC), USA
- Aston University, UK
- Azerbaijan University of Tarbiat Moalem, Iran
- Bangkok University, Thailand
- Bangor University, UK
- Barnard College, USA
- Baylor University, USA
- Binus University, Indonesia
- Bowling Green State University, USA
- California State University, San Bernardino, USA
- Cape Breton University, Canada
- Capella University, USA
- Carleton University, Canada
- Carnegie Mellon University, USA & Qatar
- Case Western Reserve University, USA
- Centre for Languages and Intercultural Education, Spain
- CESESB, Brazil
- Chalmers University of Technology, Sweden
- Champlain College, USA
- Cherkasy State Technological University, Ukraine
- Clarkson University, New York
- College of Mount Saint Vincent, USA
- Comrat State University, Moldova
- Concord University, USA
- Concordia University, Canada
- Curtin University, Australia
- D'Youville College, USA
- Drexel University, USA
- Eastern University, USA
- Eastern Washington University, USA
- Edith Cowan University, Australia
- Eduardo Mondlane University, Mozambique
- Education Dynamics, USA
- Emporia State University, USA
- ESIGELEC College of Engineering, France
- Evolve Capital, UAE
- Fateb - College of Telêmaco Borba, Brazil
- Fayetteville State University, USA
- Ferris State University, USA
- Florida Agriculture and Mechanical University, USA
- Florida International University, USA
- Florida International University, USA
- Florida State University, USA
- Fresno Pacific University, USA
- Governors State University, USA
- Handong Global University, South Korea
- HES International Business School, Netherlands
- Houghton College, USA
- Indiana University-Purdue University, Indianapolis, USA
- Institute of Management Technology, UAE
- Inter American University of Puerto Rico, USA
- Interdisciplinary Center Herzliya, Israel
- International University of Business, Agriculture & Technology, Bangladesh
- JAMK University of Applied Sciences, Finland
- John Carroll University, USA
- Judson University, USA
- Junior and Teen Camp, Switzerland
- Kansas City Art Institute, USA
- Keele University, UK
- Kent State University, USA
- King Fahd University of Petroleum & Minerals, Saudi Arabia
- King Mongkut's University of Technology Thonburi, Thailand
- Kwantlen Polytechnic University, Canada
- Liverpool John Moores University, UK
- Long Island University, USA
- Longwood University, Virginia
- Louisiana State University, USA
- Macquarie University, Australia
- Magna Carta College, UK
- McNally Smith College of Music, USA
- Mexican Association for International Education, Mexico
- Missouri University of Science and Technology, USA
- Montana State University Billings, USA
- Mount Royal University, Canada
- National Aviation University, Ukraine
- National open and Distance University (UNAD), Colombia
- Nebrija University, Spain
- New Mexico State University, USA
- New York Institute of Technology, USA
- Ningbo University, China
- North-West University, Vaal Triangle Campus, South Africa
- Northwestern College and Media, USA
- Oregon State University, USA
- Pacific Graduate School of Psychology, USA
- Pacific International Hotel Management School, New Zealand
- Pantheon Institute, Italy
- Phetchaburi Rajabhat University, Thailand
- Pontificia Universidad Javeniana Cali, Colombia
- Pontifical Catholic University of Rio De Janeiro, Brazil
- Poznań University of Economics, Poland

- Queen's University, Canada
- Queens College, USA
- Radford University, USA
- Roosevelt University, USA
- Roswell Park Cancer Institute, USA
- Sacred Heart University, USA
- Saint Louis University, USA
- Saint Mary's University of Minnesota, USA
- SAIT Polytechnic, Canada
- Sam Houston State University, USA
- Saxion University of Applied Sciences, Netherlands
- Siauliai University, Lithuania
- SIT Graduate Institute, USA
- South Dakota School of Mines and Technology, USA
- Southern Illinois University-Carbondale, USA
- Southern Oregon University, USA
- Southern States University, USA
- Southern University and A&M College, USA
- State University of Medicine and Pharmacy, Moldova
- Stenden University, Netherlands
- Stephen F. Austin State University, USA
- Stevens Institute of Technology, USA
- Suffolk University, USA
- Sultan Agung Islamic University (UNISSULA), Indonesia
- Sumy National Agrarian University, Ukraine
- Tallinn University, Estonia
- TCS Education System, USA
- Temple University, USA
- Texas Christian University, USA
- The American University of Afghanistan, Afghanistan
- The Association of Business Practitioners, UK
- The Kingdom University, Bahrain
- The Mahatma Gandhi University Of Guinea, Guinea
- The Russian Presidential Academy of National Economy and Public Administration, Russia
- The University of North Carolina at Chapel Hill, USA
- The University of Waikato, New Zealand
- The University of Western Ontario, Canada
- Tianjin University, China
- Tilburg University, Netherlands
- Trinity Western University, Canada
- Tufts University, USA
- U3 Ventures, USA
- UNAD Florida, USA
- Universidad Europea De Madrid, Spain
- Universidad Privada Boliviana, Bolivia
- Universidad Veracruzana, Mexico
- Universidade Estadual Paulista, Brazil
- Universiti Brunei Darussalam, Brunei Darussalam
- Universiti Sains Islam Malaysia, Malaysia
- University College Cork, Ireland
- University College of Plymouth St. Mark & St. John, UK
- University for Peace, Costa Rica
- University of Agriculture, Nigeria
- University of Alaska, USA
- University of Applied Management, Germany
- University of Arkansas, USA
- University of Bridgeport, USA
- University of Cape Town, South Africa
- University of Central Arkansas, USA
- University of Cincinnati, USA
- University of Connecticut, USA
- University of Debrecen, Hungary
- University of Edinburgh, UK
- University of Hawaii at Manoa, USA
- University of Hawaii, USA
- University of Ibadan, Nigeria
- University of Iowa, USA
- University of Manitoba, Canada
- University of Massachusetts-Boston, USA
- University of Mauritius, Mauritius
- University of Michigan, USA
- University of Minnesota, Morris, USA
- University of North Carolina, Chapel Hill, USA
- University of North Texas, USA
- University of Northern British Columbia, Canada
- University of Oregon, USA
- University of Pardubice, Czech Republic
- University of Rochester, USA
- University of Saint Joseph, China
- University of Saskatchewan, Canada
- University of Science & Technology Chittagong, Bangladesh
- University of Southern California, USA
- University of St Andrews, UK
- University of the East, Philippines
- University of the South Pacific, Fiji
- University of Toronto, Canada
- University of Trento, Italy
- University of Utah, USA
- University of Virginia, USA
- University of Wisconsin – Stout, USA
- University of Wisconsin-La Crosse, USA
- University of Wisconsin-Milwaukee, USA
- University of Wyoming, USA
- USA Community College Consortium, USA
- Versan Educational Services, WI
- Waldorf College, USA
- Wayne County Community College District, USA
- West Texas A&M University, USA
- Widener University School of Law, USA
- Windesheim University of Applied Sciences, Netherlands
- WVU Institute of Technology, USA

A FEW COMMENTS OF PARTICIPANTS

*My gratitude and deepest thanks for the amazing summit you have organized. I know exactly what it takes to organize international conferences, but yours was much more important considering the three cities and all the logistics that goes with it. What a tremendous work and organization! Everything went so well and we have been exposed to the greatest opportunities for research and collaboration. **Dr. Majida Bargach, Associate Director, Center for International Studies, University of Virginia, USA***

*Very many thanks for a superbly organized and very well planned conference. We enjoyed it very much and it has already led to many productive conversations. **Dr Kay Mohanna, Director of Postgraduate Programmes, Keele University School of Medicine, UK***

*Thank you for everything during the Education Summit. It was a real pleasure to have met you. **Dr. Gustavo Perrusquia, Director of International Affairs, Chalmers University of Technology, Sweden***

*May I take this opportunity to thank you and your team for the wonderful opportunity to confer with my Indian counterparts? I was especially impressed by the standard of organization at each of the venues. I have personally benefited enormously from the experience and now have a very good working knowledge of the Indian education scene. I also enjoyed meeting with participants from other parts of the world and sharing notes with them. Please keep me posted with regard to next year's summit, I am very interested to participate once more. **Mr. Mohamed Rashid Desai, Director International, School of Accounting, Curtin University, Australia***

*It was an absolute pleasure attending the Indo-Global Education Summit 2011. I met many people, made many useful and interesting connections for potential collaborations and made many new friends from all around the world. The whole experience was fabulous. I will let you know of the progress that we make in our collaborations. **Dr. Julia Brown, Head of External Relations, Aston University, UK***

*I will like to personally commend you for a well-organized Summit of that magnitude. It was quite a scintillating experience rubbing minds with scientists and academics of diverse interests and disciplines from all over the World. As you are aware, my University is very keen in collaborating with Indian Institutions. Let me use this opportunity to join other members of the Nigerian contingent to express our sincere gratitude to you and the Indus Foundation for the opportunity given to us to participate in the 2011 Summit. **Prof. Emilolorun Ambrose Aiyelari, Dean, Faculty of Agriculture and Forestry, University of Ibadan, Nigeria***

*First of all, I would like to thank you and organizers of Indo-Global Educational Summit 2011 for successful organization of meetings and possibility to meet so many people from India and other countries. We have reported the results of participation in Summit, and our University authorities are looking for ways of improving collaboration with India. **Dr. Igor Cemortan, Head of the Department of Molecular biology and Human genetics SMPPhU "Nicolae Testemitanu", Moldova***

*Congratulations on the event, which I believe was quite successful. I met a few students, and am now in talks with several other universities, so all the objectives I had for this event were met. **Dr. Ricardo Rato, Co-Registrar, University of Saint Joseph, Macau, China***

*I would like to thank you and all your staff for the wonderful Indo-Global Education Summit 2011. It was a real pleasure for me to participate in this event, to meet many wonderful people, to establish many new contacts and to learn a lot about your great country. I do appreciate very much your time spent on our conversations on India, on Poland and on the World. Thank you very much also for the organization of the sightseeing. It was fantastic! **Prof. Dr Maciej Zukowski, Vice-Rector for Research and International Relations, Poznan University of Economics, Poland***

*First, I want to thank you for your hospitality and another successful Summit. Attending the Summit for the third year I am confident that we will establish some collaborations with the Indian institutions. There is enormous potential. I strongly recommend the other foreign delegates to be patient and persistent in developing collaborations with the Indian institutions. **Dr. Arup K. Sen, Vice President for Academic Affairs, D'Youville College, USA***

I think the idea behind the Indus Foundation's concept of providing a venue in which to assist Indian and foreign institutions to forge academic partnerships over the upcoming years, is brilliant and far-sighted. The initiative appears to be working already, at least from my institution's perspective, as evidenced by the great deal of email interchange between our institutions since the conference. We hope to see some of these initial forays result in substantive and programmatic joint efforts over time. **Dr. Carol Magai, Dean of Research, Long Island University, USA**

Participating in the Summit was one of the most enriching and productive experiences of my whole professional life: through the Summit in Hyderabad and the Universities tour to Chennai, Bangalore, Mumbai and Delhi I was able to know better your beautiful country, admire its people and culture and, most of all, understand the university system. The whole program was very well designed and very efficiently conducted by Mr. Anumolu and his staff. I did find my partners-to-be in India through the Summit, and this is an excellent outcome. **Dr. Rosa Marina de Brito Meyer, Associate Vice-President, Pontifical Catholic University, Brazil**

Thank you for organizing this wonderful trip. Peggy (vice-provost) and I both found it to be most instructive. Exciting things are happening in India, and it is imperative that we have opportunities such as this, to get to know each other. Please don't hesitate to contact me if I can be of service to you in your efforts to bridge Indian and American higher education. **Dr. Jamshed Bharucha, Provost & Senior Vice President, Tufts University, USA**

Thank you for the truly enlightening experience of the recent Summit. It was an extremely enriching and fruitful collaboration in terms of bringing us together with our colleagues from across the world in the Indian education sector. The attention to detail and seamless transition during the summit and between cities was a mark of a highly skilled planning team and was indicative of the care and thought your committee put into this summit and your efforts are genuinely appreciated. **Ms. Vanessa Vardon, Graduate, Research and Int'l Programs Manager, Drexel University, USA**

It was a great pleasure meeting you and attending the summit. I would like to thank you for the excellent arrangements and for providing the opportunity to meet with personnel from Indian higher education institutions. Dr. Tadisina and I will be following through with some of the contacts we had established at the summit. **Dr. Ramanarayanan Viswanathan, Interim Dean and Professor, College of Engineering, Southern Illinois University Carbondale, USA**

Thank you for organizing the outstanding Indo-American Summit. You and everyone else from the Indus Foundation have much to be proud of. The event was a phenomenal success, thanks to the dedication and hard work of everyone involved. **Dr. Bert Barry, Director of International Services, Saint Louis University, USA**

First of all, I want to extend my heartfelt thanks to you and your organization for the excellent job you did with the Summit. Both my wife and I enjoyed our participation immensely. I am now in the process of going through the various proposals I have received from institutions in India and will be trying to evaluate these with the help of our staff here to see which of these we may wish to pursue. **Dr. Stephen Durrant, Vice Provost, International Affairs, University of Oregon, USA**

To those of you responsible for the logistical matters, please accept my heartfelt thanks for the very smoothly managed event and the overall very fine experience. I have so many vivid memories it is hard to select the most meaningful; however, among the top of my recollections - as of this moment - are the highly accomplished chief guests, the sincerity of everyone with whom I worked, and the opportunities for future relationships with Indian professionals and students alike. The participation by Indian delegates and students was quite inspirational. **Dr. Pamela S. Cutright, Special Assistant to the Campus Provost, WVU Institute of Technology, USA**

We enjoyed our trip enormously and are grateful for your hospitality. While the meetings were intense, we were impressed by the level of enthusiasm of the participants and the number of opportunities. Since then we have established communications with a number of institutions and are considering a number of collaboration opportunities. **Dr. Keya Sadeghipour, Dean, Temple University College of Engineering, USA**

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