

SPRING 2010 RECRUITING TOUR OF INDIA

**INDIA
May 8 to 22, 2010**



THE INDUS FOUNDATION INC.

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Introduction

Indian educational system has been undergoing a paradigm shift in the recent past. India has the world's second largest post-secondary student population of around 12 million. It is expected that this number will double over the next 12 to 15 years. Faced with a growing demand for post secondary education and limited resources, India is looking towards foreign universities to bridge the projected gap. Further, the Indian economy is transforming into an international powerhouse requiring India to have the best possible educational opportunities for its citizens. Indian students are interested in degrees, diplomas, and certificates offered by good foreign universities at the undergraduate and graduate levels because of the excellent career prospects they offer. This demand is reflected by the tens of thousands of students going to the USA, Canada, the UK, Australia, New Zealand and other countries every year for higher education.

With the globalization of the Indian economy and growing affluence of the large middle class, study abroad is no longer just a dream for many Indian students. It is indeed a very viable option. Indian students are interested in enrolling in programs of foreign universities to pursue their higher education goals and thereby tap international career opportunities. The Indus Foundation assists Indian students in meeting their educational objectives. The Indus Foundation is an educational organization dedicated to the promotion of higher education for the growing student population of India. The Foundation is well established in India for over 14 years, with its own extensive network of offices spread across the country for recruiting students for study abroad. It is committed to assisting foreign

universities for recruiting and enrolling well-qualified and financially able students from India.

The staff of the Foundation has significant knowledge of the Indian and foreign educational systems. Over the years, the staff has developed extensive contacts with a wide array of accredited Indian institutions and foreign universities. The Foundation has a network of offices in India covering the major cities including Ahmedabad, Amritsar, Bangalore, Chandigarh, Chennai, Eluru, Hyderabad, Jaipur, Jalandhar, Kakinada, Kanpur, Kochi, Kolkata, Ludhiana, Meerut, Mehsana, Nagpur, Nashik, New Delhi, Noida, Panchkula, Pune, Sambalpur, Surat, Thane, Trivandrum, Vadodara, Vallabh Vidyanagar, Vijayawada, and Visakhapatnam. The Foundation is in a position to offer to foreign universities, not only recruiting services but also academic collaboration and other services in the whole of India or any part of India.

The Foundation offers an efficient and cost-effective means of presenting the foreign universities to Indian to prospective Indian students through the Spring 2010 Recruiting Tour of India. Activities during the tour include interactions with Indian students on one-on-one basis by representatives of foreign universities for recruitment and enrollment. The recruiting tour will be a fast-paced, well designed program, providing representatives of foreign universities to meet with thousands of Indian students in each city. The tour will bring significant visibility to the participating foreign universities in India. The tour will help the participants to achieve good results in terms of student recruitment and enrollment.

Indo-American Education Summit 2009

The Indus Foundation has been privileged to organize the first-ever Indo-American Education Summit on academic collaborations and study in America recently in New Delhi, Hyderabad and Bangalore from November 8 to 13, 2009. The objective of the Summit was to explore opportunities for academic collaborations between Indian institutions and American universities. The Summit also guided Indian students about opportunities for higher education in American universities. By all accounts, the Summit was a phenomenal success. The

Indo-American Education Summit was a unique event which was held in India for the first time. The Summit was attended by university provosts, deans, and enrollment / recruitment officers of accredited American universities. Several hundred Indian institutions and organizations interested in academic collaborations participated in the Summit. Several hundred Indian students interested in exploring opportunities for study in America attended the Summit.

WHAT PARTICIPANTS HAVE SAID ABOUT THE SUMMIT 2009

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. Thank you also for the magnificent dinner at your home. 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

I want to thank you for the wonderful summit and all your hospitality. I feel it was a great success for our college and I hope that we can develop one or two collaborations in 2010.

Dr. Arup K. Sen
Chair, Business Department Director of Graduate Business and Advance Programs, D'Youville College

Thank you for the truly enlightening experience of the recent Indo-American Education 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. I also appreciated the opportunity to spend time with a wonderful group of American universities. 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.

Vanessa Vardon, Graduate, Research and International Programs Manager, Dean's Office
College of Engineering, Drexel University

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. Also, I enjoyed talking to your wife and sons at the dinner reception at your home. Dr. Tadisina and I will be following through with some of the contacts we had established at the summit. If you get an opportunity to visit US in the near future, I would like to extend an invitation for you to visit our University.

Dr. Ramanarayanan "Vish" Viswanathan
Interim Dean and Professor, College of Engineering
Southern Illinois University Carbondale

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

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. I will be back in touch with you once we have decided what our next steps should be.

Stephen Durrant, Vice Provost
International Affairs, University of Oregon

Please know how much we at the West Virginia University Institute of Technology appreciated the

opportunity to be represented at the Indo-American Education Summit last November. 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. Please express my thank you, as well, to Mrs. Anomolu for her very thoughtful hospitality. The participation by Indian delegates and students was quite inspirational

***Pamela S. Cutright, D.Ed.
Special Assistant to the Campus Provost
WVU Institute of Technology***

It has been a while since we have returned to the US and I wanted to drop you a note. 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. Please convey our thanks to your staff but in particular to your family who hosted us in Hyderabad.

***Dr. Keya Sadeghipour
Dean, Temple University College of Engineering***

Spring 2010 Recruiting Tour of India

As part of the Spring 2010 Recruiting Tour of India, recruiting event will be held in each city in a centrally located air-conditioned hall which is well known and easily accessible to Indian students. The publicity and promotional campaign in each city will be aimed at attracting at least two thousand (2,000) students. The event will have one-on-one meetings between the representatives of Foreign universities and the students interested in study abroad. Each of these one-on-one meetings will last for about 5 to 10 minutes. The recruiting event will be held from 9.30

am to 5.30 pm in each city. Profiles of participating Foreign universities will be put up on the website of the Indus Foundation well in advance of the start of the Tour. Printed profiles will also be distributed to students before they meet with representatives of Foreign universities. Visits to prominent Indian institutions will be arranged in cities depending on the availability of time.

The Tour covers the following:

- **Participation in the student recruitment events.**
- **One-on-one meetings with Indian students.**
- **Visits to Indian educational institutions, time permitting.**
- **Advance publicity in the Indian print and other media.**
- **Press releases during the promotional build-up of the Tour.**
- **Distribution of promotional materials of participating institutions.**
- **Experienced Indus personnel for guiding the representatives of Foreign universities.**
- **Single room accommodations in first class hotels (lodging only).**
- **Visa Assistance and government approvals.**
- **Air travel within India for full tour participants only.**
- **Ground transportation in India for full tour participants only.**
- **Complimentary breakfast for participants.**

SPRING 2010 RECRUITING TOUR ITINERARY

NEW DELHI: May 8-9

Arrive New Delhi: May 8 Afternoon / Evening
May 9: 9.30 am to 5.30 pm: Recruitment of Students
Depart New Delhi: May 10 Afternoon / Evening

The Park

15, Parliament Street
New Delhi 110 001
Tel: 91-11-23743000

KOLKATA (CALCUTTA): May 10-11

Arrive Kolkata: May 10
May 11: 9.30 am to 5.30 pm: Recruitment of Students
Depart Kolkata: May 12 Afternoon / Evening

Hotel Hindustan International

235/1, A.J.C. Bose Road
Kolkata 700 020
91-33-22802323

CHENNAI (MADRAS): May 12-13

Arrive Chennai: May 12
May 13: 9.30 am to 5.30 pm: Recruitment of Students
Depart Chennai: May 14 Afternoon / Evening

Taj Mount Road

No 2, Club House Rd
Thousand Lights
Chennai 600 002
91-44-66313131

VIJAYAWADA: May 14-15

Arrive Vijayawada: May 14
May 15: 9.30 am to 5.30 pm: Recruitment of Students
Depart Vijayawada: May 16 Afternoon / Evening

Taj Gateway Hotel

M.G.Road
Vijayawada 520010
Tel: 91-866-66644444

HYDERABAD: May 16-17

Arrive Hyderabad: May 16
May 17: 9.30 am to 5.30 pm: Recruitment of Students
Depart Hyderabad: May 18 Afternoon / Evening

Taj Deccan

Road No 1, Banjara Hills
Hyderabad 500034
Phone: 91-40-66663939

AHMEDABAD: May 18-19

Arrive Ahmedabad: May 18
May 19: 9.30 am to 5.30 pm: Recruitment of Students
Depart Ahmedabad: May 20 Afternoon / Evening

Fortune Hotel Landmark

Ashram Road
Ahmedabad 380013
91-79-39884444

MUMBAI (BOMBAY): May 20-21

Arrive Mumbai: May 20
May 21: 9.30 am to 5.30 pm: Recruitment of Students
Depart Mumbai International Airport: May 22

Courtyard Marriott

Mumbai International Airport
C.T.S No. 215, Andheri Kurla Road
Andheri East, Mumbai 400059[India]
Phone: +91-22-61479922

Benefits of the Tour

The Indus Foundation has been organizing periodic recruiting events in the Indian cities for the past 14 years. The events have become increasingly popular with the representatives of Foreign universities. The events offer an efficient and cost-effective means of presenting the Foreign universities to prospective Indian students interested in studying abroad. Several dozens of Foreign universities have participated in the events over the years. The events provide university representatives with valuable exposure and

yield good recruiting results. Some of the benefits to Foreign universities are:

1. **Generation of income and saving of money on recruiting activities.**
2. **Enlargement of the marketplace for enrolling better-qualified students.**
3. **Establishment of long-term visibility and**

presence in India.

4. Substantial reduction of time and costs for recruiting Indian students.

5. Recruitment of financially able and better-prepared students.

6. Enrollment of larger proportion of admitted students for different programs.

7. Attracting a continuing stream of students to their institutions from India.

8. Establishing research collaboration programs with Indian institutions.

9. Extending the international reach of their

degree, diploma and certificate programs.

10. Opportunity for developing twinning / transfer programs with Indian institutions.

11. Opportunity for setting up partnership programs with Indian institutions.

12. International exposure to their faculty and opportunity for faculty exchange.

13. Opportunity for their students to study abroad and experience India's rich culture.

14. Opportunity for developing consulting projects with Indian organizations.

15. Opportunity to participate in the periodic tours of India for recruiting students.

Registration & Visa Requirement

The Spring 2010 Recruiting Tour of India is expected to have more applicants for participation than it can accommodate. The Indus Foundation welcomes participation by experienced university professionals. Participation is limited to accredited universities and colleges, though others connected with higher education may participate with the prior approval of the Foundation. The Foundation reserves the right to select participants of the Tour. The number of participants from each institution will be limited to two (2). Registration forms are available from the

Indus Foundation. Please contact the Foundation through email at indus@indus.org or by fax at (732) 205-9811. Participants are advised to register immediately because of the expected demand.

Visas are required for all Foreign citizens to enter into India. The details of visa fees, visa application forms, etc. can be found at the websites of the concerned Indian embassy, high commission, or consulate.

Student Recruitment & Enrollment

Indian Students

A large number of well qualified and financially able Indian students are interested in opportunities for higher education in good Foreign universities. The Indus Foundation assists Foreign universities to recruit students from India. Its staff is in a unique position to offer current and relevant advice to Indian students on the one hand and to the Foreign universities on the other. During the past 14 years, the Foundation has emerged as the leading recruiter of students from India. It has secured admission for several thousand students in accredited Foreign universities.

The Foundation offers a comprehensive package of services directed towards assessing and matching students with the philosophy, requirements, academic offerings, and

resources of Foreign universities. The Foundation assists the students through the entire application process from the identification of the programs of study to the actual enrollment. The Foundation strongly believes in providing honest, up-to-date and accurate information with friendly and courteous service through its trained educational counselors. The Foundation and its experts are thoroughly familiar with the educational systems of India and those of other countries. They are ideally equipped to assist students to go through the entire gamut of the admission process. The Foundation provides test preparation training to Indian students who plan to take tests such as IELTS, TOEFL, SAT, GMAT, GRE, etc. The Foundation provides expert guidance to students for obtaining visa from the Foreign

consulates. Pre-departure orientation and counseling is also provided to all students before they leave for Foreign

countries.

Recruitment Events

India is a big country and Indian cities are well spread out. Each city has a very large number of colleges. It takes a good deal of time to go from one college at one end of the city to another at the other end. Therefore, it is not very productive from the point of utilization of time to visit individual colleges. Over the past 14 years, the Indus Foundation has found that visiting one or two individual Indian institutions by a large group of foreign universities is not the most productive method of recruiting students.

During the Tour, recruitment event in each city will take place in a centrally located hall which is convenient and easily accessible for students and parents from all over the city and surrounding areas. At the recruitment event, profiles of the participating institutions are given to students. The profiles contain among other things, relevant information about each institution's academic programs and costs. Students and parents would then have the opportunity to meet with the representatives of institutions and get first hand information. This process enables them to make up their minds about applying to specific institution(s) of their interest.

Recruitment during the Tour

1. Activities during the Tour include recruiting sessions and one-on-meetings with students and parents. Tour will provide an excellent opportunity to recruit and enroll substantial number of qualified students.
2. The Indus Foundation concentrates on India, which has the largest number of prospective international students in the World. India is already the top region sending students to Foreign universities.
3. Attendance of students at the recruitment sessions and one-on-one meetings will be large because of intensive advertising and promotional campaign before the Tour commences.

The Indus Foundation has established over 120 offices all over India. Prior to the Tour, the Foundation's personnel visit a large number of Indian colleges and hold seminars to explain to the students about the impending Tour by foreign universities. Interested and eligible students are encouraged to participate in the recruiting events provided they have the aptitude and the financial means. The Foundation arranges educational loans from Indian banks and financial institutions for students who are in need of such finance for studying abroad.

Over the years, the Foundation has built up the most comprehensive database of all Indian institutions. Indian colleges and their students are intimated at least one to two months in advance of the Tour about the opportunity for study in participating foreign universities. Apart from students, principals and managements of Indian institutions are also invited to the recruitment event. Some of the principals and managements would be interested to have collaborative arrangements with foreign universities.

4. The Tour will have a large number of students from all regions of India - northern, eastern, southern, and western - which accounts for students going for study abroad.
5. Foreign universities will have the opportunity to recruit well-qualified students for a wide range of academic disciplines at the undergraduate and graduate levels.
6. The Foundation will follow-up with students who attend the recruiting sessions in various cities until they actually enroll in Foreign universities.

Recruitment & Enrollment Services

1. The Indus Foundation recruits well-qualified and financially able students from India for admission to the programs of Foreign universities throughout the year. The Foundation will be responsible until the students actually enroll.
2. The Foundation organizes periodic recruiting events in India for Foreign universities. The Foundation will plan and design the most relevant procedures for Indian students to be recruited and enrolled.

3. The Foundation remains in constant communication with the Foreign universities with regard to all aspects of application process until the students get admission and actually enroll.

4. The Foundation provides test preparation training to the Indian students who plan to take tests such as IELTS, TOEFL, SAT, GMAT, GRE, etc. Indian students are recruited for all undergraduate, graduate, doctoral, and

professional programs. The Foundation also recruits students for distance education programs.

5. The Foundation is responsible for publicity and other means of promotion, in order to get the maximum number of well-qualified students for admission. The Foundation gives accurate and up-to-date information about programs to Indian students and helps them interpret that information. The Foundation advises the students and parents about the admission criteria.

6. The Foundation distributes application forms, catalogs, test forms, etc., to Indian students in a prompt manner. The Foundation provides Indian students with proper estimates of tuition, and other expenses. The Foundation pre-processes all applications before being sent to Foreign universities for further scrutiny. The Foundation ensures the authenticity of all documents from students.

7. The Foundation ensures that: a) the students are serious students; b) the students could reasonably fund their studies in the Foreign country c) the students have a definite plan for themselves after studies; d) the students have a high level of awareness of the institution they are going to attend.

8. The Foundation ensures complete documentation including declaration of finances, when applications are sent to Foreign universities. In cases where students are in need of funds, the Foundation arranges bridge finance through Indian banks.

9. The Foundation brings about the following benefits to the Foreign universities: 1) Provide permanent presence and visibility in India. 2) Increased student enrollment, 3) Reduced processing costs and effort in recruitment, 4) Better qualified and prepared pool of students to choose from, 5) Prevention of unauthorized representation of the universities.

10. The Foundation provides expert guidance to students for obtaining visa from the Foreign consulates. Pre-departure orientation and counseling is also provided to all students before they leave for study abroad.

The Indus Foundation is willing to act as the representative of Foreign universities in India for recruiting and enrolling Indian students. Foreign universities that are interested in utilizing the services of the Foundation on a long term basis may contact by e-mail at indus@indus.org or by fax at (732) 205-9811.

Mr. S.B.Anumolu

Mr. S.B.Anumolu, 64, is the President of the Indus Foundation, New Jersey, which was founded in 1995. Mr. Anumolu obtained his Master's degree from the Indian Institute of Management, Bangalore (IIM-B). Mr. Anumolu joined the Indian Police Service (IPS) in 1969 and was trained at Mussorie and Mt. Abu in India. He worked for 18 years in various senior level positions including that of Deputy Inspector General of Police before leaving

Government service. He received letters of commendation from the Government for the good work done. He worked as Managing Director of an industry for six years and later as Managing Director of a management consulting company for six years and led several business delegations to the United States of America, Canada, Japan, the United Arab Emirates, and other Gulf countries.

PARTICIPANTS OF THE RECRUITING TOUR OF INDIA

- Carnegie Mellon University, USA & Qatar - All Cities
Mr. Bryan Zerbe, Director of Admission
- University of Iowa, USA - All Cities
Mr. Thomas Paulson, Associate Director of Admissions
- University of Connecticut, USA - All Cities
Mr. Jayson Hodge, Senior Admissions Officer
- Baylor University, USA - All Cities
Dr. Michael Chandler, Center for Int'l Education
- Florida International University, USA - All Cities
Dr. Jainendra Navlakha, Director, School of Computing & Information Sciences
- Stephen F. Austin State University, USA - All Cities
Mr. S.B.Anumolu, Authorized Representative
- Radford University, USA - All Cities
Dr. Myrl Guy Jones, Director of Int'l Education

- Capella University, USA - All Cities
Dr. Raja Iyer, Dean, School of Business and Technology
 - Education Dynamics, USA ? Chennai, VZA, Hyderabad, Ahmedabad, Mumbai
Steven Isaac, Chief Executive Officer
 - Magna Carta College, UK - All cities
Dr. David Oakley Faulkner, Dean and Professor
 - Swinburne University, Australia ? New Delhi, Hyderabad, VZA, Ahmedabad
- Mr. Srinivas Vidiyala, Authorized Representative
 - American University of Afghanistan, Afghanistan ? Hyderabad, Mumbai
Ms. Wazhma Sadat, Student Recruitment Officer
 - Mr. Theodore Beers, Asst. Director of Admissions
 - The Indus Foundation, USA - All Cities
Mr. A.V.Srinivas, Director

Academic Collaborations

Higher Education System in India

Higher Education in India has evolved in distinct and divergent streams with each stream monitored by an apex body, indirectly controlled by the Ministry of Human Resource Development, Government of India. The state governments mostly fund the universities. However, there are 20 important universities called Central universities, which are maintained by the Union Government and because of relatively large funding, they have an edge over the others. The engineering and business schools are monitored and accredited by the All India Council for Technical Education (AICTE) while medical education is monitored and accredited by the Medical Council of India (MCI). Like-wise, the Indian Council for Agriculture Research (ICAR) monitors agriculture education and research. Apart from these, National Council for Teacher Education (NCTE) controls all teacher-training institutions in the country.

As of now, there are 400 Universities including 22 Central Universities, 211 State Universities, 127 Deemed Universities and 5 institutions established under State Legislation and 13 Institutes of National Importance. There are over 18,000 colleges affiliated to various universities in India. An estimated 12 million students are enrolled in institutions of higher education in India.

The higher education system is principally divided into three levels, namely:

- Undergraduate or Bachelor's Level (e.g. B.Sc., B.A., B.E., M.B.B.S., LL.B., etc.)
- Graduate or Master's Level (e.g. M.Sc., M.A.,

- M.Tech., M.S., LL.M., etc.)
- Doctoral (Ph.D.)

Bachelor's degrees in science, arts, and commerce take three years of study but in vocational subjects like pharmacy, dentistry, architecture, medicine, engineering, and technology the duration may vary between four to five and a half years. Many universities and colleges offer 'honors' courses at undergraduate level, which may not be longer in duration but indicate greater depth of study. Diploma courses are also available at the undergraduate level and the duration of their study may vary from one to three years.

Master's degree is normally of two-year duration. Admission to graduate programs in engineering and technology is done on the basis of a test called GATE. Diploma programs are also available at the Master's level and the duration of their study may vary from one to two years.

Indian students interested in pursuing further studies may either directly register for Ph.D. or do a pre-doctoral program called Master of Philosophy (M.Phil.) which is either completely research based or may also include some course work. It takes lesser time to complete Ph.D. for those who have already done M.Phil.

Accreditation

Accreditation for universities in India is required by law unless a specific university was created through an act of Parliament. Without accreditation, institutions have

no legal right to call themselves as University / Vishwavidyalaya and to award 'degrees' which are not treated as valid for academic/employment purposes. The University Grants Commission Act 1956 explains,

"The right of conferring or granting degrees shall be exercised only by a University established or incorporated by or under a Central Act, or a State Act, or an Institution deemed to be University or an institution specially empowered by an Act of the Parliament to confer or grant degrees. Thus, any institution which has not been created by an enactment of Parliament or a State Legislature or has not been granted the status of a Deemed to be University is not entitled to award a degree."

Accreditation for higher learning is overseen by autonomous institutions established by the University Grants Commission:

- ❖ All India Council for Technical Education (AICTE)
- ❖ Distance Education Council (DEC)
- ❖ Indian Council of Agricultural Research (ICAR)
- ❖ Bar Council of India (BCI)
- ❖ National Assessment and Accreditation Council (NAAC)
- ❖ National Council for Teacher Education (NCTE)
- ❖ Rehabilitation Council of India (RCI)
- ❖ Medical Council of India (MCI)
- ❖ Pharmacy Council of India (PCI)
- ❖ Indian Nursing Council (INC)
- ❖ Dental Council of India (DCI)
- ❖ Central Council of Homeopathy (CCH)
- ❖ Central Council of Indian Medicine (CCIM)
- ❖ Veterinary Council of India (VCI)

Criticism of Indian Education System

Modern education in India is often criticized for being based on rote learning. Emphasis is laid on passing examinations with high percentage of marks. Very few institutions give importance to developing personality and creativity among students. Recently, India has seen a rise in instances of student suicides due to low marks and failures, especially in metropolitan cities, even though such cases are not common.

The presence of a number of boards for higher secondary education (SSLC, ICSE, CBSE, IBIGCSE) leads to non-uniformity. ICSE and CBSE boards are sometimes favorably considered at the time of admission, although it cannot be said with certainty that their syllabuses are harder. A large number of SSLC (State board) students therefore complain that their ICSE and CBSE counterparts are given an advantage during college admissions, which are extremely competitive. The syllabi prescribed by the various boards are accused of being archaic and some textbooks (mostly ones written for the SSC) contain many errors.

The boards have been recently trying to improve quality of education by increasing percentage of marks for practicals and projects. However, critics say even this is memorized by students (or even plagiarized). This is attributed to pressure from parents who are eager to see high scores more than overall development.

Many people also criticize the caste, language and religion-based reservations in the Indian education system. Many allege that very few of the weaker castes get the benefit of reservations and that forged caste certificates abound. Educational institutions also can seek religious minority (non-Hindu) or linguistic minority status. In such institutions, 50% of the seats are reserved for students belonging to a particular religion or having particular mother-tongue(s). For example, many colleges run by the Jesuits and Salesians have 50% seats reserved for Roman Catholics. In case of languages, an institution can declare itself linguistic minority only in states in which the language is not official language. For example, an engineering college can declare itself as linguistic-minority (Hindi) institution in the state of Maharashtra (where official state language is Marathi), but not in Madhya Pradesh or Uttar Pradesh (where the official state language is Hindi). These reservations are said to be a cause of heartbreak among many. Many students with poor marks manage to get admissions, while meritorious students are left out. Critics say that such reservations may eventually create rifts in the society.

The general corruption prevalent in India is also an issue in the Education system. Engineering, medical and other lucrative seats are sometimes sold for high prices and ridden with nepotism and power-play. Student politics is also a major issue, as many institutions are run by politicians. Ragging is a major problem in colleges, with many students dying due to ragging every year. Some state governments have made ragging a criminal offence.

Rationale for 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 systematic disinvestment in higher education in recent years 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 10 per cent of its young people in higher education compared with more than 50 percent in the major industrialized countries and 15 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 with Indian institutions in several fields of study. Following are some of the major fields of study for research programs, distance education programs, degree and

diploma programs, certificate programs, professional development programs, twinning / transfer programs, study abroad in India programs, and partnership 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 Collaboration

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 coauthored 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 partnership 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 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 foreign 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 United States 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 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 partnerships (with the Massachusetts Institute of Technology, Stanford, Berkeley, and Wharton—to name but 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 partnerships with Foreign universities.

For a developing country such as India, these steps are likely to lead to increases in scholarship 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 can play an important role in promoting international research collaboration. There are a good number of universities and colleges 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 partners, and other Federal and Private Foundations, Foreign universities are major research centers in the world. Award-winning faculty members provide undergraduate and graduate students with research opportunities in a multitude of disciplines. Foreign universities work with faculty and outside partners 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 Foreign universities and Indian institutions will be a "win, win" for all.

Degree and Diploma Programs

The on-campus programs to be offered in India by Foreign universities in collaboration with Indian institutions would be undergraduate and graduate degree and diploma programs. The duration of undergraduate degree programs would be three to four years while graduate degree programs would be two years. The duration of diploma programs would be one or more years. Students will receive degrees and diplomas of the Foreign universities after successful completion of the programs in India. The Foreign universities and Indian institutions will administer the degree and diploma 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 undergraduate programs, students who complete 12 (10+2) years of formal education will be eligible for admission. Students with undergraduate degrees (10+2+4) or (10+2+3+1) will be eligible for admission to collaborative graduate programs.

Dual Degree Programs: Collaborative programs are also sometimes known as Dual Degree programs or Joint Degree programs in India. In these programs, Indian institutions will continue to offer their regular undergraduate and 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 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 collaborative programs in India.

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. Undergraduate and 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. Undergraduate and 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 undergraduate and 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

Twinning / Transfer Programs

Twinning / Transfer programs allow Indian institutions to offer undergraduate and 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 twinning / 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 or diploma programs by completing the remainder of credits in residence at the Foreign universities.

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

CORPORATE EDUCATION

As providers of comprehensive continuing education, Foreign universities can serve as a partners 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 partners 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 undergraduate certificate programs, students who have completed 12th standard will be eligible for admission. In graduate certificate programs, students who have completed undergraduate 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 undergraduate and 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 sequences. Indian institutions are strengthened by access to the latest in Foreign / Canadian curricular developments. Foreign-bound Indian students save substantial cost of studying abroad. Further, students will have 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 twinning / transfer programs, students who complete at least one year of undergraduate program (10+2+1) in Indian institutions will be eligible for admission as transfer students to undergraduate programs in the Foreign universities. Students who complete second year (10+2+2) or third year (10+2+3) of undergraduate program may also

transfer to undergraduate programs in the Foreign universities and complete the remainder of the program. IELTS / TOEFL (and SAT) will be required for admission to the Foreign universities. Students who complete the first year of graduate program in Indian institutions will be eligible for admission to graduate degree and diploma programs of the Foreign universities. IELTS / TOEFL (and GRE / GMAT) will be required for admission to 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. In case, any Foreign university does not have its own credential evaluation mechanism, the credential evaluation report of an established evaluation agency will form the basis for waiver of credits.

Students enrolling in the undergraduate and graduate programs in the Foreign universities will be given degrees and diplomas by the Foreign universities after successful completion of study. Transfer students will be charged the prevailing tuition 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 they would be awarded Indian degrees and diplomas by the Indian institutions concerned.

For twinning/transfer programs, the Indian institutions would incur expenditure towards faculty of the Foreign universities. The Foreign universities will admit students on transfer from Indian institutions.

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

BLENDING 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.

The 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 gas, parking, and tolls
- 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 so that professors can supervise directly.

The distance education programs to be offered in India by Foreign universities in collaboration with Indian institutions would be undergraduate and 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 undergraduate (Bachelor's) and graduate (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.

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 homeworks, 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 each semester for short periods of two weeks to teach courses. Indian faculty members will be carefully selected and appointed to 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 fast 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.

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;

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 the USA. 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 \$ 3,000 to \$ 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 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.

- Enhancing the ability of students to benefit from these changes; and
- Improving Foreign universities understanding of Indian students' unique needs.

The Foundation will arrange partnerships between English-medium Indian institutions and the Foreign universities, so that Indian students who complete 12th standard may be admitted as freshmen in undergraduate programs of the Foreign universities. Similar partnerships will be arranged with undergraduate Indian institutions and Foreign universities so that student may be admitted to graduate programs after completion of undergraduate programs in

India. Partnership programs with Indian institutions are important mechanisms that enhance access to undergraduate and graduate programs of the Foreign universities. These 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 India and the Foreign universities.

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 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 will be required for admission to the Foreign universities. Through partnership programs, the Foreign universities will be able to establish long-term visibility and presence in India apart from attracting a continuing stream of Indian students.

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. Our 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.

India is a country in South Asia. It is the 7th largest country in the world and second most populous. Four major world religions, Hinduism, Buddhism, Jainism and Sikhism originated there, while Islam, Christianity, Judaism and Zoroastrianism arrived in the first millennium C.E. and have shaped India's varied culture. India finally became a modern nation state in 1947 after a long struggle for independence. Although India has the second fastest growing economy in the world, it still battles poverty, illiteracy, and persistent malnutrition.

India's regions range from the Himalayan peaks of Ladakh to the desert kingdoms of Rajasthan to the bustling energy of Delhi and Mumbai to equatorial tropics of Kerala. India has tremendous biodiversity and is home to 6.7% of all mammals, 12% of apes, 6% of reptiles and 6% of all flowering plants on Earth.

On the societal side, India is the largest democracy in the world and has the world's largest Hindu population as well as the world's second largest Muslim population. Altogether, several hundred languages are spoken in India including twenty-five with over one million speakers. India is home to many World Heritage sites, including the Taj Mahal, Agra Fort, Humayun's Tomb, Fatehpur Sikri, Konark Sun Temple, Qutub Minar, Sanchi Stupa as well as countless castles, temples and pilgrimage points.

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 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. The Foundation will arrange study abroad programs at undergraduate and graduate levels 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.

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.

Study Tour of India Programs

Welcome to India. A country where history, culture, colors, cuisine and nature exhibit more diversity than nearly anywhere else in the world. A country of amazing paradoxes, where bullock carts and jets co-exist in perfect harmony. Modern India is a shining example of robust economic growth in a democratic setting.

The only way to begin to understand Asia's and India's influence in the global economy is to visit the region, meet its corporate executives and business leaders, and experience its long history and rich culture first-hand. Students will gain international experience in India and develop an appreciation of the cultural dimensions of doing business in India. Study tour of India may also enable students to earn credit towards their current degree.

The Indus Foundation is willing to partner with the foreign universities in the creation of custom designed India study tour programs that promote global awareness and understanding. The Foundation's goal is to support administrators and faculty in the complex task of developing, operating, and managing faculty-led study tours of India. The Foundation provides the foreign universities with comprehensive program management that includes: program development assistance, tour itinerary, logistical arrangements, transportation in India, academic coordination in India, and on-site management in India. A representative of the Foundation will accompany the group and faculty.

The customized study tour program will be based on the information provided by the foreign universities to the Foundation. The duration of the study tour may range from 10 to 21 days. The size of the tour may be 20 to 30 participants. The tour will cover major cities of India such as New Delhi, Mumbai (Bombay), Bengaluru (Bangalore), Chennai (Madras), Hyderabad, Ahmedabad, Kolkata (Calcutta), and other cities. Students will have the opportunity to visit key corporate offices, industrial parks, and historic sites, in addition to meeting with leading academicians and entrepreneurs. The study tour of India will expose participants to the global cultural and business environment, so that they can see first-hand how fast-growing economies in developing countries provide opportunities for international businesses.

Launch of Foreign Programs in India

Though the potential for launching collaborative programs in India by foreign universities 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 India in collaboration with very well-established and reputed Indian institutions, companies, or organizations. A careful assessment has to be made about their commitment and financial resources. It is absolutely essential that the

Coverage of the Study Tour

The tour covers the following:

1. Visits to key corporate offices, industrial parks, and historic sites.
2. One-on-one meetings with leading academicians and entrepreneurs.
3. Visits to places of cultural interest for experiencing rich Indian culture.
4. An experienced tour leader for guiding the participants.
5. Air travel within India to various cities.
6. Accommodations at first class hotels on twin sharing basis.
7. Visa Assistance and government approvals.
8. Ground transportation in the Indian sub-continent.
9. The cost of food is not covered (around \$ 40 per day person).
10. Round trip to India (costs around \$ 1200 per person) is not covered.
11. Entry fee of monuments is not covered.

On-Site Coordinator

The program includes the services of an English-speaking On-Site Coordinator. This person or his representative will meet the group flight upon arrival and will be available to assist the faculty leader throughout the program. Services include:

- Confirmation and coordination of all program activities and arrangements
- Assistance with transfers
- Facilitation of hotel check-in and check-out
- Interpretation
- Handling of all appointments
- Assistance with local information and suggestions for free time
- Liaison with Indian officials, leaders, etc.

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 Indian institutions, companies, or organizations. Careful scrutiny is to be made in the initial stages for ensuring commercial success of the programs in India, apart from creating a good brand image for the foreign universities. The Indus Foundation is willing to

represent foreign universities in India for identification of suitable institutions, companies and organizations for launching the programs. Further, the Foundation is prepared to monitor the programs and keep foreign universities apprised of the situation from time to time with periodic reports.

For the purpose of identification and selection of suitable Indian institutions, companies, or organizations, it is advisable to give advertisements in the main print media in India. The objective would be to elicit a substantial response so that a careful selection could be made. It would

be necessary for the officials of the Indus Foundation to visit the responding Indian institutions, companies, or organizations and hold discussions with their decision makers. The Foundation will of course be in constant communication with foreign universities at every stage of this process. The Indus Foundation is willing to act as the representative of foreign universities in India for academic collaboration with Indian institutions, companies, or organizations. Foreign universities that are interested in utilizing the services of the Foundation may contact through email at indus@indus.org or by fax at (732) 205-9810

INDIA

India is a sovereign country in South Asia. It is the seventh-largest country by geographical area, the second most populous country, and the most populous liberal democracy in the world. Bounded by the Indian Ocean on the south, the Arabian Sea on the west, and the Bay of Bengal on the east, India has a coastline of over 7500 kilometers. It borders Pakistan to the west; China, Nepal, and Bhutan to the northeast; and Bangladesh and Myanmar to the east. In the Indian Ocean, India is in the vicinity of Sri Lanka, Maldives, and Indonesia.

Home to the Indus Valley civilization and a region of historic trade routes and vast empires, the Indian subcontinent was recognized for its commercial and cultural wealth for much of its long history. Four major world religions, Hinduism, Buddhism, Jainism and Sikhism originated here, while Islam, Christianity, Judaism and Zoroastrianism arrived in the first millennium CE and shaped the region's variegated culture. Gradually annexed by the British East India Company from the early eighteenth century and colonized by the United Kingdom from the mid-nineteenth century, India became a modern nation-state in 1947 after a struggle for independence that was marked by widespread use of nonviolent resistance as a means of social and political protest.

With the world's twelfth largest economy by market exchange rates and the fourth largest in purchasing power, India has made rapid economic progress in the last decade. Although the country's standard of living is projected to rise sharply in the next half-century, it currently battles high levels of poverty, illiteracy, persistent malnutrition, and environmental degradation. In addition to being a pluralistic, multi-lingual, and multi-ethnic society, India is also home to a diversity of wildlife in a variety of protected habitats and national parks.

DELHI (NEW DELHI)

Living testament to the glory of the Mughal days, patron of palaces and tombs and the capital of India, New Delhi is all of this and more. Situated about 160 kilometers south of the Himalayas and on the west bank of the Yamuna River, a tributary of the Ganges, Delhi has the distinction of being

the historic hub of politics. Delhi is as modern or ancient as you want it to be. Today's Delhi is cosmopolitan, modern and fun loving. With feasts for art and theatre lovers, concerts for the musically inclined and food that can make a gourmet cry with delight, Delhi is a place with something for everyone. People from all parts of the country inhabit Delhi. There are different cultural pockets with Punjabis being the most dominant section here. The most common languages spoken here besides English are Hindi, Punjabi and Urdu.

Population: Approx 12 million

KOLKATA (CALCUTTA)

Kolkata is seen as the land of the intellectuals. Communist in ideology and very politically aware, Kolkata was the capital of British India before Delhi assumed this position. Kolkata developed from a fishermen's village to become one of the largest cities in the world. The city symbolizes creativity and vibrance with all the modern amenities available. Kolkata has adapted to the modern trends and techniques of the world but has not shed the leisurely life style and the calm of its hey days. Kolkata has the country's first Metro railway and some of its buildings are more than a hundred years old. While Kolkata is a city of enduring charm, it is also a city that evokes extreme emotions. So be ready to give in to it or hate it completely. A city with cultural, literary and religious flavours, Kolkata acts as the gateway to the North-East.

Population: Around 14 million

CHENNAI (MADRAS)

Chennai (Madras) is known as the Gateway of Southern India. The East India Company developed Madras as one of the major trading centers in India. Chennai has a blend of Dravidian and Gothic architecture in its buildings. The city might have grown but it hasn't lost its traditional grace and charm. The Tamil society might have incorporated English culture but the Dravidian roots are strong as ever. Chennai

is the epitome of tradition, culture and life-style of Southern India. But like the rest of India, Chennai has over the years, developed its share of urban style and modernity. Accommodation and transportation are cheap and efficient. It is very likely that the temples you will visit in Chennai is unlike any other you have seen before. Visit the 4.5 km long Golden Marina beach - one of the longest beaches in the world. Today, Chennai is the fourth largest city in India and commands a major share in the trade from the South.

Population: Around 8 million.

VIJAYAWADA

Vijayawada earlier known as Bezawada, is the third largest city in Andhra Pradesh, India, located on the banks of the Krishna River and bounded by the Indrakiladri Hills on the West and the Budameru River on the North. Vijayawada literally translates to "The Place of Victory". Its prominence as a major trading and business center has earned it the title of the "Business Capital of Andhra Pradesh". Situated along the Chennai-Howrah and Chennai-Delhi Railway route, this is the 3rd largest railway junction in the world. The city is located in the Krishna District, about 275 kilometres (171 mi) from the state capital Hyderabad.

Population: Around 2.5 million

HYDERABAD

It is rare to come across a place that welcomes the 21st century with an 'adaab'. Hyderabad is one such place. There is so much here to awe the senses. From the magnificent food to the majestic monuments, from its terrific landscapes to a populace steeped in respect and tradition. Consisting of the twin cities of Hyderabad and Secunderabad, Hyderabad is also the capital of the state of Andhra Pradesh. Once the largest princely state in India, Hyderabad had its own flag, currency, railway, and postal system, before being incorporated into the Indian nation. With a rich history, Hyderabad boasts of some fine examples of Qutab Shahi architecture - the Jami Masjid, the Mecca Masjid, Toli Masjid and of course, the impressive symbol of Hyderabad, the Charminar. A unique feature of the city is that it is the only city in the south, where the major language spoken is Urdu. Home to the Nizams, reportedly, the world's richest royals, Hyderabad is also home to famous folk arts like shadow puppetry and kuchipudi dance.

Population: Around 8 million

AHMEDABAD

Ahmedabad was named after the Sultan Ahmed Shah, who built the city in 1411. Also called the "Manchester of the East", today, it is one of the most highly industrialised cities of India. Historically, Ahmedabad was a major base camp during the Indian freedom struggle. Mahatma Gandhi built the Sabarmati Ashram on the outskirts of the city, from where he guided India to freedom. Today Ahmedabad, more than any other Indian city represents non-violence and peace. Ahmedabad is also the textile city of India. Though the city has developed more as a business and commercial centre, it also holds attraction as a centre for the study of Indo-Saracenic architecture, a style that fuses elements of Hindu and Islamic architecture. The old city of Ahmedabad is dotted with labyrinth of bylanes called pols. The exquisitely carved wooden mansions are beautiful examples of the craftsmanship of the time. Although it is no longer the capital of Gujarat, Ahmedabad remains the second largest industrial city in western India.

Population: Around 4 million

MUMBAI (BOMBAY)

Mumbai is the commercial capital of India, a city of entrepreneurs, concrete towers, clubs, cricket, Bollywood and more. After the Portuguese gained possession of the islands in 1534, they renamed it Bom Bahia, for the natural harbor, which served as a safe haven for its ships. In 1661, Charles II of England received the islands of Bombay as dowry when he married Princess Catherine of Braganza. The city became a hotbed of political activity during the struggle for independence, hosting the First Indian National Congress in 1885. Nearly fifty years later, the Quit India movement was launched in Bombay. In the mid-'90s, the city was rechristened Mumbai. Today, Mumbai is the country's financial and cultural center. It is also home to a thriving film industry. It is seen by the teeming masses, who flock there to live and work, as a place where opportunities abound. Its inhabitants, an amalgam of great wealth and abject poverty, are swept into the endless maelstrom of activity that characterizes this city of dreams.

Population: Around 14 million

FREQUENTLY ASKED QUESTIONS

1. What is the current currency exchange rate?

The currency of India is the Rupee, which is divided into 100 paise. The Rupee comes in denominations of Rs.5, Rs.10, Rs.20, Rs.50, Rs.100, Rs.500 and Rs.1000. The printing of notes in the denominations of Re.1 and Rs.2 has been discontinued as these denominations have been

coined. However, such notes issued earlier are still in circulation. The current exchange rate is US\$1 = INR 48.

2. What is the population and main language used?

There are over 1.1 billion Indians today and the number is growing every year. English is commonly used in all

business transactions. Ten years ago, the United States was the country with the largest English-speaking population. Today, India has taken over that status. With roughly a third of its population – or more than 330 million – possessing English language capability, India has more people speaking the language than the US and UK combined. However, the main spoken languages are Hindi and Urdu. India also has 25 other major regional languages!

3. What is the climate like?

India has a tropical climate with three main seasons:
Summer season: April to Mid-June
Monsoon season: Late June to September
Winter season: October to March

4. What is the proper clothing to wear in India's climate? I also hear that Indians are a more conservative lot especially compared to people in Western countries. What kind of clothes would be acceptable?

During the winter months of October to March, light woolen clothes would be preferred. For the rest of the year, it can be very hot, so light, tropical clothing is advised. Shorts, minis and tank tops are unadvisable unless you're on a beach. In small towns and cities especially, people may tend to stare if you expose too much skin. Safe clothing would be trousers, peddle pushers, capris, skirts, tops and shirts. India has great cottons, which are trendy and affordable. Buy yourself some. Women could try wearing a salwar kameez, which is very cool and comfortable and could even improve the attitude of people towards them – salwar kameez are quite acceptable in Business meetings. Business attire is appropriate for business visits. We suggest that you plan to wear the same suit more than once to conserve suitcase space. Bring at least one pair of comfortable shoes!

5. What are the usual business hours in India?

Offices: 0930-1700 Mon-Fri, 0930-1300 Sat
Shops: 0930-2000 Mon-Sat

6. How safe is drinking water in India?

If you are from a foreign country, you may not be used to drinking the water here. Hence, we advise that you pick up a bottle of mineral water, which is cheap and widely available and usually provided in hotel rooms. Order the

same when you are at a restaurant. As far as possible, avoid drinking any kind of water or juices from roadside carts and vendors; and, avoid ice outside touristy places!

7. How should I tip waiters at restaurants / hotels?

In tourist restaurants or hotels a 10% service charge is often added to bills, in which case there is no need to tip. In smaller places, where tipping is optional, you need only tip a maximum of 10 percentage of your bill. It is customary to tip waiters, porters, guides and drivers.

8. How safe is it to eat non-vegetarian food in India?

Food is safe if eaten in a good hotel or restaurant.
Available: wonderful chicken and lamb dishes are offered.
Unavailable: India, being a primarily Hindu country, beef and pork are not easily available.

9. What is the economy of India like?

The economy of India is the fourth largest in the world as measured by purchasing power parity, with a gross domestic product (GDP) of around US \$4 trillion. When measured in USD exchange-rate terms, it is the twelfth largest in the world, with a GDP of US \$800 billion. India is the second fastest growing major economy in the world, with a GDP growth rate of 8.9% at the end of the first quarter of 2006-07.

Although two-thirds of the Indian workforce still earns their livelihood directly or indirectly through agriculture, services are a growing sector and are playing an increasingly important role in India's economy. The advent of the digital age, and the large number of young and educated populace fluent in English, is gradually transforming India as an important 'back office' destination for global companies for the outsourcing of their customer services and technical support.

India faces a burgeoning population and the challenge of economic and social inequality. Poverty remains a serious problem, although it has declined significantly since independence, mainly due to the green revolution and economic reforms.

10. How much money should I budget for meals?

\$40 US per day should be sufficient to cover both lunch and dinner.