Appendix VIII

Summaries from UCB Units Involved in India
Thank you for taking the lead and sharing this draft.

The draft contains important background detail on Berkeley in India and on India. A clear strategy and/or steps that the campus ought to take vis-à-vis India in the near future are only touched upon in the end. I understood the committee’s primary task to be the articulation of a strategy followed by suggestions for the next steps the campus might take to attain specific goals. The background information enables us to identify gaps and inform choices for moving forward.

Here is a first crack at identifying some issues we could consider as we develop an overall strategy.

1. Berkeley should deepen institutional ties with Indian institutions.
2. The campus should recruit undergraduates from India who are underrepresented at Berkeley compared to some of our peer institutions.
3. Give Berkeley a public presence in India with a carefully orchestrated visit by the Chancellor.
4. Enhance ties to the Indo-American community in the Bay Area that may be keen to see Berkeley be more proactive in pursuing ties to India.

Why do I offer these suggestions? The University of California, Berkeley faces a set of choices in the near future: Will Berkeley be a global university with a global presence -- some of which may be online? This is the NYU and Yale model. Berkeley could also decide (as have many other of our peers) to remain a US campus for the moment, albeit one with deep ties in specific countries linking the intellectual and financial capital of those places with the home campus. This could be attained either through a campus-wide collaboration or more narrowly defined collaborations managed by specific departments/schools or programs. In my opinion the latter is the more prudent strategy for us at the moment. It will require campus wide coordination at the highest level to put in the building blocks.

At present Berkeley’s ties to India are largely ad hoc. Unlike with China Berkeley does not have any multi-program institutional relations with any academic institution in India. Most academic ties are linked to the research interests of individual faculty. Engineering does have a tie up with some IITs but these are too small to have a large campus-wide impact. There are good reasons for this – the academic quality of Indian research universities is not very high; the well-known IITs are engineering colleges mostly; the institutions of higher education are financially strapped; and the regulatory environment is rather complex and capricious. And at this time there is no comprehensive private institution that has the academic quality that Berkeley would like to be associated with. This may change as new private institutions expand their reach and enhance the quality of their faculty and students. Some of these new institutions may offer interesting options for us in the coming years.
Absent potential partners it is important that we develop formal ties with a wide range of Indian institutions to learn what works for Berkeley in India and what does not. UC extension’s tie up with Seer Akademi will offer a valuable learning experience.

More cross-campus experience, which is shared with others may provide us with the tools we need to expand our engagement in India at our terms.

This, I think is the best that we can do at the moment. However, the campus needs to be nimble and ready to explore broader opportunities as and when they arise. It is in this context that the committee felt the need to have an India working group (not an oversight committee without any powers at all). The working group would be constituted by representatives of the campus units engaged with India and would meet to share knowledge. This group should meet not more than once a year (unless absolutely necessary) and the meeting should be called by the senior administration (i.e. Provost/Chancellor) to ensure that the campus is ready to act if necessary.

Second, the other large opportunity for Berkeley to make its presence felt in India is to be more aggressive in recruiting students from India. There are few high quality universities in India and the number of students that can be enrolled in them is woefully tiny. This gives Berkeley the opportunity to recruit top undergraduates from India who would be competitive at our peer institutions.

Third, we need to build on and further develop our public presence in India. This could be done through a well-orchestrated visit by the Chancellor but also through individual faculty showcasing their research in India.

Fourth, we should leverage the Indian community in the Bay Area to strengthen Berkeley’s ties to India. For example, a vast number of expatriate Indians take a keen interest in improving ties between the US and India and improving educational opportunities in India. Berkeley can play an important role in both areas.

I hope these points might help to enhance the draft you provided. There are also a few minor typos that I am sure will be caught in the next iteration (spelling of David Jeu; Raka Ray is not linked to the Global Poverty Program (Ananya Roy directs the Global Poverty minor), Azim Premji is one name and not a corporation).
The Institute of International Studies does not have direct institutional engagements with Indian institutions. There are, however, deep and extensive academic relations with the Center for the Study of Developing Societies (New Delhi); Jain University (Bengaluru), the University of Madras (Tamil Nadu) and Christ Church College. These institutes are leaders in empirical social science research in India. CSDS and IIS (through the Director in his academic capacity) train future generations of academics in the social sciences. This 10 year collaboration is currently in its 5th year. This collaboration was, in its initial phases, helped along by the Federation for Democratic Reform in India (FDRI) – a silicon valley based philanthropic group. There are other social science and humanities relationships between Berkeley and India. The Center for South Asia Studies on campus covers social sciences and the humanities and they, I believe, will provide their report by January 3rd.

The Institute currently has a proposal to a donor to launch a program on ‘India in the World’. The idea behind this multi-disciplinary program would be to assess India’s place in various global issues such as security, environment, cultural norms etc. With the arrival of Dr. Neil Joeck at IIS, we are now considering whether it is prudent to start a South Asia security program featuring participants from India and United States.
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India Strategy Group  
India-Related Efforts, Plans and Opportunities

The College of Letters & Science (L&S) faculty members have been engaged with India for over a century -- teaching languages and culture, exploring research topics of local, regional and global importance and training students from India and the Indian Diaspora. We have also established a number of relationships with India-based corporations, education and research institutions, philanthropists and Indo-US community organizations. We believe that we have built a “beach-head” in the country and with the community and that there is a significant upside potential for L&S and UC Berkeley, especially by leveraging our collective strengths, the Berkeley brand and our limited resources.

CURRENT EFFORTS: in L&S and the Center for South Asia Studies (CSAS)  
(source: Prof. Raka Ray, Dr. Sanchita Saxena and Mr. Shail Kumar, UC Berkeley)

➢ In 1972, the Department of South and Southeast Asian Studies was founded and today, the department is top ranked in the United States for research and teaching on South Asia.

➢ UC Berkeley provides comprehensive language instruction at three levels, from introductory to advanced, in seven of the major literary and spoken languages of five countries in South Asia: Hindi, Urdu, Tamil, Bengali, Punjabi, Sanskrit and the recently added Telugu. Enrollments in South Asian languages are substantial and have been steadily growing in recent years.

➢ Berkeley’s South Asia collection ranks among the four leading South Asia collections in the nation. The South Asia Library boasts the following holdings: Subscriptions for about 5,300 serials, 1,750 of which are published in regional languages; 25 journals and newspapers from the South Asia diasporic community; 25 South Asia daily newspapers; more than 450,000 monographs, with around 10,000 new volumes added annually; 3,700 maps; 600 videos and DVDs; numerous special collections thematically or linguistically arranged; extensive special format holdings, such as films, prints, sound recordings, slides and a number of palm leaf manuscripts in Tamil, Sanskrit and Sinhala.

➢ Close to fifty Berkeley faculty are currently engaged in research on South Asia. Their areas of expertise span a wide array of disciplines in the arts, humanities, social sciences, biological sciences, and professional schools, including law, business, public health, social welfare, information systems, environmental science, and engineering.

➢ The Center for South Asia Studies (CSAS) at UC Berkeley promotes teaching and research on South Asia in all disciplines and professional programs. One of the world’s leading institutes for research and programs on South Asia, CSAS works with faculty members, graduate students, community members, private institutions, and non-profit organizations to deepen understanding of the region and to create new generations of scholars of South Asia.

➢ CSAS has successfully secured private and government funds to enhance South Asia studies at Berkeley. The Center has raised money for four Chairs (3 endowed) and six privately funded programs. CSAS also receives competitive Department of Education grants to support language study and other public programs.
EVCP’s International Strategy Task Force
India Strategy Group
India-Related Efforts, Plans and Opportunities

➢ Each year, a large number of graduate students with a research interest in South Asia enroll at UC Berkeley. CSAS annually awards several graduate students with funds to conduct exploratory research in South Asia through the Qayum Family Foundation grant program, and the Maharaj Kaul Memorial Grant program. CSAS also sends a number of graduate students to the region on Foreign Language and Area Studies (FLAS) Fellowships each summer to pursue language study.

➢ UC Berkeley has strong institutional ties to premier universities and institutes in India. In many academic fields there are numerous collaborations between Berkeley faculty and their colleagues at institutions of higher education in India, such as the Delhi University, Jawaharlal Nehru University, Jadavpur University, Calcutta University, Indian Institute of Technology (IIT) and the Indian Institute of Sciences (IISc).

➢ Programs organized by the Center for South Asia Studies engage a large and diverse audience of faculty, students and the general public. The Center collaborates with Bay Area community organizations on a regular basis to help disseminate and facilitate dialogue on important research findings on contemporary South Asia.

➢ The Center’s program on Indian Democracy is funded by The Foundation for Democratic Reforms in India (FDR), a US based non-profit organization dedicated to the study of the democratic and constitutional institutions of India. The program, which commenced in 2007, includes a series of high-level meetings with leading politicians, academics, journalists, activists, and business and community leaders from the U.S. and India. Tangible expected outcomes include reporting on issues of governance by the media and publications highlighting policy recommendations that will be circulated among policy makers in India.

➢ CSAS currently hosts visiting scholars and Fulbright scholars from a wide variety of disciplines, though we are unable to provide any monetary support.

➢ In March 2011, CSAS, along with additional Berkeley centers, organized a conference in India – “The 21st Century Indian City”. The conference explored collaborative research and policy solutions. The event is predicated on forecasts for continued staggering growth in already huge urban centers across the country, including New Delhi (population 12.6 million), Mumbai (13.8 million) and Bangalore (5.4 million). And as Indian cities grow, conference organizers said, so are their surrounding suburbs and slums. This is a 3 year program, funded in large part by Silicon Valley entrepreneur Kanwal Rekhi. The second conference will take place in Berkeley in April 2012.

➢ Program through the Journalism School to bring a senior Indian Journalist every year to teach about reporting on India. Students in the class then go to India to learn how to report a story from India.

➢ There is a major project underway that includes four faculty members at UCB on the health effects of switching from intermittent to continuous (24/7) water supply in the state of Karnataka. There are partnerships with local organizations in Bangalore.

➢ In the past four years, as part of the UC Berkeley-IIT Kharagpur collaboration in health, energy, physics and earth and planetary science research, we have hosted over 45 IIT Kharagpur students for an 8-week summer research program at Berkeley.
Three UC Berkeley students visited IIT Kharagpur in 2011 as part of the Cal Energy Corps program.

- The Center for Emerging and Neglected Diseases (CEND) has recently launched a Bay Area-India TB Research Initiative and we have engaged a number of philanthropists and community organizations such as the Consulate General of India, RajeevCircle and TiE.
- On behalf of the campus, L&S and CSAS has also hosted Indian minister(s), Ambassador and government officials.
- We have an emerging relationship with the Tata Group, the largest India-based global conglomerate. Tata has funded a research program at the Center for Computational Biology and is sponsoring Tata ISES – a “peace-corps” like program for Berkeley students in India.

PLANS

The current plans include continuing the momentum across the areas mentioned above. Some specific new ideas that are being facilitated include: (this is not an exhaustive list, since there are likely to be a number of faculty members engaged in various programs.)

- Berkeley-Tata-IIT Kharagpur collaboration on a drinking water initiative.
- Exploring a deeper relationship with IISc in climate modelling, solar photovoltaic and related research areas.

POTENTIAL OPPORTUNITIES FOR UC BERKELEY

1. Increase the number of talented Indian students for undergraduate, graduate and summer programs enrollments at Berkeley.
   - Benefits to UC Berkeley: increased fees and student diversity and enhanced visibility and relationships in an important region of the world.

2. Provide degree/certificate programs in India to students and junior/mid-career professionals who cannot afford the full tuition/travel costs to Berkeley.
   - Benefits to UC Berkeley: increased fees and enhanced visibility and relationships in an important region of the world.

3. Increase UC Berkeley’s presence in the senior professional and leadership training and continuing education segment, both in Berkeley and in India.
   - Benefits to UC Berkeley: increased fees and enhanced visibility and relationships in an important region of the world.

4. Establish additional collaborations with India-based institutions to advance research and innovation, and study abroad opportunities.
   - Benefits to UC Berkeley: valuable international experience for Berkeley students, increased gifts, grants and sponsored research funds, increased
EVCP’s International Strategy Task Force  
India Strategy Group  
India-Related Efforts, Plans and Opportunities

ability to advance research and innovation, and enhanced visibility and relationships in an important region of the world.

5. Raise significantly more **extra-mural funds** from philanthropists, foundations, corporations and quasi-governmental organizations.
   - **Benefits to UC Berkeley**: increased gifts, grants and sponsored research funds and enhanced visibility and relationships in an important region of the world.

**The opportunity stems from:**

- Young population
  - 50% of population is below 25 years of age. 65% below 35 years, by 2020 the median age is expected to be 29 years. Source: CIA The World Fact Book.

- Acute shortage of high quality higher education institutions and faculty
  - Of the over 26,000 institutions, by India’s National Assessment and Accreditation Council (NAAC) only 475 meet the required standards – approximately ~1.7%.
  - IITs, one of India’s premier institutions, faces 20-30% faculty vacancies.

- Growing demand for high quality education
  - Growing economy, increasing GDP/capita and disposable income, companies competing in the global arena, labor supply-demand imbalance have created a robust demand for an educated workforce.

  - Government has set a target of increasing Gross Enrollment Ratio (GER) from 12% (in 2007) to 30% (by 2020)
    - Enrollment is estimated to grow from 16 Million (2007) to 40 Million (2020)

- Increasing wealth
  - There are over 55 Indian billionaires, a number that has steadily increased in the past few decades, a testament to growing wealth in the country.

**Recent developments in India indicate an interest to address these challenges:**

- Changing regulatory environment: a number of new bills have been introduced, apparently to streamline the processes, increase capacity and quality.
  - The Foreign Educational Institutions Bill, 2010
  - Universities for Innovation Bill, 2010

- Government recently launched a $35 tablet computer for the masses. This is intended to address the faculty constraints, improve quality and delivery, reduce costs and democratize education.
Number of global universities have established collaborations with Indian partners, examples include:
  o Indian School of Business (ISB) and Wharton, Kellogg
  o IIT Bombay and Monash University
  o Amrita University and a number of US-based universities
  o IIIT and Carnegie Mellon University

Indian institutions are opening global campuses
  o SP Jain in Singapore, Dubai, etc.
  o Amity International in Sydney, etc.

Private sector has begun to invest heavily in professional degree education, examples include:
  o Reliance, Modi, Goenka, Azim Premji

**UC Berkeley has the potential to engage at multiple levels:**

1. Attract a larger number of Indian students as we increase and diversify the international student population at the *undergraduate level and summer sessions*.
   
   a. Advantages to UCB: full-tuition-paying talented students bringing increased diversity and connectivity to an important region. Low incremental costs.

2. Attract a larger number of *graduate students*.
   
   a. Advantages to UCB: talented students bringing increased connectivity to an important region.
   b. Consideration: UCB will have to raise additional NRT/graduate fellowships to increase these numbers -- an attractive giving opportunity for potential donors.

3. Provide degrees/certificate programs to *students* and *junior/mid-career professionals* who cannot afford the full tuition costs or travel to Berkeley. There are a number of potential alternatives:
   
   a. Partnering with a reputed, India-based organization to deliver UC Berkeley quality education in India either online or in a hybrid model: a lower risk-lower upside option.
   b. Establishing a physical presence and providing UC Berkeley quality education in India: a higher risk-higher upside option.
      i. Advantages of *either* option to UCB: increased new fees leveraging existing content and brand.
      ii. Consideration: UCB will have to assess the difference between fees and incremental costs to justify the risk and investment.
4. Increase UC Berkeley’s presence in the senior professional-leadership training and continuing education segment. Alternatives include:

   b. Partnering with a reputed, India-based organization to deliver UC Berkeley branded executive education in India.
      i. Advantages of either option to UCB: increased new fees leveraging existing content and brand.
      ii. Consideration: UCB will have to assess the difference between fees and incremental costs to justify the risk and investment.

5. Establish additional collaborations with India-based institutions to advance research and innovation, and study abroad opportunities.

   a. The benefits to UC Berkeley include -- valuable international experience for Berkeley students, increased gifts, grants and sponsored research funds, increased ability to advance research and innovation, and enhanced visibility and relationships in an important region of the world.

6. Establish a Berkeley-India Institute to become the premier university for India-related research, education and impact. Berkeley has the necessary depth and breadth of expertise, global reputation, Silicon Valley location and local and global connections to achieve these objectives. By becoming one or aspiring to be one has the potential of attracting some of the Indian billionaires and select corporate houses as potential supporters. Independent of the increased fees from students and executive education, the gifts could potentially fund endowed chairs and graduate fellowships in arts and humanities, social sciences, sciences, engineering and business; exchange programs; and infrastructure. Berkeley-India Institute would require Chancellor and EVCP support in addition to buy-in of various Vice Chancellors, Deans, faculty members and staff.

In conclusion, India opportunity is attractive and timely to advance UC Berkeley’s mission of research, education and impact and its values of excellence and access. A coordinated campus strategy that leverages its depth and breadth of expertise, global reputation, community connections and Silicon Valley location has the best chance of near-term and long-term success.
Blum Center Initiatives in India
1/12/12

Propelled by the energy and talent of faculty and students committed to helping the nearly three billion people who live on less than two dollars a day, the Blum Center for Developing Economies is focused on finding solutions to the most pressing needs of the poor.

The Center's Global Poverty & Practice minor the fastest growing undergraduate minor on campus, giving students the knowledge and real-world experience to become dynamic participants in the fight against poverty. In addition to choosing from a wide variety of new courses, students participate directly in poverty alleviation efforts in over fifty two developing countries, including India. Specifically, in the past three years, more than 60 students from the Blum Center’s GPP Minor have travelled to various regions in India, to execute unique practice experiences.

In addition, Blum Center multidisciplinary innovation teams are working to deliver safe water and sanitation solutions, life-saving mobile services, and new energy technologies that emphasize efficiency while reducing negative environmental impacts. In India, our innovation teams are working on several important projects.

1) The WECARE project (Women’s Emergency Communication and Reliable Electricity) supports the development and field testing of integrated portable solar electric kits to improve lighting and remote communication in maternal health facilities in developing countries. The project’s aim is to reduce maternal mortality by improving the care in settings currently without reliable lighting and electricity.

2) The CellScope project combines diagnostic microscopy with cell phone convenience to expand access to basic healthcare in remote regions. In developing countries such as India, bringing physicians and patients together can be an enormous challenge. Furthermore, undertrained healthcare workers operating in remote regions are often under-resourced. CellScope captures and transmits images of disease agents, such as those that cause malaria and tuberculosis. To be able to receive analysis and treatment recommendations from remote experts could drastically reduce both the cost and time of performing critical disease diagnosis, as well as provide an early warning of epidemics, in poverty-stricken regions around the globe.

3) Naturally occurring arsenic in groundwater affects up to 80 million people in South Asia, and 140 million worldwide – most of whom live in small rural communities with little water infrastructure. Team members have developed Electrochemical Arsenic Remediation (ECAR) for affordable and technically effective remediation of the widespread arsenic contamination in groundwater drinking supplies in South Asia. ECAR can be used affordably on a small-scale, allowing for rapid dissemination in rural areas. ECAR has been developed along with a sustainable implementation vision, including a system of community micro-utilities operating with full cost recovery through a public-
private partnership. This initiative supports essential field-work, case studies, and partnership development needed to bring the technology to the South Asian market.

4) Most piped water supplies in the developing world provide water intermittently. In India alone, over 150 million people are served by intermittent water supplies. Intermittent supply leaves the pipes vulnerable to contamination during periods of low or negative pressure; in addition, households must invest in additional infrastructure, such as storage containers and pumps. Recently, upgrading municipal systems to provide continuous (24x7) water supply has gained significant interest in India. However, the costs and potential benefits of upgrading to 24x7 water supply have not been well characterized. Although there is a rich literature characterizing the complications arising from intermittencies in N. American and European piped water systems, it does not provide much insight for India because the context is quite different. The city of Hubli-Dharwad, Karnataka, India is one of the first cities in South Asia to upgrade to continuous water supply. Currently, 10% of the city receives continuous water supply through a World Bank funded pilot project, while the rest of the city receives water for a few hours once every 5-10 days.

5) Haath Mein Sehat ("Health in Your Hands") is a student-led water sanitation project supported by the Blum Center. This project provides significant opportunities for experiential learning and leadership development. Haath Mein Sehat works in Mumbai, India where students are monitoring water quality and promoting improved water and sanitation practices in slum communities using innovative training techniques. This effort has demonstrated the effectiveness of student-led programs in providing significant learning experiences.
The following provides a summary of findings about key trends in India's higher education industry; describes current initiatives being explored by Berkeley Law's International and Executive Legal Education (IELE) program; and provides recommendations for improving UC-Berkeley's visibility in India.

I. **KEY FINDINGS ABOUT INDIA'S HIGHER EDUCATION INDUSTRY** *(abstracted from Ernst & Young 2011 report titled "New Realities, New Possibilities: the Changing Face of Indian Higher Education")*

- **Total market size.** India's higher education industry comprises over 26,000 institutions, the largest number in the world, which serve 13.6M students. Private institutions account for 92% of all higher education spending (total INR 46,200 crores or approx. USD $8.9 Billion), of which annual spending 62% goes toward professional coursework.

- **Latent demand.** India's target population for higher education is the largest in the world (240 Million) and its growth enrollment ratio (GER) was only 12% in 2007, compared to 23% for China, 82% for US and global average of 26%. Much of the future enrollment growth is expected to come from traditionally underserved groups such as rural communities and women.

- **Projected spending.** Total higher education spending is expected to grow to INR 155,000 crores by 2020 (approx. USD $30 Billion), based on 12.8% CAGR. However, accommodating this demand will require new capacity investments of INR 360,000 crores (approx. USD $70 Billion) over the same period of time. A key demand-side driver of enrollment growth has been rising incomes, as high income households (defined as > INR 1,80,000/annum) now account for 21% of all Indian households versus 7% in 2001-2002. However, per-capita spending remains low by US standards; elite private institutions charge an average tuition ranging from USD 1,500-10,000 per year.
• **Study abroad.** India sends over 160,000 students abroad each year, second only to China, and of these students going abroad, 48% attend institutions in the U.S. According to the results of an online survey of students going abroad, the most important criterion for selecting a foreign institution is industry (job) placement.

• **Professional Curriculum.** Private HEIs are mostly concentrated in professional degree-granting programs, and fields ranked by popularity are Engineering, Management, Computer Applications, Pharmacy and Medicine. In addition, a number of leading institutions have launched executive education programs which emphasize industry knowledge and typically have a 12-month duration.

• **Foreign entrants.** There are approximately 161 foreign universities which have established working collaborations with Indian HEIs, mostly from the US and UK. Foreign entrants which are planning to establish campuses in India include Duke, Georgia Tech, Virginia Tech, LSE, Nottingham, Warwick. Interestingly, while 83% of the Indian collaboration partners consist of private HEIs, 57% of their foreign counterparts are foreign public universities.

• **HEI collaboration modes.** Collaboration modes between foreign and local HEIs typically consist of course design and validation, program delivery, research, faculty training/exchange. Undergraduate programs comprise 35% of these collaborations, and they focus mostly in Engineering, Management and Hospitality Industry disciplines.

• **Govt. spending.** Central govt. spending on HEI capacity investments has grown from 2005-2010 at nearly 30% CAGR, and reached INR 196 Billion in 2010. This includes plans to establish 16 new central universities, 14 new innovation universities, 8 IITs and 7 IIMs.

• **New delivery modes.** Technology-aided learning will play an important strategic role in expanding access to underserved populations and allowing for part-time, flexible enrollments. A number of large players have already developed extensive national distribution network of study centers to scale program delivery based on blended learning approaches. In addition to Internet-based learning, TV, radio and mobile applications are gaining traction.

• **Online learning.** IGNOU, SMOU and SCDL are considered the leading distance education providers, and have a combined online enrollment of 3 Million students (approx. 23% of total 13.5M HEI enrollment). However, online course fees appear to be relatively low, and typically range between INR 6000-9000 (approx USD $120-200) for a 2-3 month course.
• **Innovation.** Newer HEI models for which there is high demand among Indian consumers include those offering global curriculum, scale-based affordability, and industry specialization, as well as vocational skill-based training (e.g., hospitality, petroleum).

• **Academic-industry collaboration** modes include joint research centers, as well as the development of customized industry training and certification programs to create "job-ready" applicants (see Accenture case study).

• **Public-private partnerships** are available to foreign entrants for a broad variety of opportunities, including educational management and delivery, infrastructure, building leases and land grants, consumer financing, and research, to promote private sector investments in HEI capacity expansion.

• **Govt. regulations.** A number of key governmental regulations are underway to regulate the accreditation and oversight of foreign HEIs which grant degrees and/or Certificates.

II. **IELE'S CURRENT INITIATIVES; RECOMMENDATIONS FOR UCB**

- **Jindal Global Law School.** One high-potential partnership that Berkeley Law's IELE program will be exploring is with Jindal Global Law School, established in 2009 as part of Jindal Global University in New Delhi. JGU was founded by Indian steel magnate and progressive member of India’s Parliament Naveen Jindal, who also serves as JGU's Chancellor and was recently recognized by the Bar Council for his contributions to legal education in India. Jindal is an alumnus and benefactor of Univ. of Texas Dallas, which named its School of Management in recognition of his $30 Million joint endowment. JGU consists of four schools of business management, international affairs, law and public policy, and its distinction is focusing on globalization perspectives. The IELE program has been offered a high-level introduction to Chancellor Jindal through a close acquaintance of the Jindal family, who believes that IELE's training programs may be an attractive fit for government regulators and other constituents, for purposes of developing executive education program collaborations. Note: JGGS is cited in the Ernst & Young/FCCI India report on page 49 and elsewhere as a leading example of a premium higher education institute.

- **Graduate Applicant Trends at UCB.** It is significant to note that relative to other countries of origin, applicants from India to UCB graduate programs are proportionally under-represented compared to all Indian applicants to U.S. graduate programs. In 2011, Indian graduate school applicants to U.S. programs accounted for the second largest group by country of origin,
behind China. However, of the 64,000 total number of graduate applicants from India, UCB drew 1,550 total applicants or 2.3%. By comparison, UCB drew 4,005 total graduate applicants from China, or 5.2% of the total 77,000 applicants nationwide (not accounting for redundancies in applications). As a further point of comparison, UCB drew 1,186 graduate applicants from the third largest country of origin S. Korea, or 5.3% of the total 22,486 applicants nationwide. [Source: UCB Graduate Division 2011; note that UCB Graduate Division applicant totals exclude Law and self-supporting programs]. It may be useful to analyze why Indian applicants to UCB graduate programs tend to be under-represented.

- **Competitor Benchmarking.** A number of peer institutions such as Harvard, Yale, University of Pennsylvania, and Cornell are making significant forays into India. Harvard's forays appear to be led by Harvard Business School, which recently launched a series of in-country executive education programs aimed at higher-level management executives. The series consist of monthly weeklong training seminars led by HBS faculty on various topics related to corporate finance and business management. It is too early too tell how successful these in-country training programs are in recruiting participants, but they are attracting attention. Both Harvard and Yale have established regional offices in India. It is worth noting that Yale's planned Singapore campus may pose competition in the form of a regional substitute for potential applicants from India to UC-Berkeley's undergraduate programs. In addition to its close proximity to India, the Yale-NUS Singapore campus provides a premier, global education experience in a setting that is considered familiar and safe to Indian parents, who may have concerns about their children's exposure to western cultural influences. Yale has also developed strong ties with Indian HEIs (a good person to vet on this is Bill Draper, who served on Yale's Board of Trustees and has spent time in India). This potential development should be closely monitored.

- **Improving UCB's Visibility.** The foregoing underscores the need for UCB's greater visibility in India. While there is high regard and admiration for UCB Berkeley among Indian parents who regard it as one of the top global universities, there appears to be a lack of familiarity with UCB's application process particularly at undergraduate levels, especially since UCB does not send in-country representatives to India for recruitment unlike peers such as Yale and U-Penn. According to one parent whose children attend an elite private high school in New Delhi, there appears to be some perception that Berkeley is "not accessible" to Indian applicants, which may discourage prospective applicants. Developing an in-country presence through alumni networks and college recruitment fairs may be helpful to create more visibility for UCB and encourage more students to apply. For example, Harvard University President Drew Faust made an inaugural visit to Mumbai
and New Delhi on January 19-24, 2012, to attend events hosted by the Harvard Alumni Association and the Harvard Club of India. Similar visits by UCB's leadership may be beneficial, as would fostering the development of an India-based UCB alumni network.
CoE India Activities and Strategy

December 12, 2011

Background: History and Relationships

The College of Engineering has historically had strong connections with India, from its involvement in the founding of IIT Kanpur to current research projects in India. Additionally the average number of ethnic South Asian undergraduates has increased from 167 to 274 since 2007-2008 and the average number of ethnic South Asian graduate students remains at about 50.* Furthermore, there are many professors on the College faculty born and educated at the IITs in India.

Several faculty members in the College have had longstanding relationships and research projects in India. There are currently three primary areas where there is significant funded collaboration or potential funding for future projects is being explored:

1) IT: Information and Communication Technologies for Development (ICTD)
2) Energy: Berkeley India Joint Leadership on Energy and the Environment (BIJLEE)
3) Water: Berkeley Water Center (BWC)

ICTD:

Historically, projects in the area of information and communication technologies for development have been supported from two primary sources: Microsoft Research (MSR) in India and the Blum Center. UCB faculty have played an important role in the development of ICTD at MSR in India and Prof. Jitendra Malik is on the board of MSR. Funding from MSR is at the individual faculty level and generally provides funding for technology-based projects in India that is of interest to MSR. While this funding is not large, it is sufficient for supporting graduate student summer travel and work in India. Faculty such as Eric Brewer and John Canny have had research funded in India in the respective areas of low-cost wireless infrastructure and mobile applications.

BIJLEE:

BIJLEE is a joint research activity lead by the Lawrence Berkeley National Lab and headed by UCB Civil and Environmental Engineering faculty member Ashok Gadgil. The program has formalized and expanded research relevant to India that has been ongoing for 20 years with funding from the U.S. Department of Energy, State Department, EPA, AID, international institutions, and philanthropic foundations with the support of the California Energy Commission, the California Public Utilities Commission, California utility companies and other institutions. This research has been conducted in partnership with several Indian research and academic institutions including the Delhi School of Economics, Indian Institute of Science, Indian Institutes of Technology, International Institute for Energy Conservation, International Institute of Information Technology, Jadavpur University, Prayas Energy Group, and the Energy Research Institute. Other partners include the Confederation of Indian Industry,
ITC Ltd., Satyam Computer, Tata Power, Reliance Energy, MSEDCL, BEST, and other utility and private companies. The work of these Indian institutions has received financial and in-kind support from the Bureau of Energy Efficiency, Ministry of Power, Maharashtra Electricity Regulatory Commission, the Ministry of Environment and Forests, and other national and state agencies.

BIJLEE is conducting RD&D in three areas:
- policies for demand-side management (DSM) in electric utilities, product standards and labels, and benchmarking
- design and operation of energy-efficient buildings
- energy conversion and storage technologies such as batteries, photovoltaics, and thermoelectrics.

The goal of BIJLEE is to spark innovations in policy as well as energy efficiency and renewable energy technologies that could transform the path India and the US adopt in the future.

**BIJLEE and PC Chatterjee:**

In addition to the aforementioned support, BIJLEE’s future efforts in India will be supported by the Chatterjee Group (CoE alum, Dr. Purnendu Chatterjee) in cooperation with the Department of Science and Technology, Infosys and other private companies, and international philanthropic foundations.

Discussions with the Indian government and supported by Dr. Chatterjee started in December 2008. Prof. Ramamoorthy Ramesh and DD Sarma (IISc) were identified as principal investigators for the project and an initial white paper was submitted in March of 2009. In October of 2009, LBNL Director and UC Berkeley Prof. Steven Chu went to India and signed an agreement of collaboration. At about the same time the Indian Prime Minister announced India’s Solar Mission for which Profs. Ramesh and Sarma were asked to submit a full proposal in February 2010. The proposal was submitted to the Ministry of New and Renewable Energy Sources and in February 2011, informal feedback indicated that the project was likely to be accepted, however no formal approval has been given as of December 2011. The goal is to establish an R&D Institute in New Delhi modeled on the Molecular Foundry at LBNL and the funding requested is approximately $40M.

**BWC:**

Berkeley Water Center affiliate and Department of Civil and Environmental Engineering Professor Kara Nelson has conducted research in India on novel treatment of human waste supported by the Gates Foundation and other resources. In Fall 2011 visitors from IIT Kharagpur began discussions with BWC Director Professor David Sedlak to explore collaboration to be funded by Tata Steel and Profs. Sedlak, Nelson, Isha and Raka Ray will visit IIT Kharagpur in January 2012 to further develop the scope of the collaboration and discuss potential support with Tata executives.
Strategy and Next Steps

As with all collaborations, the research agenda remains the primary driver for large-scale, multidisciplinary joint collaborations, and success for a collaboration in the manner of KAUST, Singapore, or China will depend largely on funding. Unlike some of the resources in these other locations (e.g., gift and research funding from KAUST, the well established Singapore program that provides government funding for research for non-Singapore institutions), the funding opportunities are still relatively underdeveloped in India. There is proposed legislation to establish sixteen “Innovation Universities” around the country, but the act has not yet been drafted or proposed so this opportunity will remain on the back burner until more concrete information is available. Until that time the best potential institutions for collaboration are the five original IITs and the IIS.**

The three potential sources of funding and the strategies to obtain this funding are:

1) The Indo-US Science and Technology Forum which provides relatively small grants that provide funding for individuals to travel for collaboration; in fact, at a meeting this week Dr. Malik had a chance to meet with various decision makers, including Dr. Ramasami, the Secretary of the Department of Science and Technology. A key development is a significant increase in the amount of funding devoted to research in science and technology in India—from 1% of GDP to 2% of GDP. This will mean increase in funding to various entities, and as such more money to support collaborations. There is also much more money likely to be available to support research visits as well as a postdoc program. The IUSSTF funded nearly 200 events over the last several years so this is already a very productive mechanism.

2) Corporate Sponsors to fund activities in/with partners in India – possible supporters include Microsoft, IBM, GE, Tata (which provided $50M each in funding to Cornell and Harvard), and Infosys (also provided funding to Cornell). To obtain funding will require the engagement and involvement of the company founders, C-level executives, and/or board chairs through a variety of interactions including volunteer engagement, individual meetings, and invitation to relevant boards (e.g., invitation to the advisory board of electrical engineering and computer sciences).

3) Prominent alumni and friends in the Indo-US community, particularly in Silicon Valley, who have an interest in supporting UCB and India simultaneously (e.g., the model established by PC Chatterjee). Similar to the corporate engagement strategy, engagement is needed with prominent alumni and Indo-US executives in Silicon Valley and will likely begin with invitations of a few select allies to appropriate College of Engineering boards.
* Data exists for the number of Indian undergraduate and graduate students enrolled across UCB and how many ethnic South Asians are enrolled in individual colleges, however, there is no data that enables the accurate determination of the number of students from India enrolled in the College of Engineering or its departments.

**Because of the relatively small capacity of the IITs, the private education industry in India is booming and many newer universities have or may approach UC Berkeley colleges and departments for engagement to enhance their brand with promise of funding. While not all opportunities are necessarily dubious, caution in exploring such collaborations is advised.
TO: MICHAEL NACHT  
Chair, India Work Group

FROM: JUDITH WARREN LITTLE, Dean  
Graduate School of Education


December 22, 2011

Thank you for inviting a contribution to the campus development of the development of an “India Annex” component of the campus’s international strategy development.

Context for GSE’s Involvement in India Initiatives

A crucial element in the successful expansion of higher education in developing nations is the strength of the primary and secondary education system, and particularly the strength of the teacher workforce. While certain of India’s elite universities, such as the IITs, are widely regarded as second to none in the world, producing highly skilled engineers, the vast majority of its public and private primary and secondary schools remain extremely challenged. Schools suffer low enrollment, high dropout rates, poor curricula, pedagogy, and infrastructure, and a shortage of well prepared teachers. It is perhaps not surprising, then, that only a fraction of India’s population attends college. One estimate is that, while over 200 million children in India go to primary school, only 26 million will go on to attend college. If India is to maintain its the status as an information technology super power, and if its systems of higher education are to continue to develop and to enroll increasing proportions of its citizenry, there is no doubt that improving the strength of its primary and secondary education system will be crucial, particularly the preparation of its teacher workforce. In this context, Berkeley’s future involvement in India would productively entail a strategy that — while necessarily targeted, especially in the short term — takes account of vertical interdependencies across primary, secondary and higher (tertiary) education.

The GSE is interested in collaborating with Indian universities and schools to strengthen the quality of the education workforce (including teachers and administrators) and on the improvement of primary and secondary schooling. We bring to the table a demonstrated capacity for collaborative research and innovation that would support the development of a strong educational infrastructure in India and promote fruitful exchange of students, faculty, and post-doctoral fellows; expertise in the design and implementation of technology-enhanced curriculum in mathematics, science, and literacy; expertise in teacher education, leadership education, and professional development; an interest in and ongoing explorations of online environments for learning; a history of successful international collaborations with universities and schools.

Current Projects in India
To date, the GSE’s involvements in India have taken the form of discrete initiatives pursued by individual faculty members. However, interested faculty are in agreement that these and other potential projects rightly target partnerships with universities and schools that promise to improve the primary and secondary system and the strength of its teacher workforce. The two current projects summarized below both involve the creative use of technology and online resources to pursue shared educational goals in the areas of science education and literacy.

• A 3-year MOU (non-binding) initiated in December 2011 between the GSE and Amrita University, arranged by Professor Marcia Linn to “explore areas of potential collaboration with respect to developing technology-enhanced inquiry science instruction utilizing WISE4 technologies and other open-source tools. The Institutions anticipate that teams at Amrita and UCB will collaborate in the research, development and deployment of technology-enhanced learning materials developed by the respective parties. Each Institution will communicate regularly regarding curriculum and assessment design to ensure that projects are designed to promote knowledge integration, and that teachers are provided adequate support to integrate the materials into their curriculum.” WISE is a web-based and research-based inquiry science learning environment (http://wise4.berkeley.edu/webapp/index.html) that enables students in grades 5-12 to examine real world evidence and analyze current scientific controversies. Curriculum projects —adaptable and customizable by teachers—are designed to meet established science standards and to complement teachers’ existing science curriculum, and include embedded assessments and evaluation tools for teachers. WISE was originally launched in 1997, and has grown steadily in scope and sophistication. Over time it has served more than 15,000 science teachers, researchers, and curriculum designers, as well as over 100,000 K-12 students around the world.

• The Kidnet Project. In 2008, GSE Professor Glynda Hull initiated a research and development project to explore the potential of harnessing social media for educational purposes. Assembling an international team of researchers, teachers, and programmers, Professor Hull linked youth and their teachers around the world via the Internet-enabled social network called Space2Cre8. A central international partner in this project is the Indian NGO Study Hall Educational Foundation, which is located in Lucknow, India. (http://www.studyhallfoundation.org/shef/vision.html). This Foundation works to establish high quality schools throughout India as well as teacher training programs and seeks especially to improve education for poor children in urban slums and rural areas. Students from a Study Hall school for underprivileged girls participate in the Kidnet Project, whose goal is to promote and study the development of literacy and intercultural understanding. Professor Hull has begun conversations with Study Hall Foundation about the development and provision of online teacher education courses. In addition, the GSE is interested in establishing field study placements for our Education Minor students.

Future Work

The GSE would be interested in working with other Berkeley departments and affiliates, in collaboration with Indian universities and NGOs, to address some of the critical issues around education and teacher preparation. Examples include working with Extension on the design of
teacher education courses and related certificates; partnering with the I-School, Computer Science and/or Engineering on the creation of mobile delivery devices; developing with various departments exchange programs that bring Indian teachers to campus for summer intensive programs and that send Berkeley undergraduates and graduate students to India for field placements in rural and urban schools and communities; and collaborating with Public Health to devise comprehensive community-based efforts around health and education. To develop these possibilities, the GSE would benefit from resources and structures that facilitate cross-department strategic planning and collaboration, and that would enable exploratory interaction with universities and other relevant organizations in India. Faculty incentives (for example, small-scale development and planning grants akin to those awarded for the development of AC courses and for summer online courses) would help expand participation and the pool of ideas, but would need coordination to facilitate a systematic rather than ad hoc approach.
1. Undergraduate Program - no Haas undergraduates have been involved in the Education Abroad programs in India recently.

2. MBA program - International Business Development (IBD) program

For 2012, we currently have one IBD project in India: World Health Partners BB-11, Greater Kailash 2 Enclave, New Delhi 110048 | www.worldhealthpartners.org

3. Evening and Weekend MBA Program

The EW MBA Program currently has a study abroad partnership with the Indian School of Business, in Hyderabad. You can refer to our website below for more information on this exchange program: http://www.haas.berkeley.edu/EW MBA/EW MBAexchange.html

Additionally, a few of our Seminars in International Business (SIB) courses have also gone to India over the past few years. Most recently, Raghu Rau lead a 2-unit SIB course to India over Spring Break 2011. See the link below for an outline of a typical SIB itinerary: http://www.haas.berkeley.edu/EW MBA/SIB/India2011.htm

4. The MFE, PhD, and Berkeley Columbia Executive MBA programs reported no on-going activities in India.

5. Haas Alumni Activity in India

We have a small but fairly active chapter in Bangalore which is led by EW MBA 97 Ratnesh Sharma, a great guy who assisted David Robinson & Kristi Raube when they recently visited India. Nidi Jain (EW MBA 08) serves as the school's representative in Mumbai & Rahul Chandra (EW MBA 05), in Delhi. With Ratnesh, these ambassadors serve as a point of contact for visiting faculty & alumni & of course, prospective students. In the last few years, there has been a noticeable uptick in alumni returning to India to live & work & in the next few years, I expect our alumni community to be significantly larger & more active.

6. Global Social Venture Competition

The Indian School of Business (ISB) is a Regional Partner of the Global Social Venture Competition - a global business plan competition for social ventures that is co-managed by a team of Haas MBA students and the Haas School's Lester Center for Entrepreneurship. ISB manages a regional round of the competition and selects 2 teams to participate in the Global Finals, which are hosted at Haas each year in April. ISB has been a partner school of the GSV C since 2005. For more info, visit www.gsvc.org.

7. Fisher Center for Real Estate and Urban Economics
The Fisher Center for Real Estate and Urban Economics has 2 active programs in India, in collaboration with both UC Berkeley and Indian partners. Ashok Bardhan is the most active person in these programs. Here is a description:
At the end are the two related websites/links.

The Fisher Center for Real Estate and Urban Economics has played a leading role in developing an ongoing, interdisciplinary, three-year project on Indian cities at UC Berkeley titled The 21st Century Indian City: Developing an Agenda for Urbanization in India. The Fisher Center for Real Estate & Urban Economics, the Global Metropolitan Studies Center and the Center for South Asian Studies have already raised a significant corpus of funds for organizing three conferences/workshops on India on urban issues. The first one took place in March 2011. Two more are planned, one at Berkeley and the final one in India. The project will culminate in an edited volume/white paper on issues relating to urbanization, affordable housing, sustainable urban development, infrastructure, transportation and urban finance and governance. The project will also incubate research collaboration with Indian partners, and faculty and student exchanges.

http://indiancities.berkeley.edu/index.html

http://indiancities.berkeley.edu/about.html

Obama Singh 21st Century Knowledge Initiative US-India Institutional Partnership Grants

The United States-India Educational Foundation (USIEF) announces an open competition for the support of projects through the Obama-Singh 21st Century Knowledge Initiative (OSI). Announced by the US and Indian governments, OSI aims to strengthen collaboration and build partnerships between American and Indian institutions of higher education. Accredited US post-secondary educational institutions meeting the provisions described in Internal Revenue Code section 26 U.S.C. 501(c)(3) may submit proposals to support the program’s goals of encouraging mutual understanding, facilitating educational reform, fostering economic development, and engaging civil society through academic cooperation with Indian post secondary educational institutions. Exchange activities may include but are not limited to curriculum design, research collaboration, team teaching, focused series of exchanges, seminars, among other activities. Activities should be designed to develop expertise, advance scholarship and teaching, and promote reliable, long-term communication between partner institutions.

Our Indian partner is the Indian Institute of Human Settlements (a new Institute that has urban planning, real estate and housing as part of its brief) and the leading Indian University - Jawaharlal Nehru University, New Delhi.

8. Faculty Research

a. I am part of a group that has applied for an NSF grant to install solar panels in small, off-grid villages in India, but it is still very preliminary and may not get off the ground. Would love to find additional donors who are interested, but maybe that's not why the campus is asking....(Catherine Wolfram)
b. With Kirk Smith of the School of Public Health I will apply next month to NIH to study how to disseminate safe cookstoves in India. We will propose to work with INCLEN, a research institute there (David Levine).

9. Center for Executive Education (CEE)

Our CEE contract with Indian Institute of Planning and Management has expired. We have elected not to renew with this organization based on feedback received from our alumni in the region and media reports that this 2nd tier institution has a less than stellar reputation.
Diana Wu
International Strategy Task Force
UC Berkeley Extension in India
December 12, 2011

Current Involvement in India
UC Berkeley Extension does not currently offer any courses or programs in India. We are now, however, considering collaboration with Seer Akademi to bring continuing education to India. Seer Akademi is a startup that is a spin-off from the Synopsys University Program. It is headquartered in Palo Alto, CA and has its major operations in India. In India, Seer is pioneering innovative changes to engineering education through the use of distance education. In addition, Seer is pioneering new curriculum (for India) that emphasizes theoretical instruction as well as lab-based research and experimentation. Seer is interested in UC Berkeley Extension certificate programs and courses to supplement engineering content with business fundamentals and other areas they refer to as “soft skills.” We are planning to launch a pilot series of classes in February 2012 that is expected to attract between 50 and 100 Master’s level students for a business essentials certificate, involving seven courses over eight months.

Future Prospects
We will evaluate future prospects for UC Berkeley Extension activities in India following the launch of the pilot. The pilot program will allow both UC Berkeley Extension and Seer Akademi to do the following:

- Monitor quality of students, press, and industry reaction to the pilot program
- Further investigate the assessment approach of Seer in order to (i) confirm its validity as a tool to evaluate learning in India and (ii) determine if the outcome-based element of the assessment has applicability in the US market
- If we elect to continue, finalize a permanent agreement once early pilot results are understood

Based on our review of the pilot program results, we will have the opportunity to determine whether or not to pursue a long-term, strategic partnership with Seer Akademi. A successful pilot will provide us with some assurance that the blended distance learning model is scalable and sustainable in India. If this is the case, we will be able to leverage the delivery model and the partnership with Seer Akademi to offer UC Berkeley Extension programs to a much larger audience than we are currently capable of doing. Importantly, we would also have the opportunity to gather data and do research on several critical aspects of online education including learning outcomes, effectiveness of assessment methodology, effectiveness of distance learning delivery format, impact on individual and workforce development, etc.

Suggestions for Incentives
Incentives for UC Berkeley Extension Staff: Exploring the potential for this program required a high level of commitment and “extra” work on the part of Extension staff. The opportunity met with initial resistance and skepticism from Extension’s staff who
perceived the venture to be high risk and not in keeping with our current Extension model. After several internal discussions about the potential new market for Extension, and after an opportunity to meet directly with the CEO of Seer Akademi, staff became more interested and engaged. One major reason for the staff interest was the direct and active participation of the university’s senior leadership. Extension has never had this level of support and contribution from senior leadership and it reinforced my message to our team that Extension has an important role in the life and mission of the university. Another attractive incentive for staff is the opportunity for Extension to learn and to be on the forefront of exploring new modes of instruction and evaluating outcomes and effectiveness. Having said all that, we lack the ability to financially incent and reward those staff members who are willing to pursue new initiatives, take calculated risks, and take on yet more work. If the initiative is successful, we will lack the ability to provide a bonus for a job well done. It is clear that financial incentives would make a significant difference in motivating staff to embrace creative, entrepreneurial endeavors like this one.

_Incentives for UC Berkeley Extension Instructors:_ Our instructors needed to be persuaded to teach at 5:30am PST in order for live, interactive lectures to be delivered in India in the evenings. However, the instructors for the pilot program are interested in seeing Extension expand its audience and are interested in experimenting with new modes of instruction. Unlike the situation for staff, Extension does have the ability to increase an instructor’s compensation based on performance, willingness to teach in a different format, etc. The more general issue is that instructor compensation for our public programs is quite low and there would be equity concerns if compensation for contract education differs significantly.

_Incentives for Unit:_
This program is not only an opportunity for Extension to represent the university internationally. It is an opportunity for the university to potentially enter a market (India) that has been notoriously difficult to enter in the recent past. If this model is successful, Extension creates a whole new avenue for revenue generation. In addition, Extension will leverage its relative flexibility by exploring new models of delivering for-credit continuing and distance education. This is a critical aspect as UC Berkeley Extension must maintain its reputation as one of the top continuing education providers in the U.S.

Since Extension is self-supporting, we are funding all up-front costs such as due diligence activities which includes travel to India. A potential incentive would be if pilot programs or proposals might qualify for some form of innovation funding from the Chancellor’s office to encourage entrepreneurial activity.
International Strategy Task Force
India Annex

International Relations Current and Future Involvement

1. Background

a. Alumni database shows a total of 685 alumni with an address in India, 93 with undergraduate degrees and 584 with graduate degrees

b. Current students from India number 396, 148 enrolled in undergraduate programs and 248 in graduate programs

c. There is an organized Berkeley Club in Delhi, however it is atypical in that its membership is drawn from alumni from all UC campuses

d. There is also a Berkeley Club in Mumbai, but it is not particularly active

e. Alumni include prominent government and industry figures, e.g. Prithviraj Chavan (Chief Minister, Maharashtra State), Tejendra Khanna (Lieutenant Governor, Delhi), Pheroze Mistry (Managing Director, M. Pallonji Group of Companies), Rajesh Shah (Managing Director, Mukand Limited)

2. Recent and current involvement


The objectives of the trip were (1) to meet leaders in government, academia and industry to learn about issues facing India and how Berkeley might work with India on issues such as energy, poverty alleviation and public health; (2) explore collaboration opportunities for individual faculty and units; and (3) increase the visibility and awareness of Berkeley. Excellence in public higher education and the relationship between research universities and national laboratories were also themes.

b. Assistant Vice Chancellor for International Relations, David Jeu, visited Delhi and Mumbai in September 2011 and Mumbai in December 2011

Chief Minister Prithviraj Chavan was enthusiastic about exploring potential collaborations in the areas of executive education, online education, energy efficiency and issues related to urbanization.

An introduction and admissions procedure presentation was given at the Dhirubhai Ambani International School, which was established by prominent businessman Mukesh Ambani.
Relationship with prominent alumnus, Pheroze Mistry, was advanced and discussions initiated regarding the focus of a major donation. Mr. Mistry's uncle is the largest single shareholder in Tata Sons and his cousin was just appointed Chairman of the conglomerate.

c. Support L&S leadership in strategic management of relationship with the senior executive of Tata Sons

3. Short- and medium-term plans

a. Continue to cultivate relations with prospective alumni and other donors with a focus on major and principal gifts, i.e. six- and seven-figure contributions

b. Step up engagement with Berkeley Clubs in Delhi and Mumbai with one or two high level delegation visits per year. Identify locally relevant funding priorities that could help focus more modest fundraising activities.

c. Connect academic partnership opportunities to campus units, e.g. energy efficiency with the College of Engineering, public health issues with the School of Public Health, Mumbai urbanization issues with the College of Environmental Design, Executive Education with the Haas School of Business, and online education with University Extension.

Assist in identifying ways to leverage developing partnerships with funding opportunities, e.g. from individuals, corporations or government sources.
I believe that India is a country with great challenges and great opportunities and one that would respond well to increased attention from UC Berkeley. India today has 450 million people under the age of 25 and in ten years that number will grow to approximately 600 million. While a substantial portion of the population remains in agricultural poverty, across the socio-economic spectrum there appears to be a consistent and deep appreciation for the benefits of education. In addition, the power of the UC Berkeley brand is extremely strong and with some additional investment it would grow stronger. I say this because our commitment to Access and Excellence does and will set us apart from virtually all the other “foreign” universities attempting to increase their presence in India. Indian parents, students, young professionals and employers all have a keen interest in excellence, as the ruthless and brutal testing culture of India shows. It is also true that our commitment to access across the socio-economic spectrum is uncommon in India and the combination of these two values resonates powerfully on Indian ears.

Diana Wu and I have recently had the opportunity to spend nearly a week in India visiting students, employers and universities. The background is available in Diana’s note to the Task Force. In summary, University Extension is trialing a pilot program to deliver continuing business education to a group of 50 to 100 Master level students in engineering and to young professionals recently entering the workforce. This pilot will use distance technology and local assistance to take advantage of the great opportunity in India. Results of the pilot will begin to be available in summer 2012.

My own observations, based upon the work Diana and I have done over the past six months, my own trips to India and my business history there, are as follows: We should, initially focus on three opportunities:

1. Increasing the number of talented Indian native students attending UC Berkeley, both as undergraduate and graduate students,
2. Expanding our institutional connection to alumni and other “friends of Berkeley” in India,
3. Developing a comprehensive plan to help major employers in India (both domestic and multi-national) to improve the skills of their most talented young workers.

I support a greater effort to increase the level of matriculation from India primarily as a matter of opportunity for Berkeley. According to the Task Force Report, Berkeley enrolls about a quarter as many students from India as from China and less than half as many as from South Korea. Given that the size of the high school demographic in India is not far different from that in China (I estimate), the similar keen interest in education among parents and the much higher percentage of students with a good command of English, we should find more talented students in India who could succeed on the Berkeley campus. Some graduates would stay in California and some would go back to India and both cohorts, as they succeeded, would expand our connectivity to the global Indian community that is increasing in presence and influence.

In addition to improving the level of matriculation from India, we should re-invest in the existing network of government officials, business leaders and others in India who graduated from Berkeley or have close relatives (notably children) who are successful Berkeley alumni. Anecdotally, it seems that in the 60's and 70's Berkeley was among the very top destinations for leading Indian students wishing to get educated abroad. Some of those alumni have now matured into leading business and political figures. Additionally, in the past decade there has been a growing and large exodus of younger and successful Silicon Valley executives moving to India as opportunities have become more attractive at "home." Both these groups are ripe for more aggressive cultivation and development.

Finally, the work that Diana and her team are doing has the potential to reach large numbers of students, make a substantial impact upon the individuals who participate in India and deliver teaching back to Berkeley about the use of technology in education as well as novel assessment techniques. Perhaps more importantly, however, this work is shining a light on the vast need by Indian employers to improve the skills and training of some of the hundreds of thousands of bright workers that are and will join the knowledge economy in India. We have much to offer these employers and they have much to offer us. High tech firms make up a large base of the knowledge-based employment in India, but many non-tech multi-national firms have thousands of workers there. Different from China, where many of the workers for multi-nationals work "with their hands" in India they generally work with their minds. Some of these firms we know already and others we do not. Many might also support research efforts at Berkeley as our relationship progresses. This opportunity has enormous potential and the time is right.