

REPORT OF THE AD HOC COMMITTEE ON INDIA

A PROPOSAL FOR THE ESTABLISHMENT OF A
UNIVERSITY OF CHICAGO INSTITUTE FOR ADVANCED
STUDY IN NEW DELHI

SUBMITTED 1 FEBRUARY 2010

Executive Summary

The Ad Hoc Committee on India submits this report in response to our charge to design an official University presence in India that would interact with, support, and promote intellectual activities already in progress in the University and deepen the University's capacity for scholarship and teaching in connection with India. We are also mindful of how a University of Chicago presence in India might contribute to the intellectual, political, and cultural life of India and how the process may open our campus and our faculty to new voices and insights from India.

The Committee believes that any University initiative in India must be faculty-driven, reflect the identity and traditions of the University, foster interdisciplinarity, and demonstrate and build on the breadth and strength of scholarship related to India and South Asia in all disciplines. Based on these principles, the Committee proposes that the University establish an Institute for Advanced Study in India whose mission would be to promote and advance a wide range of interdisciplinary research projects through academic programs and public programs, and outreach and development.

The Committee recommends a three-fold academic program to enhance research and other intellectual collaborations with the subcontinent, train scholars, and develop resources to support scholarship.

1. Support for ongoing and new India-related scholarship and teaching:
 - A. The Institute will support and, where possible, host India-related research by University faculty and students across divisions and schools.
 - B. The Institute will encourage and invite University faculty to submit proposals to fit into its own academic programs. The proposals will be supported on a competitive basis.
 - C. The Institute will support the existing Civilization Abroad program currently administered in Pune, Maharashtra, with the acknowledgement that the program could be shifted to the Institute in the future.
 - D. The Institute will facilitate graduate and College students' fieldwork and internships in India.
 - E. The Institute will generally encourage the involvement in its activities of University faculty whose research does not usually concern India or South Asia.
2. Scholarly collaboration with Indian academics and institutions:
 - A. The Institute will offer a limited number of year-long competitive fellowships in different disciplines to young/junior Indian scholars enabling them to spend time at the Institute and/or in Chicago working with University faculty and/or using the resources of our libraries and other facilities.

- B. The Institute will assist University faculty in organizing summer schools, extended or short-term workshops, seminars, conferences, and the like in India that would help faculty identify opportunities and partners for long-term collaboration and to create focused research groups that could, in turn, contribute to teaching programs both in India and at the University.
- C. The Institute will, on the basis of advice from University faculty, develop graduate student exchange programs with targeted institutions and departments.
- D. The Institute will create a certain number of fellowships for senior Indian academics enabling them to visit the University for stipulated periods of time. It is expected that the proposals will originate with the University's faculty and will be financed on a competitive basis.
- E. The Institute will create and administer similar fellowships for business and opinion leaders, research managers, journalists and policy makers from India to visit the University for short periods for exchange of opinions and ideas.
- F. Depending on specific opportunities available in particular areas of scholarship for exchange of personnel and ideas, the Institute will initiate the process of formalizing very specific exchange agreements with Indian institutions.
- G. The Institute will promote a "Month in India" program where a number of University of Chicago scholars from different faculties commit to spending a common month in India at the Institute – say, September or December – conducting workshops, in collaboration with Indian scholars, on a shared interdisciplinary theme, with the process culminating in a big conference in which both Chicago and India-based scholars participate. Advanced graduate students could be included in such activities.

3. Faculty and Resource Enhancement at the University of Chicago

It needs to be emphasized that the expanded traffic of scholars between India and the University will require enhancement of physical facilities on campus (office space and equipment for visitors, for example). In addition, the need for experts from the University to travel to India to participate in the development and operation of new projects there will require new resources in Chicago as a result of their absence; this will be true both for South Asia specialists and for faculty in other fields.

- A. The Committee recommends special Provostial initiative and support for new hires of senior India-specialists, especially in the Social Sciences Division.
- B. The Committee recommends special attention to the demands that will be placed on staffing and arrangements for leaves by the increased time that will be spent in India by University faculty.

Public Programs:

With the view that “public programs” consist of events that attempt to coordinate the University’s activities with the larger needs of Indian civic and public life (rather than the needs of the University), the Committee recommends:

- A. The Institute will organize or sponsor public events such as lectures, conferences, exhibitions, and – in collaboration with alumni and other Indian partners – undertake ambitious projects like an annual Humanities Festival (or a Festival of Ideas) in a major Indian city such as Bangalore.
- B. The Committee also recommends that as much as possible the Institute’s public events involve University faculty who otherwise would not visit the country, and thus enrich the cross-cultural conversation the Institute is meant to promote.
- C. The Institute will also create forums for discussions with Indian academic leaders and planners about the future of liberal arts education in India and highlight Chicago’s model of the College Core.
- D. The Committee favors the idea of developing short-term courses relevant for business and government leaders in India, including executive programs from Booth and other schools.

Outreach and Development Programs:

It was obvious from the Committee’s meetings with alumni, prospective students, and parents of College students that there was a strong perception that the university should and could be a better-known institution.

- A. We recommend that the Institute, in collaboration with alumni, arrange for visiting Chicago faculty to travel to high-quality schools in India and address their teachers and students on undergraduate studies at the university.
- B. The Institute should facilitate university-related events in different cities in collaboration with alumni, advisory councils, and the like.
- C. The Committee also recommends the immediate appointment of a staff member in Alumni Relations and Development focused on India well before the Institute is physically established.
- D. The Institute should create an active consultative body in India of “Friends of Chicago” (involving prominent and distinguished alumni and other personalities) to advise on, facilitate, and participate in Institute activities.

In the course of its discussions, the Committee considered the location and governance of such an Institute. The Committee agreed that while the Institute would have to be located in one major city for maximum impact and consolidation, it must be able to organize and host events in other cities. After much discussion and comparison with Mumbai, Bangalore, and Hyderabad in terms of accessibility, density of academic and institutional

life, real estate and infrastructure, and ability to serve as a point of focus for alumni mobilization, New Delhi emerged as the leading contender for the location of the Institute. The Committee supports a governance structure modeled on the center in China - a lean bureaucracy with a Governing Body, Steering Committee, Faculty Director, and staff - with special attention paid that the governance of the Institute reflect the diverse disciplines and specializations present at the University.

The Committee looks forward to an opportunity to discuss this report and to the realization of these recommendations.

Report of the Ad Hoc Committee on India submitted on 1 February 2010

University of Chicago Institute for Advanced Study: Vision and Rationale

In describing the vision for a University of Chicago Institute for Advanced Study in India, we are mindful of our charge to design an official University presence in India that would interact with, support, and promote intellectual activities already in progress in the University and deepen the University's capacity for scholarship and teaching in connection with India. At the same time, any good collaboration is reciprocal, and we must consider what a University of Chicago presence in India might contribute to the intellectual, political, and cultural life of India and how the process may open our campus and our faculty to new voices and insights from India. We also view this as an exciting opportunity to generate collaborative work that will break new ground in a number of areas and nourish the research of younger scholars here and in India.

A University of Chicago presence in India must be faculty-driven. It must help faculty from every part of the university do better what they already do in connection with India, and help others who have not yet engaged with India to do so. This suggests that our Institute must be flexible and to at least some degree decentralized, acting as a facilitator of projects of many different types. We should not adopt a view of our mission that makes it difficult for faculty to join in without warping their agenda to fit the shape of some rigid plan.

On the other hand, there are facets of the University's identity and culture that can give the new Institute a distinctive mission and style, a kind of intellectual focus, which will make it more than a sum of a number of highly heterogeneous parts.

The identity and traditions of the University of Chicago mesh felicitously with intellectual needs that are widely felt in India at the present time. First is a need to develop a culture in which ideas and research are valued for their own sake. Our Chicago traditions have long valued ideas for their own sake without losing hold of the potential contribution of ideas to the improvement of human lives.

Second is a need for interdisciplinarity. Our university has always combined a commitment to scholarly excellence in the individual disciplines with an equally firm commitment to cooperation: cooperation that is not extra-disciplinary, departing from the standards of the disciplines, but genuinely interdisciplinary, that is, bringing the insights of cutting-edge work in a discipline to bear on problems in other disciplines, and in a way that generates solidly grounded but genuinely shared illumination. Our university has pursued this idea not only within particular divisions (Humanities, Social Sciences, Biological Sciences, etc.) but also in ways that boldly cross divisional lines.

Indian educational traditions certainly include outstanding examples of interdisciplinary cooperation in education. To give just one example of what once was a fairly widespread trend, Rabindranath Tagore's Santiniketan School and Visva-Bharati

University in West Bengal pioneered bold experiments that combined humanities, social sciences, and the arts. Today as well, there are institutions that are interdisciplinary at least within a given division: our visits to the Tata Institute of Social Science in Mumbai and the Institute of Economic Growth in New Delhi showed us examples of flourishing cooperation within the social sciences. Such structures, however, remain uncommon, and our university could potentially help create bridges between disciplines in India.

The third University of Chicago commitment that is pertinent to our relationship with India is our strong commitment to the role of the humanities and the social sciences – not just as disciplines of significance in their own right, but as ways of approaching the world that supply essential ingredients to democratic society and to a healthy scientific, medical, and business culture. Although many forms of cooperation our Institute will have with India will focus on areas of research and teaching that are already strong in India, such as business education and medicine, the humanities and social sciences are areas in which we are able to make a particularly strong contribution to Indian scholarship and public discourse. India has a glorious history in the humanities and social sciences, and these disciplines were once at the heart of (at least many) Indian conceptions of education. For some time, though, scholarship in these areas has in India been considered marginal to the pursuit of economic growth.

Scholarship in the humanities and the social sciences can play an important role in the creation of a strong business culture, of a well-rounded health care provision, and is certainly essential to sustaining a vigorous democracy. Professional education in India (including the medical and legal fields) could also benefit from the interdisciplinary perspectives that have long enriched U. S. professional education (with Chicago taking the lead in this).

The physical and biological sciences have a long history of engagement with India in the pursuit of cutting edge discoveries. Along the way, this has incidentally included increasing numbers of scientists of Indian origin who have formed a cadre of trainees and faculty at the University. Many of these individuals will benefit from a physical facility in India which will also serve as the nucleus for rekindling relationships that may have stagnated due to distance and incompatible academic schedules. As in the social sciences and humanities, Chicago-India collaborative work in the sciences increasingly focuses on the most complex and challenging scientific questions that are applicable to all of humanity. Such work includes basic investigations of stem cells, chemical synthesis, avian diversity, and HIV prevention. In the biological sciences the recent launch of the Global Health Initiative is an example of strengthening existing and new collaborative ties between faculty in active bi-directional exchanges with the sub-continent. Opportunities for collaboration also exist in areas such as cardiovascular diseases, hepatology, genetic and genomic studies, clinical trials, and in the creation of simulation centers for medical education.

For all of these reasons, a University of Chicago Institute for Advanced Study could be a valuable rallying point or fulcrum for a national conversation in India, enriching both scholarship and public debate across all fields and disciplines. Therefore, while in no

way suggesting that other projects would not find a central place in our Institute, we want to propose that interdisciplinary projects infused by the spirit and methodologies of the humanities and social sciences would make a particularly strong contribution.

We propose, then, an Institute for Advanced Study whose mission would be to promote and advance a wide range of interdisciplinary research projects. One key initiative would be giving fellowships to young and junior Indian scholars at the start of their careers and others who are institutionally constrained in ways that prevent them from pursuing research. These scholars would reside at the Institute, interacting with members of our faculty there, and would also spend time in Chicago, bringing fresh voices to conversations here. At the same time, the Institute would extend scholarly resources to other scholars: for example, use of library resources, including in so far as possible electronic resources, and access to online journals using University of Chicago subscriptions.

Other activities might include an annual conference on a theme highlighting interdisciplinary conversation, a summer school for college and/or university students from India and Chicago, short-term fellowships at the Institute for Chicago faculty, and the co-sponsorship of public events, such as a proposed Bangalore Humanities Festival. The Institute could also sponsor the visits of more established Indian scholars to Chicago, a need that is sorely felt at the present time. We would also hope to create short-term programs that cater to the needs of government and the business community. Finally, we would hope that the Institute could bring together scholars from other countries in the South Asian region, and over time, in collaboration with Chicago centers in other countries, serve to enhance the research and dialogue on global issues like climate change and security.

To achieve maximal impact, the Institute will need a strong, creative, and influential Director, someone with prestige in Indian intellectual circles, a sensitivity to a wide range of disciplinary perspectives, and the ability to bring people together and nourish the work of younger scholars. Our model should be other successful “think tanks” such as Princeton’s Center for Human Values or the National Humanities Center, both of which achieved success largely on account of the creative engagement of strong directors, particularly in their early years.

A Brief Survey of South Asia-related Scholarship and Resources at the University

Founded in the 1950s, the South Asian studies program was impelled by the intellectual creativity of the anthropologists Robert Redfield and Milton Singer. Their interests significantly influenced the South Asian studies program from the 1960s through the 1980s, during which Chicago was a leader in setting research agendas for programs throughout the country. As the faculty of the second generation retired in the 1990s, the University responded vigorously with senior appointments and prepared the program to continue its role of intellectual leadership. In 2004, in the wake of a key faculty departure, the University demonstrated its continuing commitment to South Asian studies by hiring four

Assistant Professors and a full-time Malayalam language lecturer in the Department of South Asian Languages and Civilizations. The expertise of those new faculty members expands the range of approaches to South Asian studies at the University. Additional contributions to scholarship are expected in the future as the University makes new junior and mid-career appointments next year in political science, Bengali (in South Asian Languages and Civilizations), and anthropology.

The faculty's intellectual liveliness and innovation are at the root of the University's commitment to South Asian studies. Chicago's area studies faculty have carried innovative approaches from their specialized studies into wider arenas – into globalization studies, human rights, subaltern studies, law, and environmental concerns.

The South Asian studies program's main products are scholars and teachers. Ranging across all the countries in the area, the program has granted degrees for dissertations on India, Pakistan, Bangladesh, Sri Lanka, Nepal, and Tibet. Its graduates are placed in liberal arts colleges and universities in the United States and abroad. It also has supplied high-ranking officers to the Department of State and to important not-for-profit institutions such as the Asia Society, the Rand Corporation, the Ford Foundation, the Aga Khan Trust for Culture, and Amnesty International.

The disciplinary breadth and strength of scholarship on South Asia in the humanities, social sciences and professional schools is extraordinary. South Asian studies engages sixty-two faculty in nineteen departments and five professional programs. Students have graduated with South Asian concentrations, as defined by the U.S. Department of Education, receiving B.A.s, M.A.s, and Ph.D.s in twenty-eight departments and five professional programs over the past three years. The Department of South Asian Languages and Civilizations regularly offers nine modern and two classical languages of South Asia: Bengali, Hindi, Malayalam, Marathi, Persian, Tamil, Telugu, Tibetan, Urdu and the classical Pali and Sanskrit. This constitutes more regional language offerings by full-time professional instructors than at any other university outside of South Asia. South Asia has played a key role in the Divinity School ever since the arrival of Mircea Eliade in Chicago in 1956, who took over the field of History of Religions, and made India the center of it. From then on there has always been at least one scholar of Hinduism and one of Buddhism on the Divinity School faculty. In the Law School, faculty interest in international and comparative law has grown rapidly in the past few years, both through new appointments and through new interests in the international domain on the part of long-time faculty members. The Law School's Center for Comparative Constitutionalism has sponsored conferences focused on India and the Law School Human Rights Internship program sends a growing number of law students, some placed in India, to do human rights work over the summer.

Faculty at the Booth School are actively involved in research in India. For instance, research has been recently carried out on the effects of affirmative action and on gender and health issues in India. The Booth School has had a growing number of admits and matriculates from India (as well as a large number of students of Indian origin), with some fall off in 2009 as a result of the economic crisis. From just 181 applications and 25

matriculates in 2001, the school received 788 applications in 2008 and 43 matriculates (this was down to 498 and 34 respectively in 2009). It has a very enthusiastic group of alumni in India. The India Alumni Committee was formed last summer and holds conference calls every six weeks or so. Students from the South Asia Business Group at Booth are also involved. The Alumni Committee has formed a number of subcommittees to help Booth and its students, including a jobs subcommittee and a subcommittee supporting admissions.

Examples of collaboration with Indian institutions and researchers in the sciences include Professor Kan Agarwal, who made important discoveries in the use of chemistry to study gene expression and became Chairman of the Department in 1993, and who created important connections with Indian scholars. Professor Probal Banerjee, a student of Avadhesh Surolia, with whom the Committee met in his role as Director of the Institute of Immunology in New Delhi, helped develop close ties with India. The Dawson Lab undertook several visits to India starting in 1992 and this cross-fertilization resulted in organization of meetings and other forms of scholarly engagement. The Physics department has attracted several Indian students, particularly since the time of Subrahmanyan Chandrasekhar. Currently collaboration is underway, for instance, between the University's Physics department and the Tata Institute of Fundamental Research, Mumbai, on research in "soft matter" physics.

The Library, in addition to its robust support for research in the sciences, holds the leading South Asia private collection in the United States and abroad. Its South Asia strength rests not only on an outstanding collection of 703,500 volumes, 4,200 current serials, 4,600 audio-visuials, and 12,200 maps, but on the quality of the collection processing and accessibility. The University of Chicago is the only United States library to collect in all languages of the region. External grant funding has supported major collaborative projects with collections in India and Pakistan which are designed to preserve materials and make them available in the United States while digital projects at the Library have improved access to vital South Asia resources worldwide.

Committee Process

The Ad Hoc Committee on India was set up by invitation from the Provost in the summer of 2009. The Committee met on a weekly basis throughout the 2009 fall quarter, and the majority of its members participated in a ten-day fact finding visit to India in December 2009.

During the course of the Committee's discussions and deliberations, the Committee invited several other members of the university and two Indian professors to discuss their work in India, how the University might deepen its engagement with India, and how a University presence in India might support their work. These guest speakers to the committee included:

- Dr. Valluvan Jeevanandam, Professor of Surgery, and Chief, Cardiac and Thoracic Surgery

- Dr. Vinay Kumar, Executive Vice Dean, Biological Sciences Division and The Pritzker School of Medicine, and Alice Hogge and Arthur Baer Professor and Chair, Department of Pathology
- Scott Meadow, Faculty Director of Global Initiatives and Clinical Professor of Entrepreneurship, Booth School of Business, and Caroline Karr, Associate Dean, Global Initiatives, Booth School of Business
- Sidney Nagel, Stein-Freiler Distinguished Service Professor, Department of Physics, James Franck Institute, Enrico Fermi Institute, and the College
- Ralph Nicholas, President, American Institute of Indian Studies, and William Rainey Harper Professor Emeritus, Department of Anthropology and the College
- Partha Niyogi, Louis Block Professor, Departments of Computer Science and Statistics and Physical Sciences Collegiate Division
- Dr. Jai Raman, Professor and Director of Research, Cardiac and Thoracic Surgery, Department of Surgery
- Professor Mustansir Barma, Director of the Tata Institute of Fundamental Research (TIFR) (in Mumbai); and
- Professor Sabyasachi Bhattacharya, who recently stepped down from the Directorship of the TIFR

Following these weekly meetings, eight members of the committee traveled to Mumbai, Bangalore, Hyderabad, and New Delhi in December to explore, in consultation with Indian colleagues, possibilities for India-Chicago synergies in collaborative research. This study trip included meetings with academic colleagues at universities and research institutes, foundations, Indian and United States government officials, media, and several alumni. The Committee also held two alumni events on the trip, one in Mumbai and one in New Delhi, and a meeting with some prominent alumni in Bangalore.

Building a University of Chicago Institute for Advanced Study in India

Using the China Center report as its initial model, the Committee nevertheless began its deliberations aware of the important differences between China and India as sites of engagement for the University.

Recent developments in the area of higher education in India make this an opportune time for the university to deepen its engagement with India. In their meeting in Washington in November 2009, President Obama and Prime Minister Manmohan Singh discussed the possibility of an “enhanced US-India strategic partnership in education” while the newly announced Obama-Singh 21st Century Knowledge Initiative has made a commitment to provide \$10 million in combined funding to increase university linkages and support junior faculty development between U.S. and Indian universities (see Appendix A, White House Fact Sheet dated November 24, 2009). In addition, India has ambitious plans to develop 14 “innovation universities” and has plans for restructuring the existing higher education sector. India has called for reputed universities in the world to partner with some of these new, planned universities. There are also private initiatives afoot to build

“world-class” universities in India. The Junior Faculty Development Program highlighted in the Singh-Obama communiqué assumes a critical importance in this context, for finding well-trained faculty is one of the major challenges that Indian authorities face in pursuing their ambitious plans for changes in higher education. Our meetings with University’s alumni and prospective students and their parents in New Delhi, Mumbai, and Bangalore also convinced us of the timeliness of this initiative on the part of the University.

The Committee considered the activities of its peer institutions in constructing its recommendations. Yale has publicly committed large sums of funding to initiatives related to India, and there have been reports of MIT and Yale partnering with the government of India in setting up two new universities. Harvard has some physical presence in Mumbai and New Delhi, Penn has an office in New Delhi, and Duke has announced plans for a campus in India. However, no peer institution, as far as the Committee could ascertain, appeared to have a large presence “on the ground” in India and Indian colleagues were warmly welcoming of the idea of a Chicago Institute in India.

The Committee believes that partnering wholesale with any new or existing Indian institution would place unmanageable demands on the university’s resources. Nor does the idea of establishing a University of Chicago teaching campus in India at present seem anything other than premature, given that the Foreign Education Providers Bill is still being debated in the Indian parliament and its final shape is yet to be decided. Instead, there was unanimity among the members of the Committee that the University could, through the operations of a University facility in India, make a modest but significant contribution to the Indian cultures of research and scholarship by developing academic and public programs that address the issues highlighted in the beginning of this report. The Institute could also contribute to alumni relations and development work of the University.

The Committee recognizes that this is an India-specific initiative tied to the University’s recognition of India’s emergence as a global power. However, since research in the University on and with South Asia involves colleagues and students who study South Asian countries other than India, the Committee feels that the Institute, after an initial phase of growth and consolidation of its position in India, should consider expanding its purview to include scholarship in the South Asian region generally. While the specifics and timing of such future development are best left to be worked out by the faculty and members of the Steering Committee directing the Institute, the Committee recommends that, where possible, the Institute support faculty’s and graduate students’ research interests in the broader South Asian region from its very inception.

Recommendations of the Committee

We recommend that the University establish a University of Chicago Institute for Advanced Study in India. The Institute’s activities could be organized under three headings: (a) academic programs; (b) public programs, and (c) outreach and development

programs. As with the center in China, the academic program of the Institute could be further divided into functional groupings for administrative purposes but the Committee also recognizes the existence of academic areas - such as Political Theory, Gender Studies, Graham School, or Human Rights – that transcend such divisions. Public programs and outreach and development would, of course, cut across all areas.

Academic Programs:

The Committee recommends a three-fold academic program to enhance research and other intellectual collaborations with the subcontinent, train scholars, and develop resources to support scholarship:

1. Support for ongoing and new India-related scholarship and teaching:
 - A. The Institute will support and, where possible, host India-related research by University faculty and students across divisions and schools.
 - B. The Institute will encourage and invite University faculty to submit proposals to fit into its own academic programs. The proposals will be supported on a competitive basis.
 - C. The Institute will support the existing Civilization Abroad program currently administered in Pune, Maharashtra. The program could be shifted to the Institute in the future. A brief description of the program is provided in Appendix B.
 - D. The Institute will facilitate graduate and College students' fieldwork and internships in India.
 - E. The Institute will generally encourage the involvement in its activities of University faculty whose research does not usually concern India or South Asia.
2. Scholarly collaboration with Indian academics and institutions:
 - A. The Institute will offer a limited number of year-long competitive fellowships in different disciplines to young/junior Indian scholars enabling them to spend time at the Institute and/or in Chicago working with University faculty and/or using the resources of our libraries and other facilities. The Institute may indeed be able to draw on the Obama-Singh Junior Faculty Development Fund for this purpose.
 - B. The Institute will assist University faculty in organizing summer schools, extended or short-term workshops, seminars, conferences, and the like in India that would help faculty identify opportunities and partners for long-term collaboration and to create focused research groups that could, in turn, contribute to teaching programs both in India and at the University.
 - C. The Institute will, on the basis of advice from University faculty, develop graduate student exchange programs with targeted institutions and departments.

- D. The Institute will create a certain number of fellowships for senior Indian academics enabling them to visit the University for stipulated periods of time. It is expected that the proposals will originate with the University's faculty and will be financed on a competitive basis.
- E. The Institute will create and administer similar fellowships for business and opinion leaders, research managers, journalists and policy makers from India to visit the University for short periods for exchange of opinions and ideas.
- F. Depending on specific opportunities available in particular areas of scholarship for exchange of personnel and ideas, the Institute will initiate the process of formalizing very specific exchange agreements with Indian institutions.
- G. The Institute will promote a "Month in India" program where a number of University of Chicago scholars from different faculties commit to spending a common month in India at the Institute – say, September or December – conducting workshops, in collaboration with Indian scholars, on a shared interdisciplinary theme, with the process culminating in a big conference in which both Chicago and India-based scholars participate. Advanced graduate students could be included in such activities. This could be administered by the Institute through a competitive process similar to the one followed by the University's Franke Institute for granting residential fellowships.

3. Faculty and Resource Enhancement at the University of Chicago

It needs to be emphasized that the expanded traffic of scholars between India and the University will require enhancement of physical facilities on campus (office space and equipment for visitors, for example) and a larger pool of faculty working on India as the work of the Institute will place demands on faculty here. The notable breadth, depth, and quality of South Asian studies at the University are important factors in Indian awareness of the University. We are short on senior India scholars in certain social science departments (Political Science, Sociology) and have not had a specialist on South Asian / Indian art history since 1985 even though this is an area where Indian culture has truly gone global. The need for experts from the University to travel to India to participate in the development and operation of new projects there will require new resources in Chicago as a result of their absence; this will be true both for South Asia specialists and for faculty in other fields.

- A. The Committee recommends special Provostial initiative and support for new hires of senior India-specialists, especially in the Social Sciences Division.
- B. The Committee recommends special attention to the demands that will be placed on staffing and arrangements for leaves by the increased time that will be spent in India by University faculty.

Public Programs:

The Committee made a distinction in principle between "public programs" and "outreach and development" while recognizing that, in reality, many of the activities carried out

under these rubrics would actually overlap. However, the Committee thought of “public programs” as consisting of events that attempt to coordinate the University’s activities with the larger needs of Indian civic and public life while “outreach and development” referred to activities that specifically addressed the needs and interests of the University.

Recommendations:

- A. The Institute will organize or sponsor public events such as lectures, conferences, exhibitions, and – in collaboration with alumni and other Indian partners – undertake ambitious projects like an annual Humanities Festival (or a Festival of Ideas) in a major Indian city such as Bangalore. Indian business leaders and alumni with whom the Committee met in Bangalore expressed very strong support for such initiatives.
- B. The Committee also recommends that as much as possible the Institute’s public events involve University faculty who otherwise would not visit the country, and thus enrich the cross-cultural conversation the Institute is meant to promote.
- C. The Institute will also create forums for discussions with Indian academic leaders and planners about the future of liberal arts education in India and highlight Chicago’s model of the College Core. This becomes particularly important as Indian leaders look for new models of liberal arts education for their colleges and universities.
- D. The Committee favors the idea of developing short-term courses relevant for business and government leaders in India, including executive programs from Booth and other schools.

Outreach and Development Programs:

It was obvious from the Committee’s meetings with alumni (mostly from Booth but also from other departments), prospective students, and parents of College students in Mumbai and New Delhi that there was a strong perception that the university should and could be a better-known institution among prospective College students and their parents. Given the large demand for good-quality undergraduate education in India, the number of Indian applications the University receives every year - though rising - is rather small.

College	Apps	Admits	Matriculates
2005	47	15	4
2006	51	12	6
2007	85	21	13
2008	104	19	12
2009	144	28	14
TOTAL	431	95	49

The Committee also discussed the question of instituting a University of Chicago prize as a way of attracting gifted graduate students or young researchers to the Physical Sciences

Division of the University. The Committee decided to leave it to the Steering Committee of the Institute to consider and, if possible, develop the idea into a concrete proposal.

Recommendations:

- A. We recommend that the Institute, in collaboration with alumni, arrange for visiting Chicago faculty to travel to high-quality schools in India and address their teachers and students on undergraduate studies at the university.
- B. The Institute should facilitate university-related events in different cities in collaboration with alumni, advisory councils, and the like.
- C. The Committee also recommends the immediate appointment of a staff member in Alumni Relations and Development focused on India well before the Institute is physically established.
- D. The Institute should create an active consultative body in India of “Friends of Chicago” (involving prominent and distinguished alumni and other personalities) to advise on, facilitate, and participate in Institute activities.

Location

As noted above, our faculty members’ research interests are spread widely across the country, and extend to other countries in the region. This fact, together with the linguistic diversity of India, makes it impossible to find any one city that will address all the concerns and needs of the faculty members. It is therefore imperative that the proposed Institute addresses our faculty and students’ diverse research interests in different parts of the country and does not become focused narrowly on the region where it is located. We envisage an Institute that will have the capacity and resources to organize and host events in different regions of India.

The Committee decided that for maximum impact and consolidation the Institute would have to be located in one major city. After much discussion and comparison with Mumbai, Bangalore, and Hyderabad in terms of accessibility, density of academic and institutional life, real estate and infrastructure, and ability to serve as a point of focus for alumni mobilization, New Delhi emerged as the leading contender for the location of the Institute. New Delhi has some of the most notable academics and institutions in a wide range of areas and has a thriving public culture of regular academic, literary, and cultural events - a critical mass of scholars and institutions that the University could benefit from engaging. However, Mumbai, Bangalore, and Hyderabad have some critically important Indian institutions such as the Tata Institute of Fundamental Research, the Indian Institute of Science, the National Law University, the National Institute of Advanced Studies, and the Central University of Hyderabad. It is important that the Institute be able to sponsor, host or organize events in these and other cities.

- A. The Committee recommends the Chicago Institute for Advanced Study be located in the city of New Delhi. The location should be such that it promotes regular

contact between the University's institute and other relevant organizations in the city. We also recommend that the Institute develop close and collaborative relationships with the American Institute of Indian Studies (located on campus in Chicago with its main India office in Delhi), United States-India Educational Foundation, Indo-US Science and Technology Forum, Ford Foundation, and other funding agencies (including Indian ones).

The Committee felt that the Institute should have its own physical facilities so that it enjoys autonomy in developing its own programs. The Committee leaves it to the University's administration to work out, in consultation with the Committee, the exact location and the size of the Institute. But the Committee agreed that it should be located at a place and be equipped with facilities that are commensurate with the ambitious range of activities envisaged in this report (scholars in residence, summer schools, long-distance teaching, lecture and seminar rooms, computer terminals, connectivity, video conferencing facilities, office rooms, meeting rooms, etc.).

Governance

The Committee supports a governance structure modeled on the center in China - a lean bureaucracy with a Governing Body, Steering Committee (members nominated for three years), Faculty Director (appointed for three years), Executive Director, program and support staff, etc. The Committee sees the wisdom of dividing up the functions of the Institute into several groups representing different disciplines of the University.

Two issues, however, emerged as concerns: the fact that there are programs and areas that are organizationally distinct but academically interdisciplinary, e.g. gender studies, human rights, Graham School, etc; and that it would be realistically impossible for the governing structure of the Institute, at any one point, to represent adequately all the diverse disciplines and specializations that are present at the University. At the same time, there are also areas of operation in the University where interest in India as an object or site of research is practically non-existent.

The Committee therefore hopes that in choosing the Director of the Institute and members of the Steering Committee, the authorities of the University will pay special attention to questions of equity and diversity across the academic units and programs at the University. Sensitivity to this question should be a part of the required qualifications sought in faculty chosen to direct the Institute.

In view of the strength of South Asian studies at the University and the representative nature of the Committee on Southern Asian Studies (COSAS) and the South Asia Language and Area Center (SALAC) that speak for faculty across many areas (Humanities and Social Sciences Divisions, the Divinity School and the Law School), the Committee also recommends that the Chair of COSAS, the Director of SALAC, and a representative from the Global Health Initiative be made additional ex-officio members

of the Steering Committee without jeopardizing the principles of diversity and equity in the representation of the different divisions and schools on the Steering Committee.

The Committee also recommends that, given the ambitious and diverse goals of this project, the inaugural Faculty director be appointed to spend all or most of the first year of his or her appointment in India.

The Committee thanks the University for undertaking this initiative and for all the support it has made available to the committee. We look forward to the realization of this initiative.

Respectfully submitted,

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Appendix A: White House Fact Sheet, November 24, 2009

THE WHITE HOUSE
Office of the Press Secretary

FOR IMMEDIATE RELEASE November 24, 2009

FACT SHEET: Enhancing U.S.-India Cooperation on Education and Development

In meeting the demands of a changing world economy, President Obama and Prime Minister Singh joined this week to recommit to cooperation on education and development. President Obama and Prime Minister Singh have both put education at the top of their national agendas. Today, they reaffirm that it is through cooperation on education and development that global challenges are met – from food security to public health, from climate change to workforce development and women’s empowerment.

Toward that end, Prime Minister Singh and President Obama agreed to strengthen U.S.-India cooperation on education and development by launching the following initiatives:

- **The 21st Century demands a new brand of cooperation on Education.** The two leaders committed to building an **enhanced India-U.S. strategic partnership in education** that seeks to advance solutions to the defining global challenges that their countries face. Expanding higher education cooperation through increased exchanges and greater academic collaboration, as well as enhancing the role of the private sector, are important elements to this strategic approach.
- **Fulbright-Nehru Expansion:** The United States and India enjoy a long tradition of educational exchanges, and are substantially increasing it. Since 1950, the bilateral U.S.-India Education Foundation established by the two governments has awarded more than 8,200 Fulbright, Fulbright-Nehru, and other scholarships to U.S. and Indian students in every field of human endeavor. The binational Fulbright-Nehru Scholarship Program will be expanded through a 45% increase in funding by each government to support increased exchanges of students and scholars in priority fields, bringing total support for these scholarships to \$6.7 million this year.
- **Obama-Singh 21st Century Knowledge Initiative Launched:** To meet the serious demands of the 21st Century, the newly announced Obama-Singh 21st Century Knowledge Initiative will provide \$10 million in combined funding to increase university linkages and support junior faculty development between U.S. and Indian universities.
- **Women’s Empowerment Dialogue (WED):** President Obama and Prime Minister Singh have underscored the need for the full participation of women in all aspects of society in order for the global community to address the complex challenges we face

in this new century. During the initial meeting of the Women's Empowerment Dialogue in New Delhi, in addition to discussing areas of mutual collaboration and support, both sides agreed to explore the creation of a "Women's Empowerment Fund," that could potentially serve as a catalyst for foundations and civil society actors to advance WED priorities including women's social and economic empowerment, capacity building for self-help groups, support for micro-credit, female literacy, political participation of women, education, violence against women, nutrition, healthcare, climate change, and gender budgeting.

- In support of these and other initiatives, Prime Minister Singh and President Obama agreed that the Governments of India and the United States will continue the U.S.- India Education Dialogue and the U.S.-India Women's Empowerment Dialogue at the earliest opportunity in 2010.

Appendix B: Brief Description: Pune Study Abroad Undergraduate Program

The University of Chicago's Autumn Quarter South Asian Civilization abroad program is a three-course sequence examining the history, culture, and society of the South Asian subcontinent through course work, field studies, and direct experience. This sequence is taught by University of Chicago faculty. English is the language of instruction. The sequence meets the College's civilization requirement. In addition to the civilization sequence, students take a fourth course in Hindi during the first seven weeks of the quarter. For students with no prior experience in South Asian languages, this course is designed to facilitate their access to local culture and to provide a basis for further study. Advanced sections are held for those students with prior course work or experience in Hindi. Students may continue Hindi instruction at Chicago following a placement exam.

Since 2002, this program has been based in Pune, Maharashtra, a city of some four million inhabitants situated on the eastern foothills of Indian western coastal mountains, or ghats, about 100 miles southeast of Mumbai. During the first seven weeks of the quarter, students complete two courses and participate in expeditions to nearby cultural and historical sites. The first of these, "*Hindu Theology, Buddhism, Indian Literature.*" introduces students to the textual and religious traditions of South Asia. The second course, "*State and Society in India*", surveys the culture and politics of India since the eighteenth century. The final three weeks of the quarter are devoted to the third course in the sequence, "*History and Place in South India.*" In this course, students examine aspects of pre-colonial society through the lens of place, monument, and social memory. Students travel to a number of important South Indian archaeological and historical sites including the Portuguese colonial city of Old Goa, the now deserted capital city of the Vijayanagara Empire, and the center of the Deccan Sultanate at Bijapur.

The Pune program is operated in cooperation with the American Institute of Indian Studies (AIIS), an academic organization with an office in Pune and its American headquarters at the University of Chicago. AIIS helps facilitate certain bureaucratic and administrative procedures for the program and is our liaison with the Government of India. Classes are held on the campus of Fergusson College in Pune and at the Swami Vivekananda Youth Movement campus in Mysore.

The Faculty Director of the program, in consultation with the Chicago Study Abroad Office, has chief responsibility for the management of this program. The Site Administrator is responsible for local arrangements, liaison with AIIS and the Study Abroad Office, and day-to-day management of the program. These local arrangements include room and board for 24-26 students and 3-5 faculty and staff, classroom space and facilities, lecture and film venues, and all travel arrangements for program sponsored trips. The Graduate Program Assistant is responsible for academic and personal advising issues and administrative support. The faculty instructors are responsible for all academic and curricular matters. They include instructors for the three course Civilization sequence as well as the instructor for Hindi.