

Harvard Panel on Empowering South Asian Women

South Asian Women's Collective

South Asian Association

Harvard University

Tuesday, March 11, 2008

Mrs. Helena Kaushik Women's College: An
Example of Human Capital Capacity Building for
Women's Empowerment in India and Beyond

By

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Founder, MHKWC and Professor of Finance, Lubin School of
Business, Pace University, New York and Westchester

A select list of economists focusing on the study of education and human capital in economic development and growth:

- Adam Smith:
 - Human resource
- David Ricardo:
 - Competitive/ Comparative Advantage
- Joseph Schumpeter:
 - Innovation
- Robert Solow, and others:
 - Technical change/ Human Capital
- Robert Barro, J.W. Lee, Jong Wha:
 - Schooling
- G.N. Mankiw, D. Romer, D. Weil:
 - Economic Growth
- A. Bassanini, S. Scarpetta:
 - Human capital and Growth
- H.D. Vinod, S.Kaushik:
 - Human capital and Economic Growth
- Claudia Goldin and Others
 - Gender based income studies

Human Capital , Human Development and GDP of Nations, States, Counties, Groups of People, Families and Individuals

- Gary Becker
 - Human capital
- Amartya Sen
 - Education
- Xavier Sala-I-Martin
 - Human capital
- P.M. Romer
 - Technological change
- Robert Barro, J.W. Lee, Jong W ha:
 - Schooling
- M. Soto
 - Education and Growth
- K. Tremblay
 - Human capital
- J. Benhabib and M. Spiegel
 - Human capital
- Robert E. Lucas, Jr.
 - Economic growth
- T.P. Mamuneas, A. Savvides and T. Stengos
 - Human capital

Conclusion:

Human Capital is the most important resource in economic development and growth

Education And Its Importance

- Education is one of the most powerful instruments for reducing poverty and inequality and for laying the basis for sustained economic growth. It is fundamental for the construction of democratic societies and knowledge-based, globally competitive economies. For individuals and for countries, education is the key to creating, adapting, and spreading knowledge.
- Basic education develops capacity to learn and to interpret information. Higher and technical education are necessary for the effective generation, dissemination and application of knowledge and for preparing an entrepreneurial labor force that can adapt flexibly to a constant stream of technological advances.
- Therefore, to ensure their full participation in knowledge-driven development, countries need to build their human capital and adapt their entire education systems to the challenges of the "learning" economy. Education for all is a necessary first step in this process.

Education And The Value Associated With It

“ When one takes into account all its benefits, **educating girls** yields a **higher rate of return** than any other investment available in the **developing world.**”

-**Lawrence Summers** Former President, Harvard University, Former US Treasury Secretary, Former VP and Chief Economist, The World Bank

“ The best clue to a nation’s growth and development potential is the status and role of women.”

-**D.S. Landes**, Professor of History, Harvard University

Economic Status of South Asian Countries (2005)

HDI rank	Country	Population (in thousands) 2005	Human development index (HDI) value 2005	Life expectancy at birth (years) 2005	Adult literacy rate (% aged 15 and above) 1995-2005 ^b	Combined gross enrolment ratio for primary, secondary and tertiary education (%) 2005	GDP per capita (PPP US\$) 2005
99	Sri Lanka	20,504	0.743	71.6	90.7 ^u	62.7 ^{a,b}	4595
128	India	1,094,000	0.619	63.7	61	63.8 ^a	3,452 ^a
132	Myanmar	27,000	0.583	60.8	89.9	49.5 ^a	1,027 ^{b,c}
133	Bhutan	2,232	0.579	64.7	47.0 ^v	.. ^r	.. ^{b,c}
136	Pakistan	158,782	0.551	64.6	49.9	40.0 ^a	2370
140	Bangladesh	144,320	0.547	63.1	47.5	56.0 ^b	2053
142	Nepal	27,677	0.534	62.6	48.6	58.1 ^a	1550

India's Education System in Asia

South Korea, Singapore and Japan have the best education system in Asia. As a result they have the highest quality labor forces, according to a new regional survey.

China and India are not high on the list, but the Political and Economic Risk Consultancy (PERC) said that because of their huge population they have a large pool of highly skilled labor force in niche industries and have the potential to be formidable competitors in the future.

Country Rankings of Educational Systems

<i>Country</i>	<i>Grade</i>	<i>Rank</i>
South Korea	3.09	1
Singapore	3.19	2
Japan	3.50	3

<i>Country</i>	<i>Grade</i>	<i>Rank</i>
Taiwan	3.96	4
India	4.24	5
China	4.27	6
Malaysia	4.41	7
Hong Kong	4.72	8
Philippines	5.47	9
Thailand	5.96	10
Vietnam	6.21	11
Indonesia	6.56	12

The survey included several criteria:

The overall impression of the quality of the local educational system.

The cost of production labor.

The availability of high quality production labor, the cost and availability of clerical and highly qualified management staff, proficiency in English and overall skill of the labor force.

Economic Status of South Asian Countries (2005)

HDI rank	Country	Life expectancy index 2005	Education index 2005	GDP index 2005	GDP per capita (PPP US\$) rank minus HDI rank 2005
99	Sri Lanka	0.776	0.814	0.639	7
128	India	0.645	0.62	0.591	-11
132	Myanmar	0.596	0.764	0.389	35
133	Bhutan	0.662	0.485	0.589	-14
136	Pakistan	0.659	0.466	0.528	-8
140	Bangladesh	0.635	0.503	0.504	0
142	Nepal	0.626	0.518	0.458	8

Status of Women's Human Capital Capacity in South Asia

HDI rank	Country	Population (in thousands) 2005	Gender-related development index (GDI) 2005		Life expectancy at birth (years) 2005		Adult literacy rate (% aged 15 and older) 1995–2005	
			Rank	Value	Female	Male	Female	Male
99	Sri Lanka	20,504	89	0.735	75.6	67.9	89.1	92.3
128	India	1,094,000	113	0.6	65.3	62.3	47.8	73.4
132	Myanmar	27,000	..	..	64.2	57.6	86.4	93.9
133	Bhutan	2,232	..	..	66.5	63.1	..	..
136	Pakistan	158,782	125	0.525	64.8	64.3	35.4	64.1
140	Bangladesh	144,320	121	0.539	64	62.3	40.8	53.9
142	Nepal	27,677	128	0.52	62.9	62.1	34.9	62.7

Human Capital Capacity of Women and Their Decision Making Positions

HDI rank	Country	Population (in thousands) 2005	HDI rank minus GDI 2005	Gender empowerment measure (GEM) 2005		MDG	Female legislators, senior officials and managers	Female professional and technical workers
				Rank	Value	Seats in parliament held by women	(% of total)	(% of total)
						2005	2005	2005
99	Sri Lanka	20,504	-1	85	0.369	4.9	21	46
128	India	1,094,000	0	..	..	9	..	21*
132	Myanmar	27,000	..	..	..	..	..	..
133	Bhutan	2,232	..	..	..	2.7	..	..
136	Pakistan	158,782	-7	82	0.377	20.4	2	26
140	Bangladesh	144,320	1	81	0.379	15.1	23	12
142	Nepal	27,677	-4	86	0.351	17.3	8	19

*The Gender Empowerment Measure (GEM) is a measure of inequalities between men's and women's opportunities in a country. It combines inequalities in three areas: political participation and decision making, economic participation and decision making, and power over economic resources.

Enrollment of Girls as per cent of Total Enrolment in University Education by Faculty All India

Year	Arts	Science	Commerce	Education	Engineering	Medicine
1990-91	39.8	36.8	24.0	44.2	10.9	34.3
1997-98	41.5	35.6	30.6	43.1	16.9	36.1

Source: Ministry of Human Resource Development

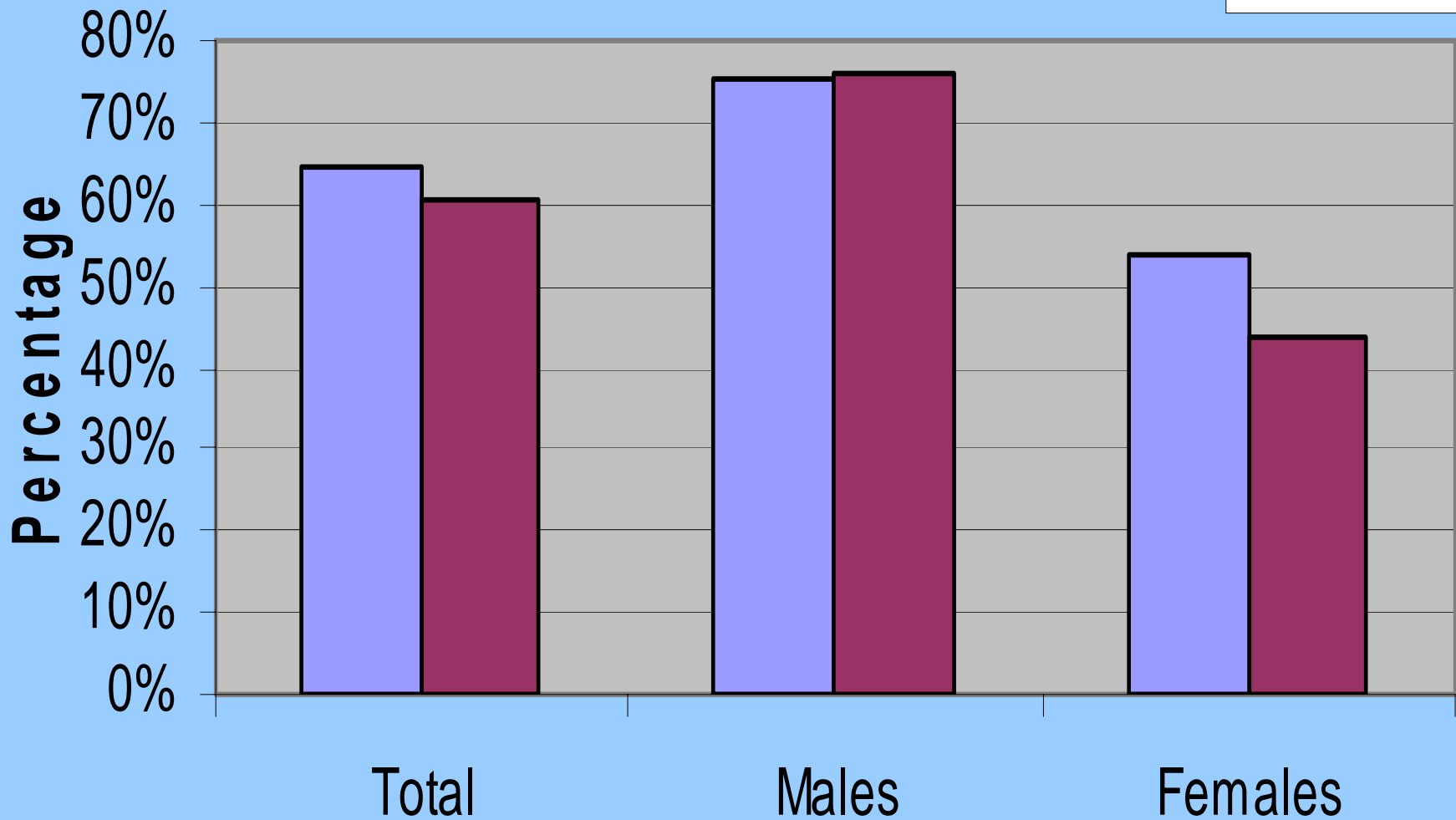
Economic Empowerment, Pricing, and Women's Income Relative to Men's Income

HDI rank	Country	Estimated earned income ^c (PPP US\$) 2005		Ratio of estimated female to male earned income ^c 2005
		Female	Male	
99	Sri Lanka	2,647	6,479	0.41
128	India	1,620	5,194	0.31
132	Myanmar	..	..	..
133	Bhutan	2,141	4,463	0.48
136	Pakistan	1,059	3,607	0.29
140	Bangladesh	1,282	2,792	0.46
142	Nepal	1,038	2,072	0.5

Literacy Rates (Percentages) in India and Rajasthan - 2001

Country State	Percentage	Male	Female
India	64.8%	75.3%	53.7%
Rajasthan	60.4%	75.7%	43.9%

Literacy Rates in India and Rajasthan for the year 2001



Education in Rajasthan (2001)

S No.	State / UT	Educational level	Persons	Population			
				Males	%	Females	%
233	Rajasthan	Total	56,507,188	29,420,011	52.06%	27,087,177	47.94%
234	Rajasthan	Illiterate	28,805,178	11,372,854	39.48%	17,432,324	60.52%
235	Rajasthan	Literate	27,702,010	18,047,157	65.15%	9,654,853	34.85%
236	Rajasthan	Literate but below matric/secondary	20,372,532	13,002,772	63.83%	7,369,760	36.17%
237	Rajasthan	Matric/secondary but below graduate	4,079,484	3,067,211	75.19%	1,012,273	24.81%
238	Rajasthan	Technical diploma or certificate not equal to degree	32,231	26,280	81.54%	5,951	18.46%
239	Rajasthan	Graduate and above other than technical degree	1,302,530	951,540	73.05%	350,990	26.95%
240	Rajasthan	Technical degree or diploma equal to degree or post-graduate degree	169,283	134,644	79.54%	34,639	20.46%
		Total	100.00%	100.00%		100.00%	
		Illiterate	50.98%	38.66%		64.36%	
		Literate	49.02%	61.34%		35.64%	
		Literate but below matric/secondary	36.05%	44.20%		27.21%	
		Matric/secondary but below graduate	7.22%	10.43%		3.74%	
		Technical diploma or certificate not equal to degree	0.06%	0.09%		0.02%	
		Graduate and above other than technical degree	2.31%	3.23%		1.30%	
		Technical degree or diploma equal to degree or post-graduate degree	0.30%	0.46%		0.13%	

http://www.censusindia.gov.in/Census_Data_2001/Census_data_finder/B_Series/Educational_Level.htm

Education in India (2001)

S No.	State / UT	Educational level	Population				
			Persons	Males	%	Females	%
1	India	Total	1,028,610,328	532,156,772	51.74%	496,453,556	48.26%
2	India	Illiterate	467,922,531	195,623,056	41.81%	272,299,475	58.19%
3	India	Literate	560,687,797	336,533,716	60.02%	224,154,081	39.98%
4	India	Literate but below matric/secondary	381,798,166	220,614,002	57.78%	161,184,164	42.22%
5	India	Matric/secondary but below graduate	117,432,082	76,056,459	64.77%	41,375,623	35.23%
6	India	Technical diploma or certificate not equal to degree	3,666,680	2,900,839	79.11%	765,841	20.89%
7	India	Graduate and above other than technical degree	32,615,751	21,891,181	67.12%	10,724,570	32.88%
8	India	Technical degree or diploma equal to degree or post-graduate degree	5,054,396	3,642,127	72.06%	1,412,269	27.94%
		Total	100.00%	100.00%		100.00%	
		Illiterate	45.49%	36.76%		54.85%	
		Literate	54.51%	63.24%		45.15%	
		Literate but below matric/secondary	37.12%	41.46%		32.47%	
		Matric/secondary but below graduate	11.42%	14.29%		8.33%	
		Technical diploma or certificate not equal to degree	0.36%	0.55%		0.15%	
		Graduate and above other than technical degree	3.17%	4.11%		2.16%	
		Technical degree or diploma equal to degree or post-graduate degree	0.49%	0.68%		0.28%	

Educating the masses in India

Educating the masses

After primary education was made a national priority, enrollment—especially for girls—showed dramatic gains.

	1993	2002
	(percent)	
Primary education (grades 1-5 for ages 6-11)		
Total gross enrollment ratios ¹	82	95
Among boys	90	98
Among girls	73	93
Upper primary education (grades 6-8 for ages 11-14)		
Total gross enrollment ratios	54	61
Among boys	62	65
Among girls	45	56
Secondary education (grades 9-12 for ages 15-18)		
Total gross enrollment ratios	32	36
Among boys	39	39
Among girls	24	30
Tertiary education (postsecondary to postgraduate for ages 19-24)		
Total gross enrollment ratios	5.3	9
Among boys	6.8	10.3
Among girls	3.6	7.5
	(percent of GDP)	
Total public spending on education and training	3.6	4.1
Total public spending on elementary education and training	1.7	2.1
	(dollars)	
Public spending per elementary student (constant 2002 prices)	25	44

Sources: Data from India's Ministries of Human Resource Development and Finance; and World Bank estimates.

¹Gross enrollment is the ratio of the number of children enrolled in primary education, regardless of age, to the population of the age group that corresponds to the nationally defined ages for primary schooling. A gross enrollment ratio in excess of 100 percent typically reflects the inclusion of underage as well as overage students who have entered school late or repeated grades.

Literacy Rates for Scheduled Caste/Scheduled Tribe Population In India— 2001

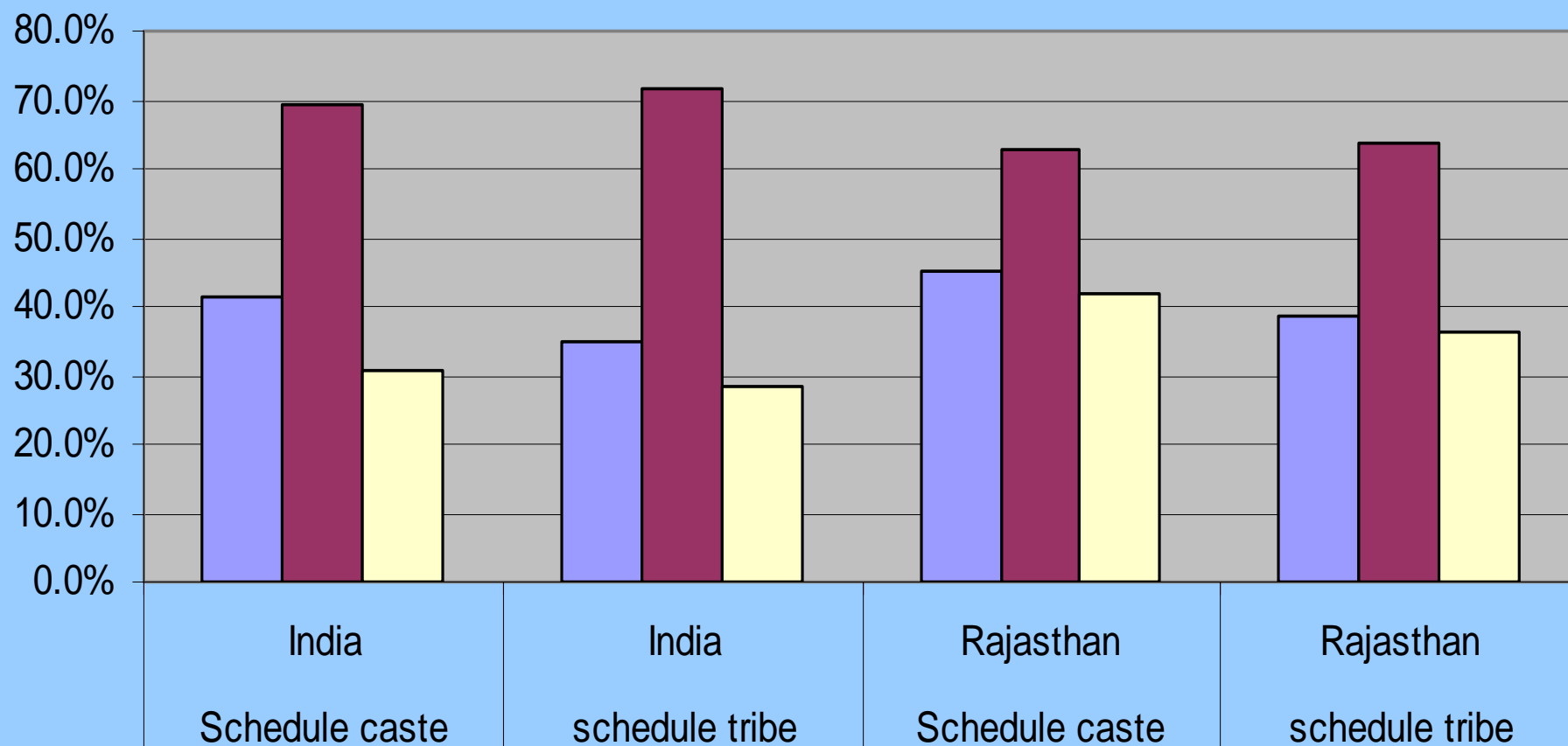
Schedule Caste

Schedule Tribe

Country State	Percentage (Literates to total population)	Male	Female	Percentage	Male	Female
India	54.7	66.6	41.9	47.1	59.7	34.8
Rajasthan	45.2	63.0	41.9	38.4	63.5	36.5

Literacy Rates for Schedule Caste & Schedule Tribe Population in India 2001

□ Total
■ Males
■ Females



Note: "Total" represents total literates in respective schedule in India and Rajasthan.

Source: <http://www.censusindia.gov.in>

Number of Educational Institutions in India

Type	1991	1998
Universities/Institutions Deemed to be Universities/Institutions of National importance	184	229
Degree Standard and above General Educational Institutions	4,862	7,199

Enrollment of Girls as per cent of Total Enrolment in University Education by Faculty All India

Year	Arts	Science	Commerce	Education	Engineering	Medicine
1990-91	39.8	36.8	24.0	44.2	10.9	34.3
1997-98	41.5	35.6	30.6	43.1	16.9	36.1

Source: Ministry of Human Resource Development

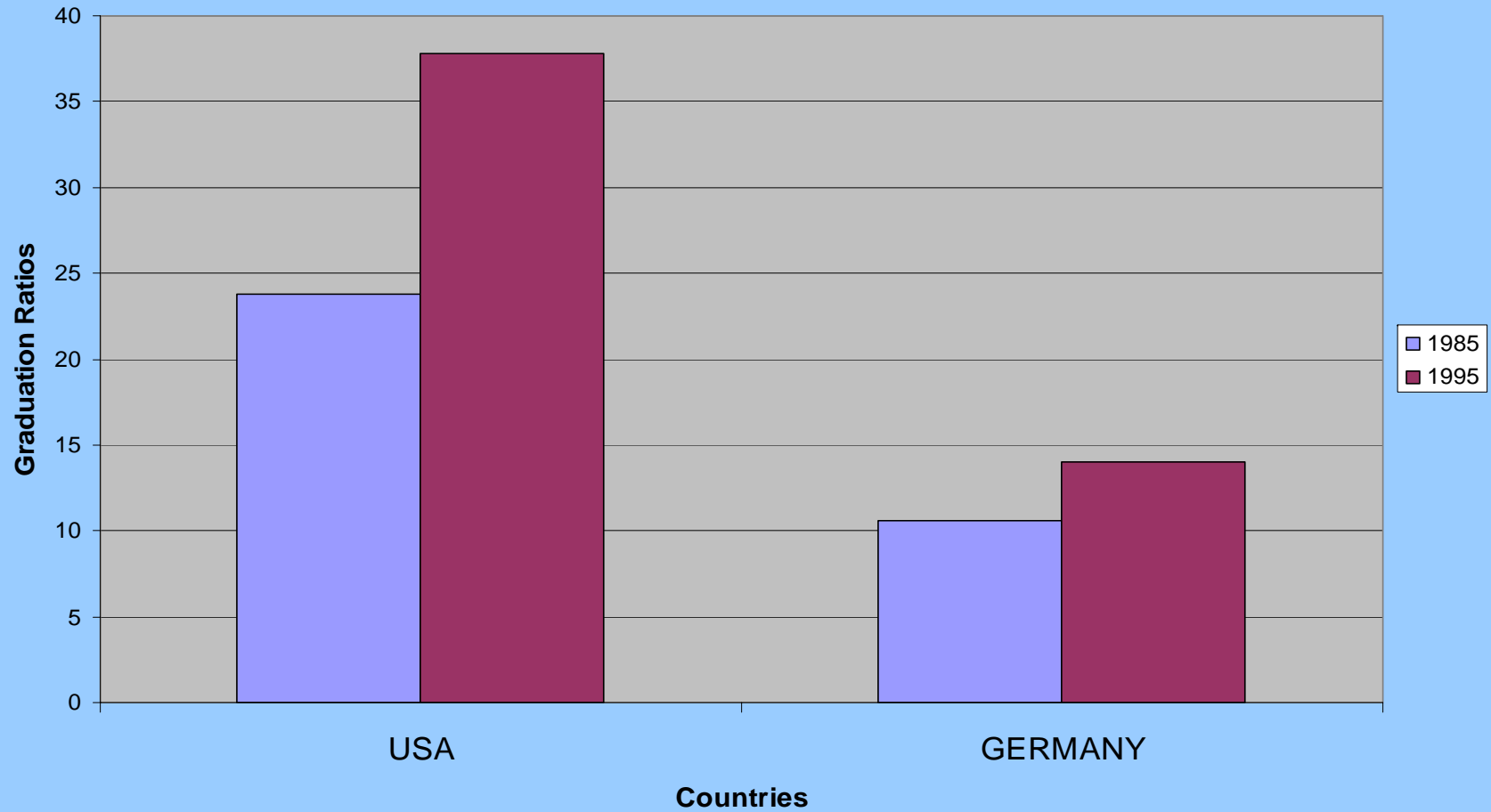
Total Enrollment in General Education by Level and State in 1998 (Thousands)

Country/State	Graduate and Above
Rajasthan	170
India	5654

Enrollment of Girls in General Education by Level and State/Union Territory, 1996 (Thousands)

Country/State	Graduate and Above
Rajasthan	57
India	2129

First University Degree (B.S) Graduation Ratio for Women in Developed Countries



The Circle of Good Life...

Stylized Facts on India

- **Only 4.5% of India's population has college education**
 - **(in contrast to)**
- **50% of NRI's worldwide and in the US have college education.**

Mrs. Helena Kaushik Women's College as a Grameen College



Mrs. Helena Kaushik Women's College

Accredited by the Government of Rajasthan & Affiliated to the University of Rajasthan, Jaipur.

Mailing Address:

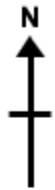
Malsisar, Jhunjhunu, Rajasthan, India 331 028

Telephone: Country code: 91, Area (STD) code: 01595, Number: 276561 or 276593

Inaugurated on, Wednesday, August 4, 1999, Classes began on August 5, 1999.



RAJASTHAN District Map



PAKISTAN

PUNJAB

HARYANA

UTTAR PRADESH

MADHYA PRADESH

GUJARAT

Map not to Scale

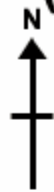
- State Capital
- State Boundary



Copyright (c) Mapience India Limited 2001

JHUNJHUNUN (Rajasthan)

www.mapsofindia.com



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Motivation for Starting a Women's College

- As a child I had noticed that the important people in my village were the doctor, headmaster (who was also village sarpanch), a vaidya, the priest and some business people and that the common element for being in those positions of authority was their college level education in a sea of people with very little education.
- The same was true at the district level so I decided then that I would do something about education if I could when I grow up.
- My grandmother who was helpful to all and loved and respected by the whole village, and later my wife, inspired me to be of help to others, to give to the community, to be of service.
- In America I discovered that these were words not only spoken by President John F. Kennedy but had become the national culture where almost everyone gives time, money or both to community development service.

Knowledge is the basis of human progress

- Higher education is limited to only about 4.5% of the population in India and to only a little more than about 1% of women who have achieved a college degree thus far. These achievements are much smaller in Rajasthan.
- There is a clear and direct connection between education and well-being at the individual, group, state, national, and global levels. Lack of education in villages where about two-thirds of Indians live, the same percentage that prevailed when Mahatma Gandhi was walking in villages in the 1920s, is still a big limiting factor in improving living standards in rural India.
- It is only through education and availability of human capital that the problems of poverty and overpopulation will be solved.



Education as a Foundation for Empowerment

- If a woman has a college education, she will be in a decision making position at home, on the farm, in business, in government and in politics.
- Chances are much higher that her children will also, not to mention the benefit of a smaller family as she avoids getting married and starting a family at the peak fertility age of 17 to 25.
- Thus there is no better population control method than staying in college, improving one's skills for a better economic status and then starting a family.

Mrs. Helena Kaushik Women's College

- The non-profit and privately-funded institution, was founded in 1999 by Dr. Surendra Kaushik in his home town, Malsisar, Rajasthan, and was named after his American wife to educate women so that they can be leaders in their chosen professions and vocations.
- I came to the United States in 1970 to finish my doctoral education at Boston University, and became a U.S. citizen and remained here, but I wanted to do something for the people where I grew up.
- Mrs. Helena Kaushik, who was born in Detroit and met Dr. Kaushik in Boston where they married in 1973, had visited Rajasthan and many other parts of India five times before being paralyzed by a debilitating stroke in 1991. Helena is being cared for at home ever since 1991.
- In 1997, following a sabbatical in India in the fall of 1996, I decided to undertake the mission of women's higher education in rural India starting with Malsisar, in the Jhunjhunu district of Rajasthan.

Accreditation and Affiliation

- The Mrs. Helena Kaushik Women's College is fully accredited by the State Government of Rajasthan and the University Grants Commission of India.
- Currently all of its degree programs include:
 - Bachelor of Arts
 - Bachelor of Education
 - Bachelor of Commerce
 - Bachelor of Business Administration
 - Master of Arts
 - Master of Science
 - Master of Science in Biotechnologyare affiliated with the University of Rajasthan.
- It is one of a few women's colleges in Rajasthan and India.



Hurdles/barriers for girls in accessing higher education

- The College is open to young women of all economic conditions, social backgrounds, races and religions.
- Students come from more than 60 villages in the area and the neighboring state of Haryana.
- They travel on foot, bicycles, motorcycles, camels, jeeps, public buses and a College bus.
- Cultural barriers are fast breaking down as parents and grandparents who are mostly farmers and small business owners, mainly shops and some trades like tailors, potters, jewelers, furniture makers, potters and cobblers have begun to appreciate the value of education and agreeing to postpone their daughters' marriages.
- It is exhilarating to know that ten to twenty percent of students are already married, some with children and resumed their higher education which was not available before the College opened in 1999.
- The village elders impressed on the family running a secondary school for girls, as most of them did not feel comfortable enrolling their teenage daughters in the coeducational school, to upgrade it to a senior secondary school. Happily it happened three years after the College opened and most of the high school graduates now take advantage of the new college.

Graduates

- Some 450 students representing all segments of society in the area of the College have already graduated from 2002 to 2008.
- Daughters of all traditional social groups, SC/ST, OBC have in fact not only attended but graduated from the College.
- Even the daughters of sweeper lady employees of the College have graduated from the College with B.A. and subsequently B.Ed. degrees.



Financial Condition of Students and the MHKWC

- Mrs. Helena Kaushik Women's College does not charge tuition.
- Farming is the main source of income in the area. There is no industry. Students and parents are not able to afford full cost, therefore the college subsidizes 90 percent of all costs. An average student pays \$150 a year out of \$1000 cost per student per year.
- Funding comes from private donors - almost all of it in the United States - including my own substantial personal fortune for the benefit of women's education and progress.
- Named scholarships for donors and College scholarships based on merit and need allow some 20 percent of students to receive free education.
- All of the rest 80 percent pay small non-tuition fees on a sliding scale based on merit to recognize and reward excellence while making higher education affordable to all.

MHKWC Campus

- The walled-in 30-acre campus is safe with walking trails, gardens, filtered running potable water and other modern facilities.
- Facilities at the College consist of a large new academic building containing classrooms, a library, a computer lab, a science lab, and an art gallery/meeting room; a residence hall; Internet connections in all rooms, and a modern guest house.
- The residence hall can accommodate about 100 students and it is being expanded in 2008 to a capacity of more than 250 students and single young lecturers. Resident students typically come from about a 10 kilometer distance and beyond –many from Haryana and as far away as Khetri, Jaipur and other areas of Rajasthan.
- Sports facilities include an Olympic-size running track, a basketball court, two tennis courts (which also double as helipads), volleyball, badminton, and field hockey and soccer fields.



Alumnae

- At least half the graduates of the college are continuing their studies to get a Bachelor of Education degree to become secondary school teachers while others continue to work for another degree preparing them for a business, civil service, police, military and other jobs.
- Since its inception, the college has graduated over 450 women by 2008.
- Attempts are being made to attract corporate recruiters and to introduce placement counseling. Now that there is full employment of college educated in urban areas, human resource managers will begin to go to villages like Malsisar to recruit employees.
- Bachelor of Commerce and Bachelor of Business Administration degrees are being added in July 2008 so that the graduates can start or join family businesses.
- In the long run creating economic activity, businesses and jobs in villages is the answer to elimination of poverty and not everyone from farms going to large urban centers.

Government and Private Support

- The local government entities have been very supportive although their powers are limited.
- One big help the College received from the Government of Rajasthan, with many conditions, is the land for the new campus of the College.
- We are proud to note that the College did not have to grease anyone's palm even as great many efforts were expended to secure permissions from the government for as small an item as addition of a course to the curriculum, to starting new programs, getting connected to the electric grid, and the Internet, etc.
- The College receives no government funding either the grants-in-aid for professors' salaries or any capital grants so far.
- Grants from Government, corporations, foundations, and private (tax-deductible) donors are necessary and always welcome.

Future Connections

- Students, faculty, business people, professionals of all talents and industries are welcome to be a part of the College from a day visit to a semester and longer.
- Institutional affiliations and joint programs with universities foundations and corporations will be most welcome.
- Americans have established scholarships, lecture series, donated books, funded programs and labs.
- Visitors and visiting lecturers and exchange students are always welcome.

Future of Women's Education and Empowerment

- My vision for MHKWC is that it becomes a women's university in a few years time and that it pursues excellence in offering educational opportunities to a wide ranging student population in terms of their academic preparation and backgrounds as well as income levels so that the graduates become leaders in their chosen professions and vocations.
- I hope it becomes a model as a village (grameen) college for higher education in villages and towns throughout India and help transform India into a society with a much higher level of well-being for all Indians.
- I hope 10 percent of all Indians have a college level education by 2040 and half of them are women.

Global Connections

- In terms of global connections of MHKWC, some 60 Americans, Canadians, and Germans have already visited the college –many have lectured there in their expert topics including American life and culture, art, biology, business, economics, education, energy, English, gender studies, music, nursing, religion, sustainable development, women's empowerment, etc.
- Students, faculty, business people, professionals of all talents and industries are welcome to be a part of the College from a day visit to a semester and longer, as well as institutional affiliations and joint programs. Americans have established scholarships, lecture series, donated books, funded programs and labs. Visitors and visiting lecturers and exchange students are always welcome.

Support Women's Education and Empowerment

In the United States, tax-deductible donations of funds in checks and securities can be made to:

Helena Kaushik Education Foundation
221 Macy Road
Briarcliff Manor, NY 10510

As per IRS rules, a contemporaneous receipt will be issued promptly.

Additional information is available on the college web site:

www.helenakaushik.org

I can be contacted at:

(914) 762-6168

(914) 422-4350 or at skaushik@pace.edu

South Asian Women's Collective
South Asian Association, Harvard University
A Student Dreams...

Valerie Chadha: Her Thoughts and Opinions-

VALEDICTORIAN OF THE CLASS OF 2007 by By Su-Ann Wong, *The Pirateer*, Tottenville High School, Staten Island, NY, *June 18, 2007*

“She’s such a motivated individual that we asked her what she would to change the world to make it a better place.”

“My plan would be simple. I would set up an organization to educate as many people as possible around the world. Then, they could help themselves and others. Also, in third world countries, emphasis would be placed on educating women because as the center of the family, they will educate their children and relatives. A major goal of this organization would be to teach people to be tolerant of other ethnicities and religions.” -Valerie Chadha, Harvard class of 2011

Policy Implications for governments, foundations and NGOs

- Increase access to education at all levels.
- Increase access in rural areas.
- Create more opportunities and facilities for women.
- Increase the role of the private sector.
- Promote private-public partnerships in education and training.
- Increase vocational and special education

Role of Harvard and other US universities

- Student exchange programs.
- Visiting students.
- Visiting faculty.
- Web-based networking and lectures.
- Field research.
- Theoretical research.
- Building associations, working with NGOs such as, Malsisar Educational and Cultural Trust.
- Working with colleges like MHKWC and universities like the University of Rajasthan.



Thank you!

**Please get Involved
and be part of a village (grameen)
college movement!**

