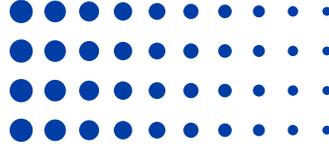
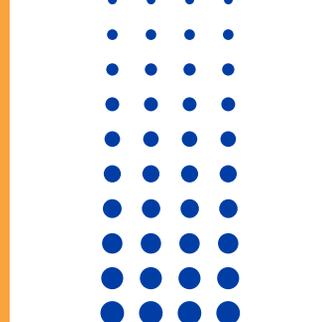
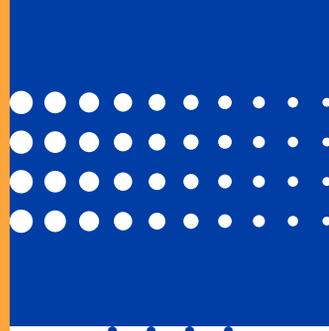
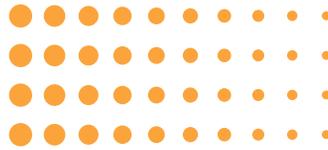
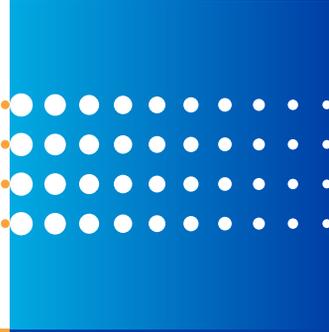
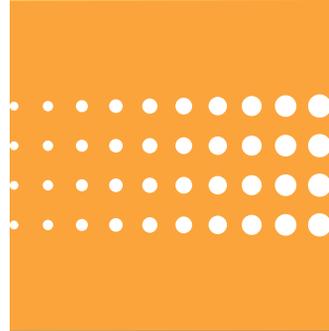




FULBRIGHT
India



USIEF ANNUAL REPORT 2025



www.usief.org.in

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ABOUT USIEF

The Indo-U.S. Agreement on educational exchange, signed by Prime Minister Jawaharlal Nehru and U.S. Ambassador Loy Henderson on February 2, 1950, in New Delhi, established the United States Educational Foundation in India to administer the Fulbright Program in India. On July 4, 2008, the Government of India (GOI) and the U.S. Government (USG) signed a new agreement to strengthen educational exchanges between the two countries. The Foundation was renamed as United States-India Educational Foundation (USIEF) awarding Fulbright-Nehru Scholarships and Grants. The USG and GOI are now equal partners for implementing the Fulbright Program in India. A 10-member Board of Directors, five Americans living in India nominated by the U.S. Diplomatic Mission and five Indians nominated by the Government of India, governs USIEF.

Since its inception in 1950, USIEF has awarded over 21,000 fellowships funded by the U.S. Department of State, the U.S. Department of Education, the Indian Ministry of External Affairs (MEA), Indian Department of Science and Technology (DST), and other entities.

USIEF's activities may be broadly categorized as follows:

- Administering Fulbright-Nehru and other fellowships for Indian and American students, faculty, researchers, and professionals.
- Managing EducationUSA Advising Services for Indian students interested in pursuing higher education in the U.S.
- Supporting Fulbright Alumni related activities to further the educational and cultural linkages between the U.S. and India.
- Serving as a resource for fostering linkages between institutions of higher education in the U.S. and India.

EXECUTIVE SUMMARY

Celebrating its 75th year, the United States–India Educational Foundation (USIEF) continues to strengthen the U.S.–India partnership through educational and cultural exchange.

During the 2025–26 academic year, the Fulbright Program supported 118 Indian Fulbrighters in the United States and 109 American Fulbrighters in India, strengthening mutual understanding and generating new knowledge across a wide range of disciplines. USIEF organized over 200 events, including outreach initiatives, mentoring and capacity-building sessions, alumni engagements, and orientations, reaching over 18,000 participants across India—from major urban cities to underserved regions.

USIEF hosted the annual South and Central Asia Fulbright Conference in Jaipur, bringing together over 150 participants from India, Nepal, Sri Lanka, Bhutan, Bangladesh, Kazakhstan, Kyrgyzstan, and Uzbekistan, fostering cross-border collaboration and knowledge exchange. Virtual pre-departure orientations welcomed over 130 Indian Fulbright–Nehru and other Fulbright scholars, representing a diverse array of fields, including agriculture, education, public health, science, and technology. Smaller, in-person orientation sessions were also held for incoming U.S. student researchers and Indian teacher development grantees.

USIEF’s alumni network played a crucial role in mentoring new grantees and prospective applicants, enriching the program’s legacy. Through a grant from the U.S. Embassy, alumni and current fellows conducted over 85 engagement sessions across India. These sessions showcased the sustained impact of the Fulbright experience and promoted social innovation at the community level.

Through EducationUSA, USIEF offered 742 advising events, reaching over 128,000 students, parents, and educators. These programs supported informed decision-making about U.S. higher education and reinforced the reputation of the United States as a global leader in academic opportunity and innovation.

USIEF continued to strengthen its digital presence by actively engaging audiences across social media platforms. With over 28,000 followers overall on LinkedIn, Instagram, and on Facebook, we continued to share updates, program highlights, and the achievements of our grantees and alumni. In 2025, we also launched a newly redesigned website, making it more accessible, user-friendly, and informative for our stakeholders across the academic communities in India and the United States.

The USIEF Board welcomed new members from both countries who provided strategic guidance as USIEF realigned program focus areas in consultation with the Indian Government and in step with the priorities of the U.S. Administration.

As the United States approaches its 250th anniversary in 2026, USIEF is proud to contribute to the vision of America 250 by fostering educational exchange that highlights the excellence, openness, and innovation of U.S. higher education. Through the Fulbright and EducationUSA programs, we continue to support academic excellence, cultivate cross-cultural dialogue, and strengthen partnerships that drive research and innovation in both the United States and India. In close collaboration with both governments, USIEF remains committed to advancing shared priorities in higher education and shaping the future of global learning, leadership, and collaboration.

ANNUAL HIGHLIGHTS

In October 2024, ten Indian Fulbright–Nehru International Education Administrators participated in an impactful two-week program in the U.S., facilitated by the University of Notre Dame. During the program, the cohort participated in over 22 sessions and engaged with more than 150 U.S. higher education professionals. They also visited seven universities, gaining firsthand insights into the structure, policies, and practices of the U.S. higher education system.



In November 2024, USIEF–Chennai organized the “Leadership in Higher Education” workshop at Women’s Christian College in Chennai. The event brought together over 40 faculty members from Tamil Nadu, Kerala, and Karnataka, with the goal of fostering visionary leadership in higher education institutions across the region. The workshop led by Fulbright alumni focused on key leadership themes. The program concluded with a visit to the Tamil Nadu Centre of Excellence for Advanced Manufacturing (TANCAM), where participants explored cutting-edge innovations in STEM fields, underscoring the transformative role of technology in advancing education.



In November 2024, USIEF–New Delhi hosted a national workshop titled “Empowering Teachers: Innovation, Communication, AI and Social Media in Education” at the Fulbright House. The program brought together 35 school teachers from 17 states across India, providing a collaborative platform to explore the evolving role of technology, communication strategies, and artificial intelligence in the classroom.



In January 2025, USIEF hosted former U.S. Ambassador to India, Eric Garcetti, at the Fulbright House in New Delhi. The visit underscored the Fulbright Program's longstanding role in fostering academic exchange and strengthening people-to-people ties between the United States and India.



In February 2025, USIEF hosted the annual South and Central Asia Fulbright Conference in Jaipur, Rajasthan. The event brought together U.S. Fulbright-Nehru scholars and other Fulbright grantees from across the South and Central Asia region, including India, Nepal, Sri Lanka, Kazakhstan, Kyrgyzstan, Uzbekistan, Bhutan and Bangladesh. With over 80 presentations covering a diverse range of topics—from art, science, and politics to public health and education—the conference provided an enriching platform for intellectual exchange.

In March 2025, USIEF hosted 10 senior U.S. university administrators for an immersive two-week program under the Fulbright-Nehru International Education Administrators Award (IEA). The cohort visited approximately 14 universities and colleges in Mumbai, Coimbatore, and Delhi. The administrators engaged with Indian academic leaders, administrators, and education experts, delving into the latest trends and developments in Indian higher education.



Between **March and May 2025**, USIEF successfully conducted a series of mentoring workshops for prospective 2026–27 Fulbright applicants across multiple cities, including New Delhi, Indore, Mumbai, Pune, Ahmedabad, Kolkata, Guwahati, Tripura, Coimbatore, Kochi and Chennai. More than 400 aspiring applicants participated in these informative and capacity-building sessions, which offered guidance on application strategies and proposal writing.



Between **December 2024 and August 2025**, USIEF conducted pre-departure orientation sessions for participants of three Fulbright teacher development programs: Fulbright Language Teaching Assistant (FLTA), Fulbright Teaching Excellence and Achievement (FTEA), and Fulbright Distinguished Awards in Teaching (FDAI). These sessions were designed to equip educators for their academic and cultural exchange experiences in the United States.



In August 2025, USIEF successfully organized the EducationUSA university fairs across eight cities in India. The fairs saw participation from over 50 accredited U.S. universities and attracted more than 3,200 students, parents, and members from the academic community.



In July 2025, USIEF hosted 19 U.S. educators as part of the Fulbright Teachers for Global Classrooms (TGC) Program. Over the course of two weeks, the fellows explored India's rich and diverse educational landscape through visits to schools and institutions across nine cities: Delhi, Alwar, Bengaluru, Chennai, Hosur, Kolkata, Pune, Vadodara, and Varanasi. During their visit, the educators observed classroom practices, engaged with students and teachers, and participated in collaborative co-teaching experiences.



In September 2025, USIEF welcomed 40 U.S. Fulbright-Nehru Student Researchers to India. The researchers attended an in-country orientation in New Delhi, designed to prepare them for their upcoming nine months of fieldwork in India.



FULBRIGHTERS' JOURNEYS



Arjendu Pattanayak

Professor, Dept. of Physics and Astronomy,
Carleton College, Northfield, MN

2024-25 U.S. Fulbright-Nehru Academic & Professional Excellence Award (Teaching & Research) Scholar, Ashoka University, Sonipat, Haryana

During the Fall 2024 semester, I served as a Fulbright U.S. Scholar at Ashoka University, where I developed and taught an advanced undergraduate and graduate-level course on modern developments in quantum mechanics, with particular emphasis on quantum information. Since most of that course was on ideas understood since my days as an undergraduate at Delhi University, I nicknamed it 'Everything we've learned about quantum mechanics since I've been away'.

Beyond teaching, I actively participated in departmental and university activities, including colloquia, research seminars, and public events. Engaging discussions with colleagues enriched my understanding of pedagogical approaches and current research directions. While these exchanges did not lead immediately to joint projects, they were intellectually valuable and have opened pathways for future collaborations.

During my tenure, I gave a departmental colloquium at Ashoka University, a seminar at Jawaharlal Nehru University, and a campus-wide talk at Gurugram University, broadening the reach of my teaching and scholarly engagement.

The major promised outcome of my fellowship was to create and deliver the course at Ashoka and then offer it here at Carleton. The course will be offered at Carleton in Spring 2025 and has already generated significant student interest. The experience has also yielded potential material for publicly available lecture notes and teaching resources. I have been invited to return to Jawaharlal Nehru University to present at an international conference in December 2025, an opportunity that grew directly from my Fulbright interactions.

It was extremely rewarding to have an experience that so satisfyingly bookended my

journey from an undergraduate in Delhi drawn by my interest in specific physics questions. It strengthened my connection with the Indian scientific community and enhanced my confidence in developing innovative, globally relevant pedagogical material and offered valuable insight into difference academic cultures.

Having grown up in Delhi, this was my first extended stay there in many years, allowing me to reconnect deeply with colleagues at Ashoka and with Indian science more broadly. I was also an active member of the local Fulbright cohort, benefiting from social and logistical support provided by the Fulbright India and USIEF teams—assistance that proved invaluable in navigating the complexities of living and working in India. All of this was very helpful, and I cannot imagine how more valuable it would be for someone who had not grown up there.

"This Fulbright experience has been deeply rewarding, both professionally and personally."





Christine A. Wolf

Assistant Director of Global Studies,
University of Wisconsin–Milwaukee, WI

*2024–25 U.S. Fulbright–Nehru International
Education Administrators Award*

As part of the 2025–2026 Fulbright–Nehru International Education Administrators (IEA) Program, I traveled to Mumbai, Coimbatore, and New Delhi with a cohort of U.S. higher education leaders. We engaged with a diverse range of universities, colleges, and community organizations, gaining insight into India’s higher education landscape to support future cross-cultural collaboration.

Receiving the Fulbright–Nehru IEA award has been a true highlight of my career. Having never visited India before, this experience opened up a new world of possibilities—for institutional cooperation, student mobility, and intercultural learning. It has significantly enhanced my ability to support Indian students at UW–Milwaukee, while also creating new pathways for U.S. students to engage in study and internship opportunities abroad. The connections and insights gained have already yielded tangible results and will continue to inform and inspire my work in international education and student success.

In my role as Assistant Director of Global Studies, I manage all aspects of the undergraduate program, with a particular emphasis on internationalization through experiential learning—especially global internships. The Fulbright–Nehru experience served as a catalyst for expanding this work. Shortly after returning to the U.S., I facilitated an internship placement for a UWM student with an Indian organization I had connected with during the program. I have also introduced UWM faculty to potential partners in India, helping to lay the foundation for future academic collaborations.

To elevate India as a destination for global learning, I incorporated photo essays from my time abroad into campus-wide student communications. These visual stories celebrate the contributions of Indian students on our campus while fostering curiosity about India among our domestic student population. Looking ahead, I aim to develop a faculty-led

group internship program in India and continue learning from my Indian colleagues about best practices in school-to-work transitions, international internships, and the challenges of global student mobility.

After visiting Avinashilingam Institute for Home Science & Higher Education for Women’s and Janki Devi Memorial College (JDMC), I was inspired by their efforts to close gaps in women’s access to education and employment. Their work aligns with our mission at UWM to promote equitable educational outcomes and meaningful experiential learning. These visits reaffirmed the potential for American and Indian institutions to learn from one another at a deeply personal level, advancing shared goals in education.

Culturally, the visit to Nizamuddin Dargah in Delhi was a profound and transformative experience. That evening, we were welcomed into another world—rich in history, spirituality, and tradition. It was educational, emotional, and truly life-changing.

“Fulbright opened new pathways for collaboration and deepened my understanding of how global learning can truly connect people across cultures and campuses.”





Liesl Schwabe

Berkshire Community College, Pittsborough, MA

2024–25 U.S. Fulbright–Nehru Academic and Professional Excellence Scholar, Institute of Language Studies and Research, Kolkata, West Bengal

During the 2024–25 academic year, I served as a Fulbright–Nehru Scholar in Kolkata, where I taught writing workshops at institutions across the city while also connecting a network of students and faculty invested in creating more opportunities for local writing instruction. This work grew directly out of a previous Fulbright–Nehru grant, when, in 2019, I taught an undergraduate writing course at Presidency University. At that time, my students were incredibly responsive, and I recognized both the need and tremendous potential for more consistent and rigorous writing courses to support and amplify the voices of emerging scholars in and around West Bengal.

In the summers of 2022 and 2023, I returned to India through the Institute of Language Studies and Research (ILSR) to teach writing workshops for PhD students, research scholars, and faculty. These sessions offered space for participants to receive feedback on their own writing while also building skills for integrating writing instruction into their teaching. Participation more than doubled between the first and second summers, reinforcing my sense of momentum and motivating me to apply for a second Fulbright–Nehru grant.

In 2024, I returned to Kolkata to facilitate a bi-weekly workshop with a cohort of PhD scholars at ILSR. Over the course of our nine months together, their writing improved considerably, in terms of clarity, focus, and overall effectiveness. But just as importantly, they became thoughtful, attuned readers, providing incisive critical feedback to each other's works-in-progress, the skills of which will prepare them as educators and equip them as editors, of their own writing and that of their peers.

In addition, I conducted hands-on writing workshops at over fifteen institutions across the region, including Visva-Bharati University, Presidency University, and Aliah University. At every institution, I was moved by the students' eagerness to engage, to share their stories, and

to sharpen their skills. These connections have furthered my ongoing goal of establishing a Writing Centre in Kolkata, where graduate students can be trained as peer tutors to offer individualized feedback, lead workshops, and foster a vibrant literary community.

Returning to Kolkata this year was also deeply meaningful for my family. My husband, a musician, studied sarod, performed with a Bengali rock band, and recorded an album of original songs with local collaborators. Our daughter attended eighth grade in Kolkata, where she joined the football team and marching band, took a class trip to Goa, and volunteered at a local shelter home tutoring younger children.

As I return to my classroom in the U.S., I look forward to teaching more Desi literature—both from and beyond the subcontinent—and encouraging my American students to pursue study abroad opportunities, particularly in India.

“Kolkata is an exhilarating, generous city, and we remain profoundly grateful for the warmth with which we were welcomed back”.





Ashish Tiwari

Senior Researcher, Dolby Laboratories,
Bengaluru, Karnataka

*2024-25 Indian Fulbright-Nehru Doctoral
Researcher, Rice University, Houston, TX*

As a Fulbright-Nehru Doctoral Research Fellow at Rice University, I explored advanced 3D human face modeling under unconstrained real-world conditions—a topic of growing importance in digital avatar applications such as virtual reality, gaming, and content creation. To support these applications, I worked on developing a learning-based framework that enables fast and high-resolution novel view rendering of human faces from one or a few input views.

Drawing on my prior doctoral work in modeling illumination and performing inverse rendering, I expanded my technical skillset by integrating 3D content creation tools, particularly Blender. This allowed me to generate animatable 3D human avatars and design an intuitive interface for controlling facial expressions, poses, and orientations. This body of work is currently under review for publication at a leading computer graphics venue. Collaborating with experts from Samsung Research America helped me better understand how foundational research can be translated into practical, real-world solutions.

During my stay at RICE University, I got plenty of avenues to interact with fellow Fulbrighters, through our monthly outings, community lunches, theatre plays, community services, and not to forget Rodeo Houston. Rice University provided an intellectually stimulating and collaborative environment, where I witnessed how interdisciplinary research thrives through open dialogue and shared curiosity.

The Fulbright experience also helped me develop key soft skills, including resilience, adaptability, and the ability to communicate complex ideas across diverse technical and cultural backgrounds. The fellowship deepened my understanding of international research cultures and collaboration models—insights I now seek to

apply by building bridges between Indian and global research institutions to promote greater exchange of ideas and expertise.

Upon returning to India, I joined Dolby Laboratories, Bangalore as a Senior Researcher, where I continue to bridge academic innovation with industry impact. I am also committed to leveraging the international exposure and insights gained during my fellowship to strengthen collaborative ties between Indian and global research communities.

The Fulbright experience had a profound impact on both my personal and professional growth. While several aspects of the project were entirely new to me and progress was often non-linear, the overall process reminded me that growth often occurs through exploration and reflection, even when progress feels incremental. Overall, the Fulbright experience expanded my worldview, strengthened my sense of purpose as a researcher, and reaffirmed my belief in the importance of global scientific exchange.

“My research at Rice offered an enriching experience of academic inquiry while simultaneously nurturing a more product-focused mindset”.





Harshit Sosan

Assistant Professor, Department of Architecture and Planning, IIT Roorkee, Uttarakhand

2024-25 Indian Fulbright-Nehru Postdoctoral Fellow, University of Michigan, Ann Arbor, MI

As part of the Fulbright-Nehru Fellowship, I had the opportunity to work with Prof. Kyle Whyte and his team at the School for Environment and Sustainability and The Tishman Center for Social Justice and the Environment at the University of Michigan. My research focused on Indigenous housing, culture, and environmental justice, with an emphasis on developing pedagogical tools and comparative case studies that could be integrated into higher education curricula.

The learning I gained through Fulbright exceeded my expectations. I was introduced to frameworks such as self-determination, cultural aspirations, culturally responsive pedagogies, collective philosophies, and grounded innovations.

Beyond the academic setting, the field experiences were truly eye-opening. At the Native American and Indigenous Studies Association (NAISA) conference in Oklahoma, I connected with scholars and practitioners from around the world who are working at the intersection of culture, justice, and the environment. In Hawaii, I worked closely with local communities and grassroots organizations.

We restored an urban fishpond—an initiative tied to food sovereignty and ecological resilience. I witnessed how sacred sites are respected and integrated into urban planning. Most moving was seeing the leadership of Indigenous women and youth in areas like heritage conservation, land rights, and urban governance. These were not just site visits—they were immersive learning experiences that challenged my assumptions and broadened my perspective.

I also received training in human-centered and ethical research and explored tools for co-learning and co-design. Throughout my time in the U.S., I had numerous opportunities to present Indian case studies and community-led housing

initiatives.

These exchanges have laid the foundation for long-term collaborations—across institutions, cultures, and knowledge systems. Looking ahead, I plan to develop a course for the National Programme on Technology Enhanced Learning (NPTEL) based on these learnings. I'm also working toward more community-centered planning approaches across neighborhood, city, and regional scales, while keeping Indigenous values and environmental justice at the core.

The Fulbright journey has given me both hope and a roadmap. Personally, it reaffirmed my commitment to contribute meaningfully to Indigenous housing and environmental justice. Professionally, it expanded my access to global networks, case studies, and research tools, which I now aim to contextualize for Indian communities and institutions.

“The Fulbright experience gave me lasting friendships, a sense of belonging, and a shared vision with people striving for beautiful relationships with mother earth.”





Sumana Dutta

Director, Akshadhaa Foundation, Bengaluru, Karnataka

2024 Indian Fulbright Distinguished Awards in Teaching Program Scholar, University of Rochester, NY

Being selected as a Fulbright Distinguished Awards in Teaching (FDAI) grantee marked a significant milestone in my 20-year journey as a special educator and leader in the field of neurodiversity and inclusion. As the Founder and Executive Director of the Akshadhaa Foundation in Bangalore, my work has focused on developing inclusive education modules, vocational training, and supported employment programs for individuals with autism and intellectual disabilities.

Hosted at the Warner School of Education, University of Rochester, my four-month program was anchored in learning, collaboration, and cultural exchange. I audited the course *Disability and Schools*, co-taught in inclusive classrooms at Twelve Corners Middle School, and conducted my inquiry project on the applicability of Universal Design for Learning (UDL) to improve engagement and outcomes for autistic learners in mainstream schools.

Throughout the program, I engaged with Fulbright scholars from 14 countries, exchanging insights on educational equity, culturally responsive pedagogy, and systemic barriers in inclusion. Leadership seminars and technology sessions helped me explore how trauma-informed practices, restorative circles, and student-led project design can be embedded within inclusive school ecosystems. My cultural experiences—from participating in Thanksgiving dinners to exploring American history through visits to the Susan B. Anthony Museum and Niagara Falls—further enriched my global perspective.

A major outcome of my Fulbright journey is the development of a UDL-based professional learning framework for general education teachers, especially in resource-constrained environments. On returning to India, I have begun conducting workshops and consultations

with teachers from public schools to integrate UDL as an inclusive pedagogy. I am also in the process of designing a digital toolkit and learning modules to help educators adapt

flexible instructional methods for neurodiverse learners and exploring policy advocacy to include structured teaching and UDL principles in teacher training curricula.

The Fulbright program has been life changing. It gave me the academic grounding and international exposure to contextualize inclusive education within broader global movements. It strengthened my confidence as a researcher-practitioner and reinforced the urgency of systems-level change for disability inclusion. Personally, the friendships formed, and the shared values exchanged have deepened my belief in collaboration beyond borders.

Fulbright reaffirmed my mission—to make inclusive education not just a possibility but a sustainable practice in every classroom. As I continue to build capacity among teachers, empower caregivers, and advocate for policy change, I carry forward the spirit of Fulbright: of shared learning, empathy, and global partnership in action.

“The Fulbright opportunity offered me a transformative lens through which to reflect, research, and reimagine this work on a global platform.”



2025– 2026 FULBRIGHT FELLOWSHIPS FOR U.S. CITIZENS

USIEF FUNDED GRANTS FOR U.S. CITIZENS

Fulbright–Nehru Student Research Fellowship*

These nine-month fellowships provide opportunities to recent graduates (a minimum of a bachelor's degree is required) and to graduate students (master's and Ph.D. degree-seeking candidates) to conduct research in India.

Fulbright–Nehru Academic and Professional Excellence Fellowship*

These four to nine months fellowships provide opportunities for faculty and professionals for either research or teaching, or a combination of research and teaching activities. Depending on the host institution it is also possible that the grantee will work with faculty to develop curriculum and participate in conferences, seminars, and workshops. Applicants may determine the percentage of the grant dedicated to each activity and should define this in the project proposal. Opportunities for guest lectures at other universities in India may also be available.

Fulbright–Nehru Distinguished Scholar Fellowship*

These four-month fellowships provide opportunities to full professors to teach students at their host institution and to travel to prominent higher education institutions around India to give guest lectures and take part in conferences, seminars, and workshops. Distinguished scholars also work with faculty members at the host institution on program development and curriculum design.

***Projects are sought in all disciplines.**

Fulbright–Kalam Fellowship: These four to nine months fellowships provide opportunities to build long-term capacity to address climate change related issues by engaging scientific and technical research scholars. The fellowship is open to faculty and professionals for either research or teaching, or a combination of research and teaching activities. Depending on the host institution it is also possible that the grantee will work with faculty to develop curriculum and participate in conferences, seminars, and workshops. Applicants may determine the percentage of the grant dedicated to each activity and should define this in the project proposal. Opportunities for guest

lectures at other universities in India may also be available.

Fulbright–Nehru International Education

Administrator Seminar: These fellowships are designed for international education administrators or senior-level university administrators in strategic positions of decision-making with substantial responsibility for enhancing the international dimension of their institutions. Over the course of the two-week program, participants will gain first-hand knowledge of a cross-section of Indian institutions and meet with high-ranking university administrators and public sector officials who play key roles in the planning and administration of higher education in India. Participants will become familiar with academic program designs, organizational structures, quality assurance procedures and credit and degree expectations in Indian higher education.

Fulbright Specialist Program: These fellowships are designed for U.S. academics and established professionals to engage in two- to six-week, project-based exchanges at host institutions in India. Specialists, who represent a wide range of professional and academic disciplines, are competitively selected to join the Fulbright Specialist Roster based on their knowledge, skill sets, and ability to make a significant contribution to projects overseas. Those individuals that have been approved to join the Fulbright Specialist Roster are then eligible to be matched with approved projects designed by Indian institutions.

Note on Affiliations: U.S. Fulbrighters to India are required to be affiliated with institutions of higher education approved and listed on the website of the Ministry of Education, Government of India, including those accredited by All India Council for Technical Education (AICTE), University Grants Commission (UGC), Medical Council of India (MCI) and other apex level bodies of the Ministry.

FULBRIGHT GRANTS FOR U.S. CITIZENS

| | 2024-2025 | 2025-2026 |
|--|-----------|-----------|
| Fulbright-Nehru Student Researchers | 47 | 49 |
| Fulbright-Nehru Academic and Professional Excellence Fellowships | 35 | 22 |
| Fulbright-Nehru International Education Administrators Award | 10 | 10 |
| Fulbright-Nehru Distinguished Scholar Awards | 2 | 1 |
| Fulbright-Kalam Fellowship | 2 | 3 |
| TOTAL | 96 | 85 |

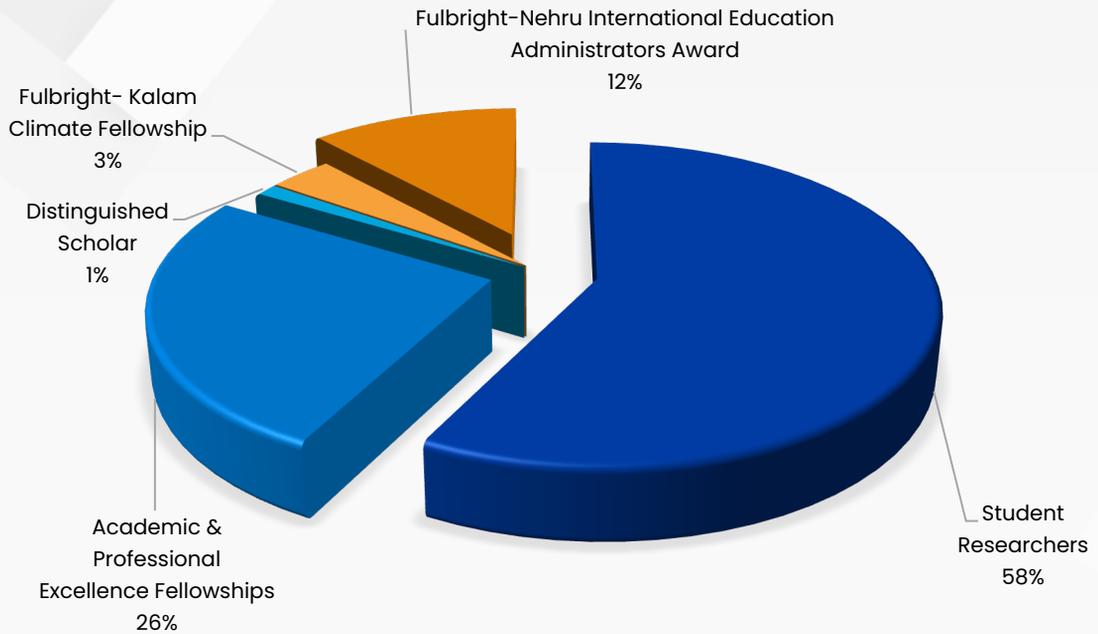
Other Fulbright grants (non-USIEF funded)

| | | |
|--|------------|------------|
| Fulbright Distinguished Award in Teaching Research Program | - | 1 |
| Fulbright Specialists | 23 | 20 |
| Fulbright-Hays DDRA | 3 | - |
| Fulbright Global Scholar | - | 3 |
| TOTAL | 26 | 24 |
| Grand Total | 122 | 109 |

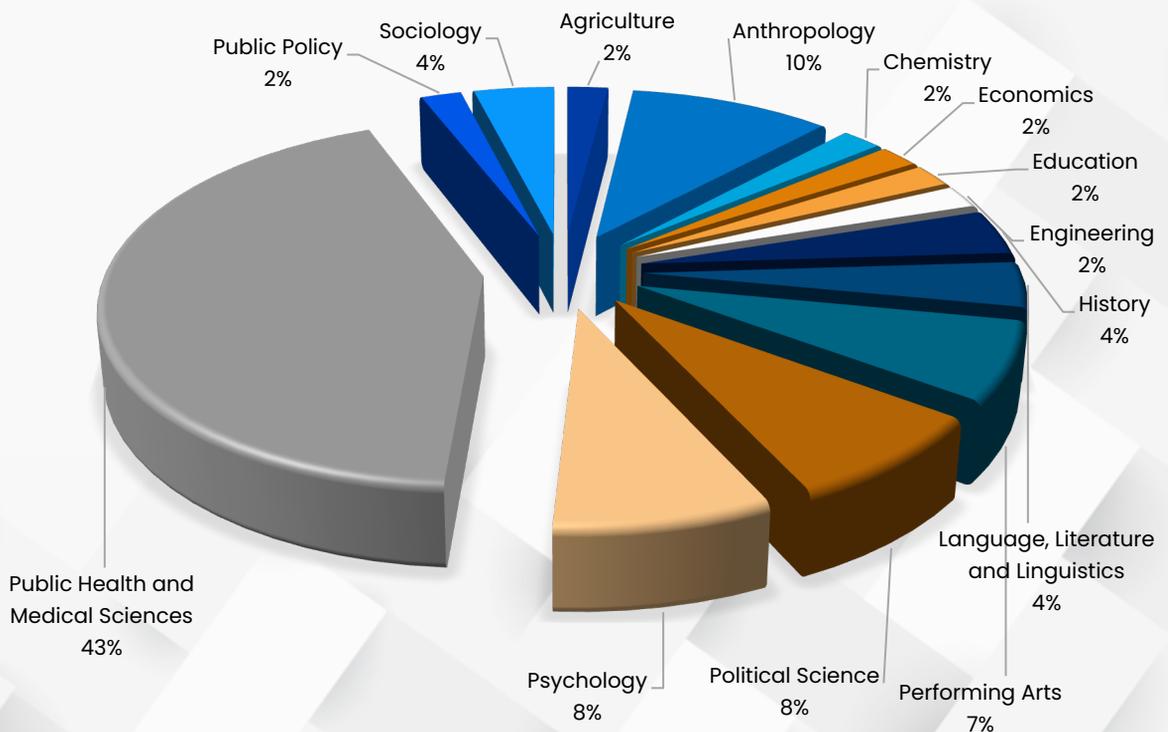
2025-2026 FULBRIGHT-NEHRU FELLOWSHIPS FOR U.S. CITIZENS

USIEF Awarded Fellowships for 85 U.S. Citizens (Including Fulbright-Nehru and Fulbright - Kalam Fellowships) in FY25

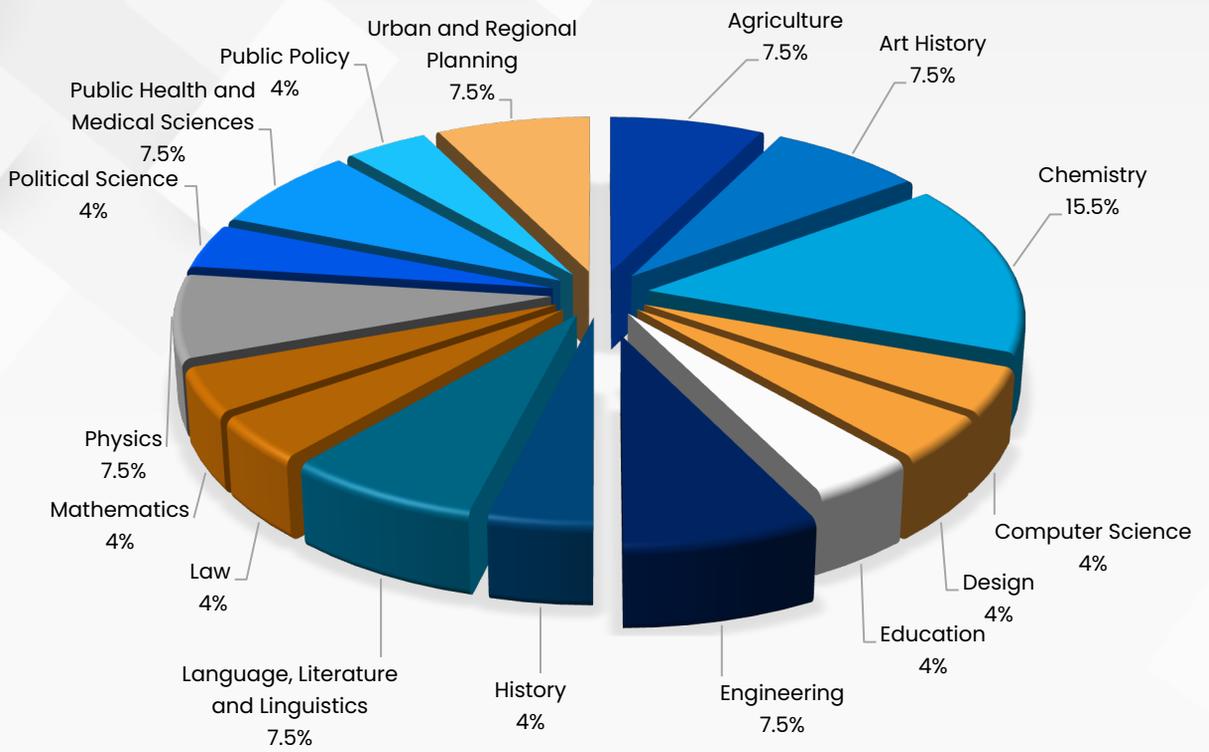
GRANT-WISE BREAKDOWN (GRANTS: 85)



2025-2026 STUDENT RESEARCHERS - DISCIPLINES (GRANTS - 49)



2025-2026 SENIOR SCHOLARS-DISCIPLINES (GRANTS - 26)



2025–2026 FULBRIGHT FELLOWSHIPS FOR INDIAN CITIZENS

Fulbright–Nehru Master’s Fellowships: These fellowships are for outstanding Indians who demonstrate leadership qualities, have completed the equivalent of a U.S. bachelor’s degree, and have at least three years’ full time (paid) professional work experience, to pursue a master’s degree program at select U.S. colleges and universities.

Fulbright–Nehru Doctoral Research Fellowships: These pre-doctoral level research fellowships, for six to nine months, are designed for Indian scholars who are registered for a Ph.D. at an Indian institution.

Fulbright–Nehru Postdoctoral Research Fellowships: These fellowships, for eight to 24 months, are designed for Indian faculty and researchers, who have a Ph.D. or D.M. degree within the past four years.

Fulbright–Nehru Academic and Professional Excellence Fellowships: These fellowships, for four to nine months, aim to provide Indian faculty, researchers, and professionals the opportunity to teach, conduct research, or carry out a combination of teaching and research at a U.S. institution.

Fulbright–Kalam Climate Fellowships: These fellowships are offered to build long-term capacity to address climate change related issues in India and the U.S. These grants are offered at three levels: (1) Doctoral Research; (3) Postdoctoral Research; and (2) Academic and Professional Excellence.

Hubert H. Humphrey Fellowships: For young and mid-career professionals, policy makers, planners, administrators, and managers in the government, public and private sectors, and NGOs for professional development.

Fulbright Foreign Language Teaching Assistant (FLTA) Program: This is a nine-month, non-degree program which invites applications from early career English teachers teaching at college level or training to become a teacher of English, or a young professional in related fields (e.g., American Studies, American/English Literature, etc.). Selected FLTAs from India will teach Hindi or Urdu at select U.S. campuses.

Fulbright Teaching Excellence and Achievement (FTEA) Program: These fellowships, for six weeks, are designed for full-time school teachers (6th to 12th grades) teaching English, English as a Foreign Language (EFL), Social Studies, Mathematics, Science, or Special Education. Selected teachers will develop greater expertise in their subject areas, enhance their teaching skills, and increase their knowledge about the United States.

Fulbright Distinguished Awards in Teaching Program for International (FDAI) Teachers: This is a semester-long non-degree, non-credit, professional development program at a U.S. university. It is designed for full-time teachers teaching any subject at any level; primary and secondary level library media specialists/librarians, guidance counselors, curriculum specialists, special education coordinators, gifted and talented coordinators and teacher trainers; and administrators who spend at least 50% of their time in classroom teaching.

FULBRIGHT-NEHRU AND OTHER FULBRIGHT FELLOWSHIPS FOR INDIAN CITIZENS

| USIEF funded Fulbright-Nehru and Fulbright-Kalam Fellowship Programs | 2024-2025 | 2025-2026 |
|---|------------|-----------|
| Fulbright-Nehru Master's Fellowships | 10 | 10 |
| Fulbright-Nehru Doctoral Research Fellowships | 24 | 24 |
| Fulbright-Nehru Postdoctoral Research Fellowships | 20 | 18 |
| Fulbright-Nehru Academic and Professional Excellence Fellowships | 22 | 22 |
| Fulbright-Nehru Visiting Chair Program at the University of Massachusetts Amherst | 1 | 0 |
| Fulbright-Nehru International Education Administrators Award | 10 | 10* |
| Fulbright-Kalam Doctoral Research Fellowships | 8 | 4 |
| Fulbright-Kalam Postdoctoral Research Fellowships | 2 | 3 |
| Fulbright-Kalam Academic and Professional Excellence Fellowships | 6 | 4 |
| Total | 103 | 95 |

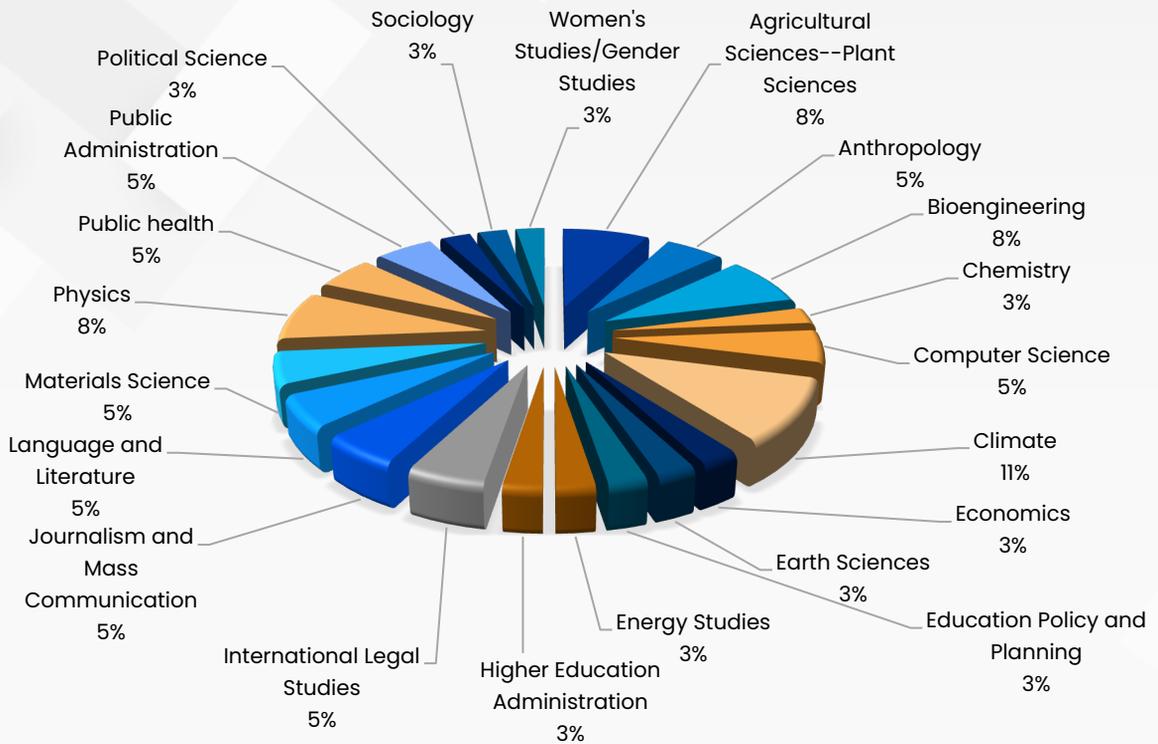
Other Fulbright grants (non-USIEF funded)

| | | |
|---|------------|------------|
| Hubert H. Humphrey Fellowship Program | 3 | 3 |
| Distinguished Humphrey Fellowship Program | 1 | 0 |
| Foreign Language Teaching Assistant Program (FLTA) | 11 | 9 |
| Fulbright Distinguished Awards in Teaching Program for international Teachers (DAI) | 3 | 4* |
| Fulbright Scholar-in-Residence Program | 2 | 1 |
| Fulbright Teaching Excellence and Achievement Program | 7 | 6 |
| Total | 27 | 23 |
| Grand Total | 130 | 118 |

*Projected Numbers

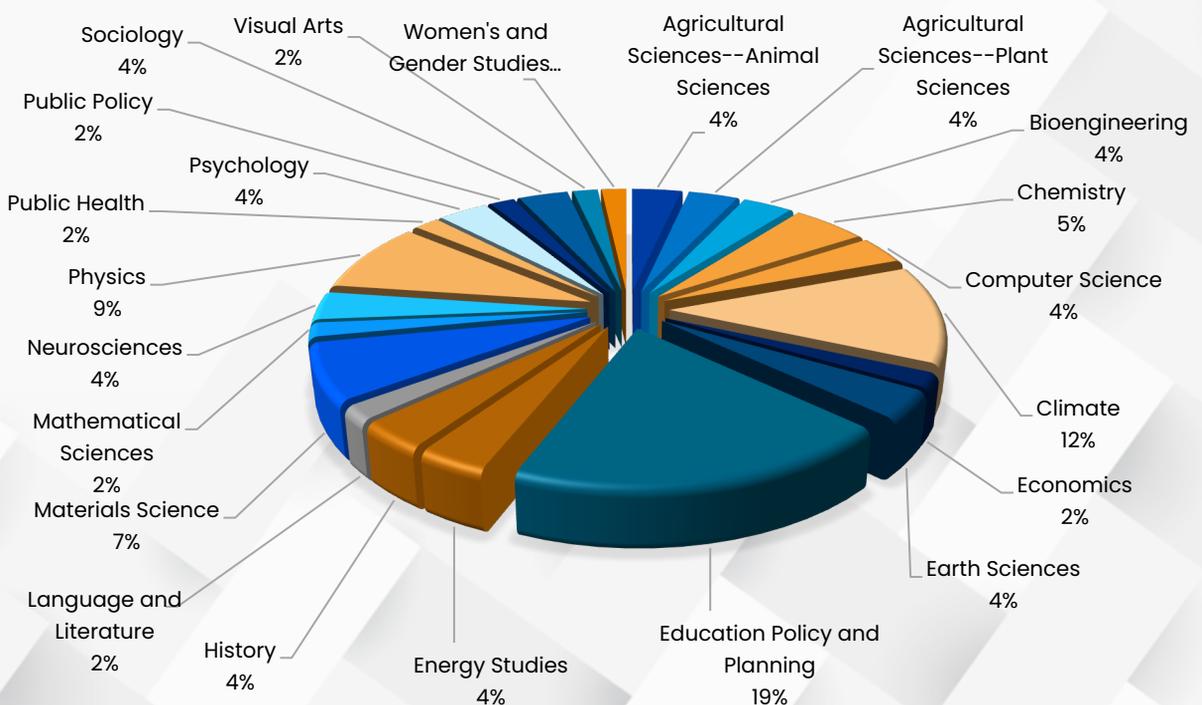
2025-2026 Student Disciplines (Grants: 38)

(Fulbright-Nehru Master's Fellowships, Fulbright-Nehru Doctoral Research Fellowships, and Fulbright-Kalam Doctoral Research Fellowships)



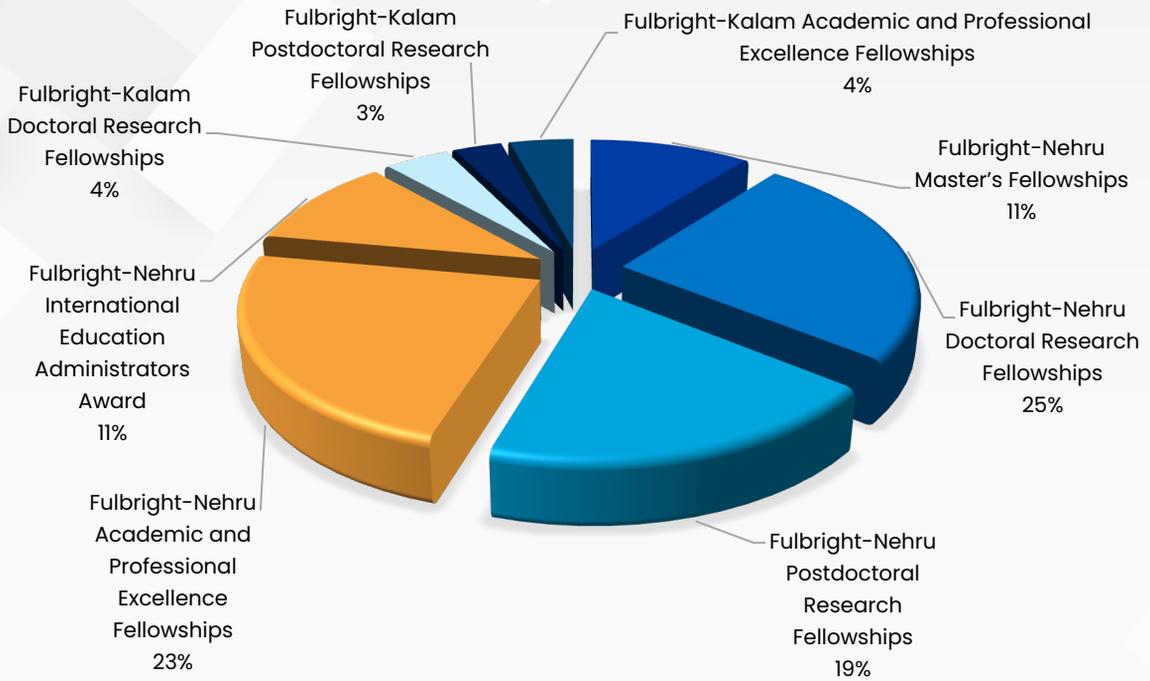
2025-2026 Scholar Disciplines (Grants: 57)

(Fulbright-Nehru Postdoctoral Research Fellowships, Fulbright-Nehru Academic and Professional Excellence Fellowships, Fulbright-Kalam Postdoctoral Research Fellowships, Fulbright-Kalam Academic and Professional Excellence Fellowships, and Fulbright-Nehru International Education Administrators Award)

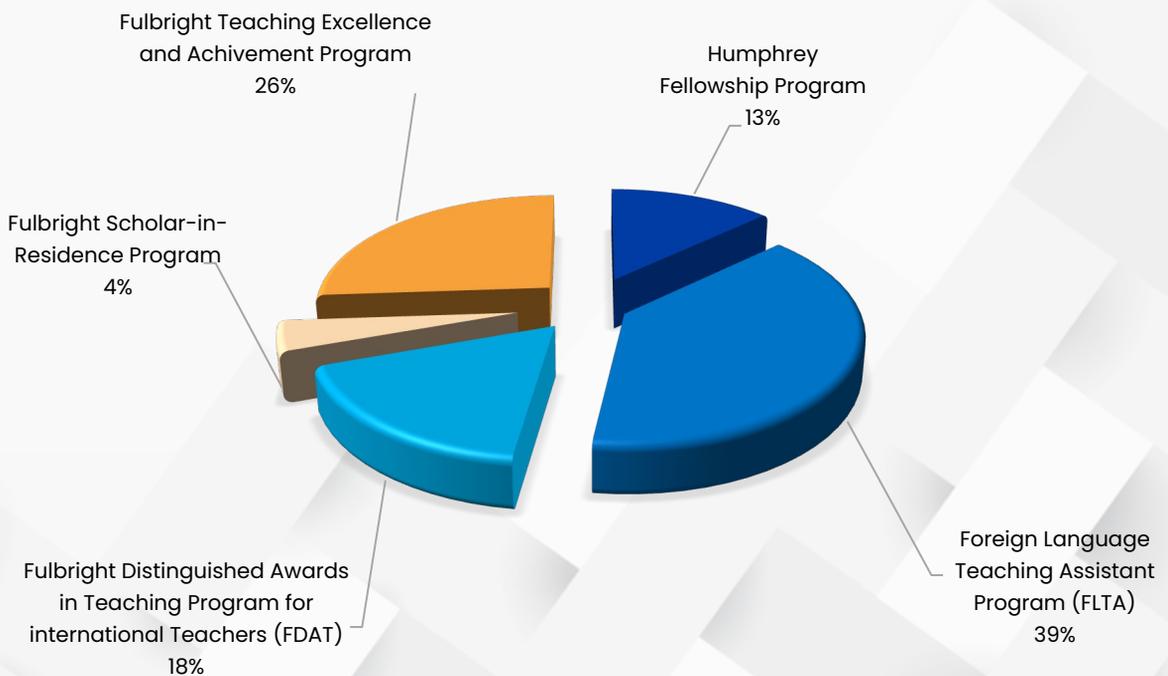


2025–2026 Fulbright–Nehru and Fulbright–Kalam Fellowships

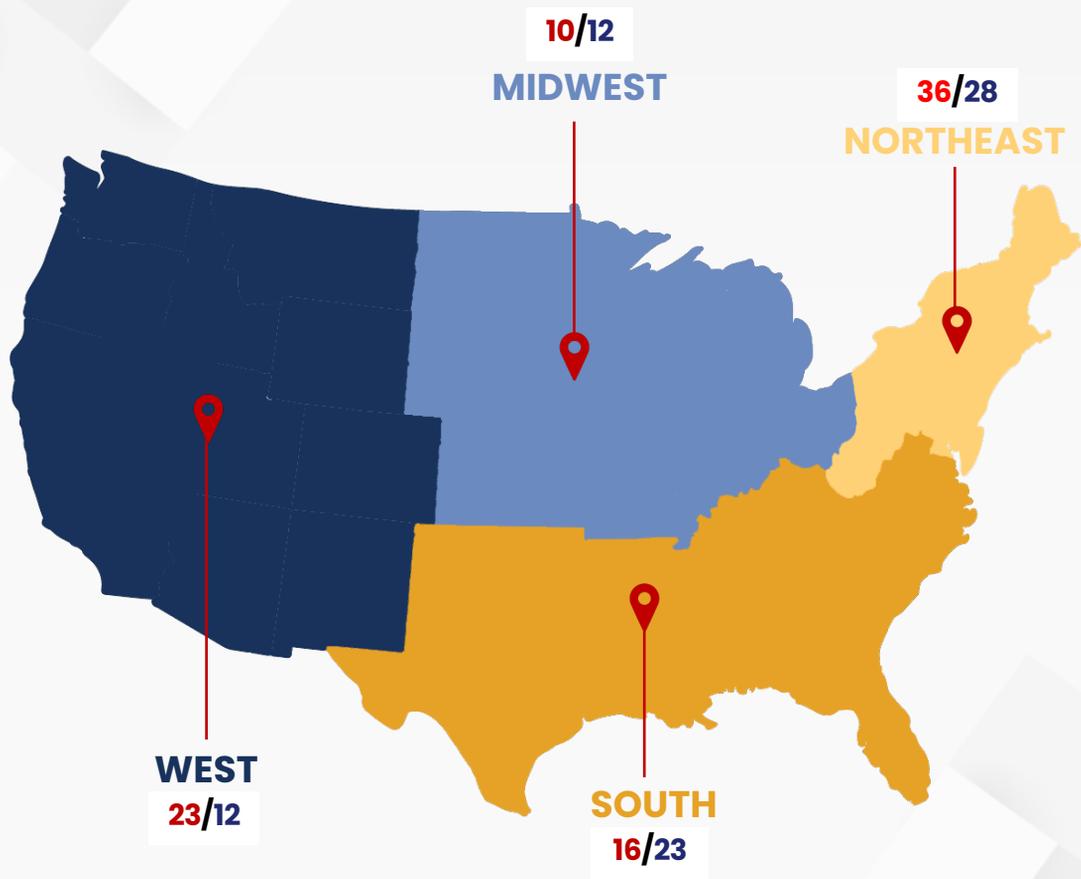
(USIEF awarded 95 grants to Indian citizens.)



2025–2026 other Fulbright Fellowships (USIEF administered 23 grants for Indian citizens.)



DISTRIBUTION OF FULBRIGHT-NEHRU AND FULBRIGHT-KALAM GRANTEES IN THE U.S.



INDIANS GOING TO

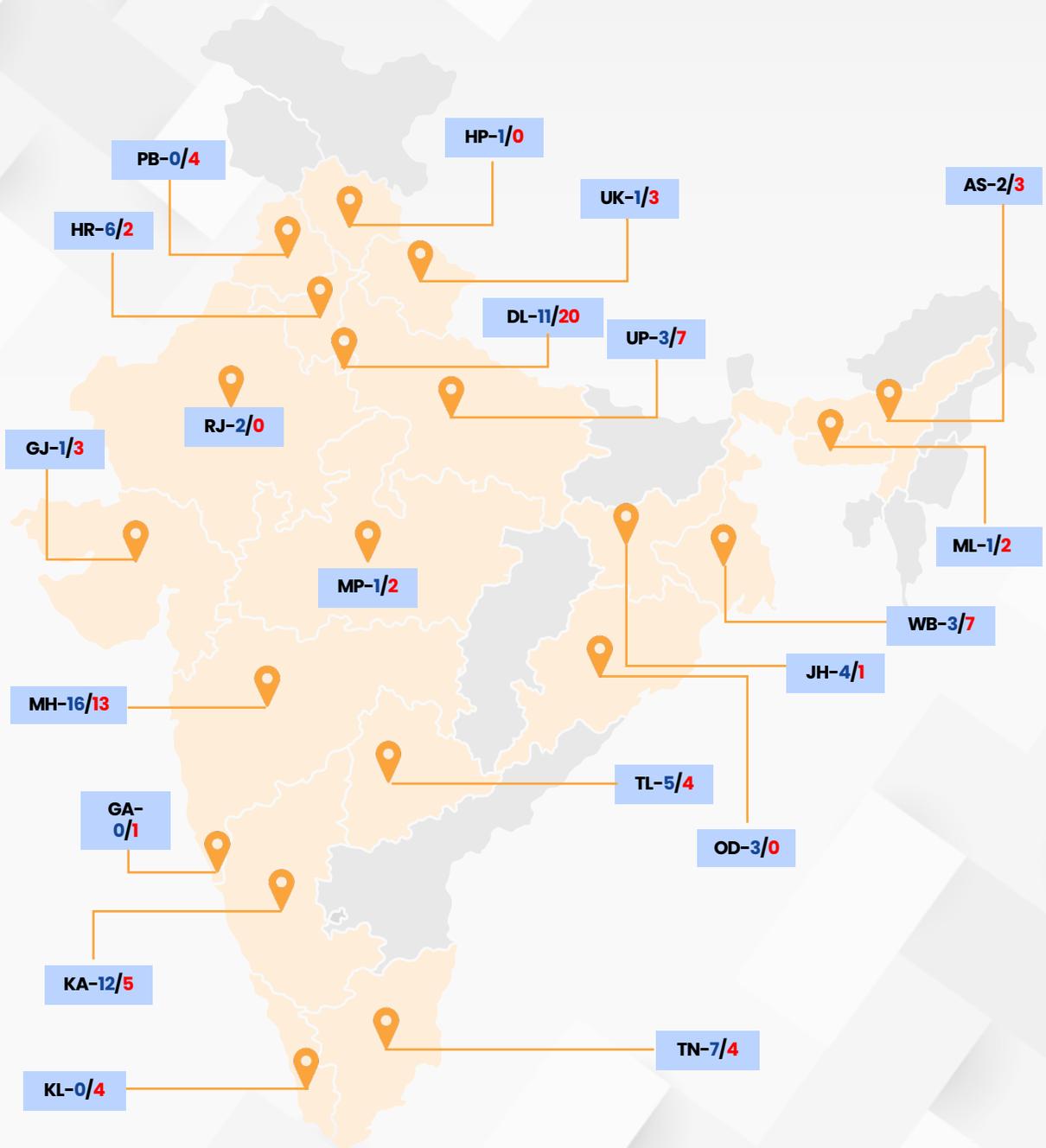
85

AMERICANS COMING FROM

75

(F-N IEA is not included as the grantees visit multiple institutions located at different cities.)

DISTRIBUTION OF FULBRIGHT-NEHRU AND FULBRIGHT-KALAM GRANTEES IN INDIA



AMERICANS GOING TO **75**

INDIANS COMING FROM **85**

(F-N IEA is not included as the grantees visit multiple institutions located at different cities.)

ALUMNI ACCOLADES



Indian Fulbright alumna Ashish Tiwari led the Indian team to victory at Harvard Kennedy School's prestigious Kennedy AI for Good Hackathon. The team's winning voice-first AI platform called MEGHA (Meghalaya E-Governance Human-centered Assistance) is designed as a toll-free service that enables rural citizens in India to access government schemes using basic mobile phones, addressing digital literacy barriers in underserved communities. MEGHA provides guidance in conversational local languages ensuring both accessibility and accuracy for underserved communities.



U.S. Fulbright-Nehru alumna Dr. Bopaya Bidanda after collaborated with Indian researchers at BITS Pilani, Goa Campus, to explore sustainable engineering solutions for communities in need. A distinguished faculty member at the University of Pittsburgh's Swanson School of Engineering, Dr. Bidanda worked with faculty and students to design low-cost, locally produced assistive devices and disaster-resilient structures, integrating academic research with on-ground social impact. His Fulbright-Nehru work in India helped foster collaborations that strengthen U.S. leadership in industrial engineering, promote the adoption of innovative technologies, and build connections between U.S. and Indian classrooms, labs and industries.



Indian Fulbright alumnus Satyam Mishra was awarded the prestigious 'Phyllis Strimling Award' at the Harvard Graduate School of Education (HGSE) Convocation in 2025. The award is presented annually to a student who advances social equity by empowering women, demonstrates inclusive leadership, and inspires others through their work and vision. Satyams' goal is to build communities of teacher-trainers, multiplying educational impact and ensuring that diverse voices are represented in the field of education.

Indian Fulbright-Nehru alumnus Professor Nandan Nawn has been appointed RBI Chair Professor at the Centre for Economic Studies and Planning, Jawaharlal Nehru University (JNU), New Delhi. Currently on deputation from Jamia Millia Islamia, Prof. Nawn brings over two decades of academic and research experience to the role. A recipient of the Reserve Bank of India Scholarship Scheme for Faculty Members (2021), his current research focuses on the role of central banks in addressing nature-related financial risks and the development of climate finance taxonomy.





Hubert H. Humphrey alumnus Aashraya Seth is transforming lives across India through his initiative, Pad Bank, which has enabled more than 50,000 girls to stay in school by providing access to menstrual hygiene products and challenging taboos around menstruation. Recognized as one of Aditya Birla Group's #ForceforGood Heroes by The Better India, Aashraya also developed India's most affordable sanitary pad vending machine. As Founding President of Impact91 NGO in Lucknow, he continues to champion dignity, education, and opportunity for girls.



The Fulbright India Interest Group (FIIG) in collaboration with the Pittsburgh Chapter and several local partners organised 'The Multicultural Pongal Sangamam' in Pittsburgh in March 2025. They celebrated linguistic and cultural diversity through the Tamil harvest festival of Pongal. The event featured a student panel on Multicultural Tamar in Multicultural America, Kolam art, Kuthu dance, traditional Tamil food, and a live painting by artist Selva Priya Sahadevan.

U.S. Fulbright-Nehru alumnus Robin Sukhadia delivered an interactive lecture on Indian film and music at iLAED Institute Kolkata in June 2025. The hour-long session focused on the role of music and background scores in cinema, with case studies from three films across different languages and genres: Lagaan (Hindi, 2001), Slumdog Millionaire (English, 2008), and RRR (Telugu, 2022).





As part of the Fulbright Alumni Engagement Series (FAES) grant, U.S. Fulbright–Nehru Student Researcher Hamsa Shanmugam presented a soulful Carnatic concert at the American Center, Chennai, accompanied by Srinaath Kidambi Perangur (violin) and L. Subramanian (mridangam). The performance, held in celebration of Margazhi, blended traditional hymns, spiritual themes, and classical compositions. Hamsa’s Fulbright research focuses on Thēvāram, the Tamil devotional music of the Saiva tradition, exploring ways to integrate it into Carnatic concert structures while preserving its lyrical and musical authenticity.



Fulbright alumna (2013–2014 Fulbright Distinguished Awards in Teaching Program) Dr. Revathi Parameswaran, Principal of P.S. Senior Secondary School, Mylapore, received the National Teachers’ Award 2025 from President Droupadi Murmu on September 5. Among 45 exceptional educators honored nationwide, she is celebrated for her mission to remove the fear of mathematics, emphasizing concept-based, activity-driven, and real-life learning over rote memorization. With 34 years of teaching experience, she integrates tools like Geogebra to help students visualize mathematical concepts in real time.

EDUCATIONUSA @ USIEF



EducationUSA is a U.S. Department of State network that promotes U.S. higher education by offering accurate, current, unbiased, and comprehensive information to prospective students seeking higher education opportunities in the U.S. In India, EducationUSA operates through USIEF to connect Indian students with educational opportunities in the United States and to strengthen institutional partnerships.

According to the 2024 Open Doors Report, 331,602 Indian students were enrolled in U.S. higher education institutions in the academic year 2024–2025. India emerged as the largest source of international students in the U.S. In 2024, EducationUSA India organized over 742 events, including virtual and in-person sessions, fairs, and virtual outreach events with Indian schools and universities, and thematic sessions on specialized topics related to U.S. higher education.

Key Highlights

- USIEF hosted the 27th EducationUSA India Tour, a multi-city fair series featuring 52 U.S. universities and one English language testing organization. It attracted 5,309 student registrations and 3,278 participants, including parents and educators. The tour expanded reach by including Ahmedabad and Pune, alongside major metro cities.
- Pre-Departure Orientations were held in seven cities, guiding 484 admitted students on travel, academics, and cultural adjustment for study in the U.S.
- EducationUSA India engaged with 267 U.S. higher education institutions, facilitating strategic connections through briefings, outreach, and fairs. EducationUSA India also represented the network at NAFSA in San Diego this year.
- To deepen engagement beyond major metros, EducationUSA hosted successful roadshows in Jaipur, Ajmer, and Mangalore, featuring over 50 U.S. universities. The roadshows engaged 2,586 students and faculty across 12 Indian institutions, reflecting growing interest in U.S. education in Tier II cities.

EducationUSA remains committed to advising qualified students, showcasing the excellence and leadership of U.S. higher education and to support students to legally pursue higher education in the United States.

Student Testimonial

"EducationUSA has been an invaluable resource in my journey towards pursuing undergraduate studies in the U.S. My EducationUSA counselor's guidance, right from the university shortlisting process to applying for scholarships at the universities I have been accepted to has been invaluable. What truly sets EducationUSA apart is the personalized attention and unwavering support I received from my counselor. She made it a point to check in regularly and has always been responsive, proactive, and genuinely invested in my success."

Fahim Bawahir
University of Boston



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