

Monograph: January 2023

University Grants Commission (Setting up and Operation of Campuses of Foreign Higher Educational Institutes in India) Regulations, 2023

Guidelines to regulate entry and operation of foreign educational institutions imparting or intending to impart higher education

In line with the recommendations of the National Education Policy (NEP), 2020, the University Grants Commission (UGC) has initiated several measures for the internationalization of the higher education system in India. UGC notified the Guidelines on Internationalization of Higher Education in 2021, which included provisions like setting up an Office for International Affairs and Alumni Connect Cell in the Universities. To foster academic collaboration between Indian Higher Educational Institutions (HEIs) and foreign HEIs, “UGC (Academic Collaboration between Indian and Foreign Higher Educational Institutions to offer Twinning, Joint Degree and Dual Degree Programmes) Regulations, 2022” were notified in the Gazette on 2nd May, 2022. In January 2023, UGC unveiled it’s draft regulations for Foreign HEIs interested in setting up campuses in India, a significant step towards internationalizing India’s Higher Education.

This month’s Monograph is a summary of the notification and an attempt to analyze it from the perspective of various stakeholders.

About Eduvisors:

Eduvisors is a leading sector-focused consulting firm in Education in India. A part of Barry & Stone (B&S), a global network of independent consulting firms with 12 offices in 8 countries, Eduvisors is a pioneer amongst consulting firms in India with sole focus on the Education sector.

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Overview of Indian Higher Education

Size, Structure and Regulatory Framework

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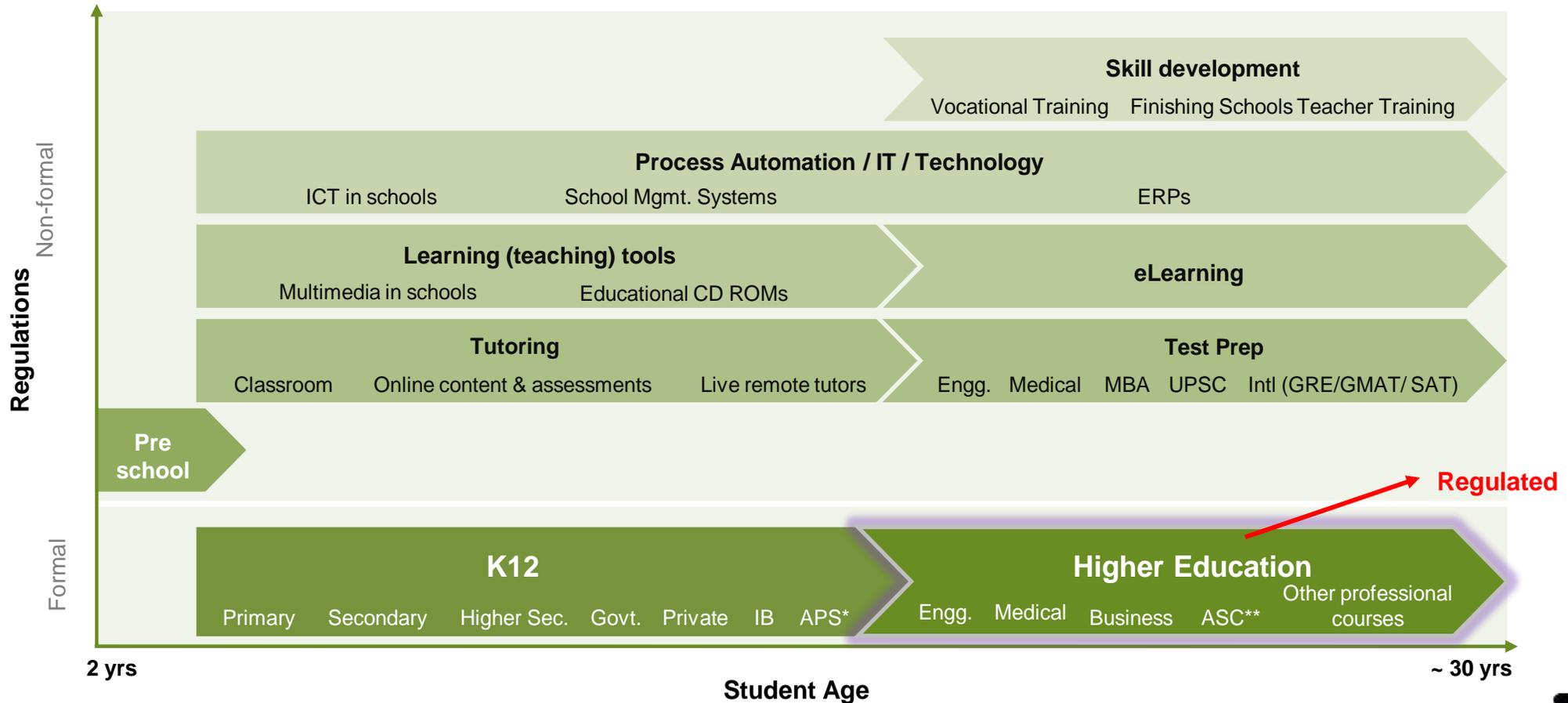
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Indian Education Stack™ : Formal = Regulated



* APS: Affordable Private Schools

** ASC: Arts, Science & Commerce

Institutional Structure

Types of Institutions

By	Types
Degree-granting powers	University - unitary, or affiliating; college
Legislative origin	Central; state or deemed-to-be university
Funding	Public (government/aided) institutions; private (unaided) institutions <i>not-for-profit (or de factor for-profit)</i>

Typology of public and private institutions

		Ownership	
		Public	Private
Financing	Public	Government institutions	Government dependent private (or private aided) institutions
	Private	Government independent institutions	Private institutions

- **Universities** award their own degrees; the colleges award their degree through the university to which they are affiliated

- **Colleges** conduct teaching and learning under the academic supervision of the university to which they are affiliated

- All universities are not of the affiliating type; a majority of them are unitary bodies, having a single campus, while some even have multiple campuses

- The Parliament or State legislatures can establish universities. Those established by an act of Parliament are Central universities, and the ones set up by the State legislatures are State Universities

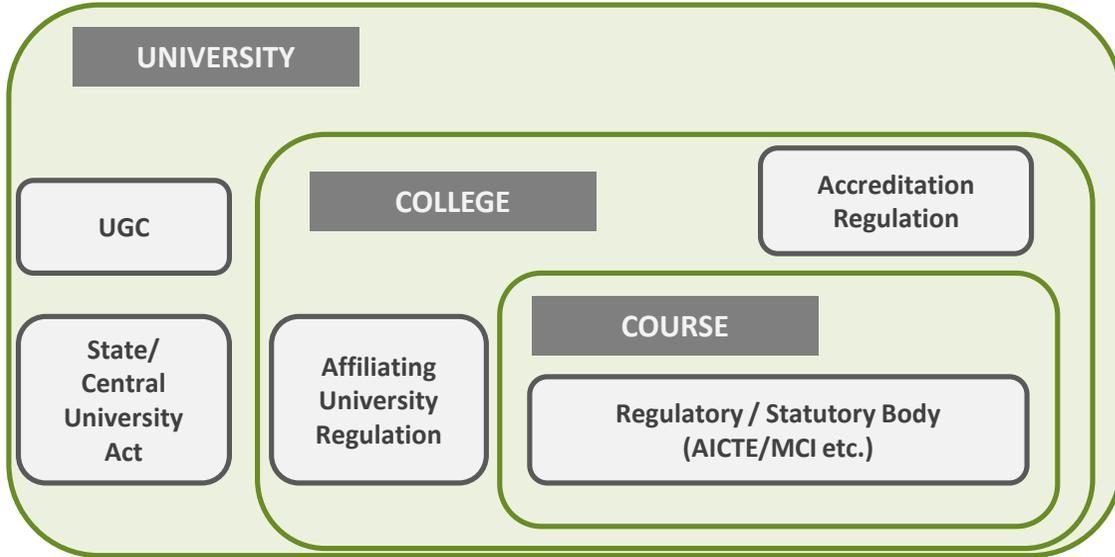
- Though there is no clear demarcation, the colleges usually focus on undergraduate education while the universities impart post-graduate education and conduct research.

- In addition, there are many institutions like the Indian Institutes of Management (IIMs) that award diplomas. These diplomas are considered equal to degrees granted by universities.

- Most universities and colleges offer multidisciplinary programs. There are also some universities that are discipline-specific, such as agriculture, law, technology, language, medicine and so on.

Landscape of Higher Education

Regulatory Landscape of Higher Education



The above shown University, College and Course link is the key to the higher education sector overall.

- Higher educational institutions in India include universities, colleges, and other institutions.
- The universities award their own degrees, and colleges award degrees through the universities with which they are affiliated.
- Universities may affiliate with other colleges or operate unitarily. In the case of unitary universities, a school or a department will offer a certain course, whereas for affiliating universities, it is the college that offers the courses.
- The courses run at the college or university level are regulated by professional councils such as All India Council for Technical Education (AICTE), Medical Council of India (MCI), Bar Council of India (BCI) etc.
- The instruction delivered at the classroom level is affected by rules and regulations at the university, college, and course level.

Indian Higher Education- Scale and Opportunities

Segments	Revenues (\$M, 2012E)	Revenues (\$M, 2022E)	CAGR (%)
Formal IES	62,650	81,250	3
K12	33,779	40,625	2
Higher Education	31,470	40,625	3
Non Formal IES	19,608	43,750	8
Total IES	84,858	125,000	4

- The size, structure and growth of the Indian higher education system are riddled with many contradictions. It is both large and small. In terms of absolute enrolment (about 40m students), it is the third largest education system in the world, but in terms of gross enrolment ratio, it is small – just around 27%.

- Universities and colleges together are more than 55,000 institutions. This is more than the rest of the world taken together. Yet., the number of degree-granting institutions is just about 1200. The number of institutions is large, with a very small average enrolment, resulting in a higher education landscape dotted with a large number of tiny non-viable institutions.

IES- Trends

Largest Capitalized Space

- Public spending of \$88bn (3.5% of GDP)

Largest Supply

- 55,000 Higher Education Institutions (HEIs); largest globally

Largest Demand

- Globally the largest population of 572m within the 0-24 years age group

Opportunities

Insufficient Funds

- Free product (govt. funded) losing market share, 43% of the student base enrolled in private establishments

Increasing Supply

- 16% of USD 88bn spent on capital expenditure

Lowest Enrolment, Highest Dropouts

- Low GER globally at 27.1 (at higher education level)

- The government plans to expand enrolment to reach 50% GER by 2035. This would require additional capacity for 25m students. For this growth momentum to sustain, the market must expand to players beyond the Public sector and existing Private players.

Universities and Colleges

- Universities, including deemed universities, and institutions of national importance are all degree-awarding institutions (DAIs)

- Out of nearly 55,000 institutions, only 1,233 are universities and the remaining are colleges. Out of these colleges, about four-fifths (~43,000 colleges) – mostly arts, commerce and science (ACS) colleges – are under the purview of the UGC.

- Overall, the number of institutions in India is large, with the obvious result that the average enrolment is very small; just about 700 students per institution.

- As a result, the higher education landscape is dotted with a large number of tiny non-viable institutions. Though this ensures a good geographical spread, the colleges, particularly in rural areas, are of poor quality, small size and are non-viable in nature. Thus, making the system highly fragmented and organized sub-optimally.

- With the changing landscape of HE in India, other than the traditional universities and colleges, other types of providers, namely, private universities and colleges, distance education providers, and online course providers have emerged in India.

- Private institutions now contribute for almost 80% enrolments in professional programs.

- With National Education Policy 2020 the government has aimed to increase Gross Enrolment Ratio(GER) to 50% by 2035 from current 26.3%.

- To achieve the above planned GER the scope and potential for current institutes to expand and for new players to enter the market is huge.

Number of DAIs

<i>University level institutions</i>	<i>As on 31.3.2007</i>	<i>As on 31.2.2014</i>	<i>As on 25.11.2022</i>
State Universities	232	311	460
Deemed Universities	114	117	128
Central Universities	24	43	54
Private Universities	11	170	430
Institute of National Importance	13	52	161
TOTAL	394	693	1233

Current Academic Structure

- Higher education (HE) in India covers all post-secondary education beyond class 12 in different subject areas, including professional streams such as engineering and technology, medicine, agriculture, etc.
- HE in India comprises three levels of qualifications – bachelor's or undergraduate degree programs, master's or post-graduate degree programs and doctoral programs (Doctor of Philosophy, PhD).
- Normally, a bachelor's program requires 3 years of education after 12 years of school education. With the latest change in the country's education policy, the National Education Policy (NEP) 2020 prescribes bachelor programs to be of 4 years instead of 3; with universities such as Delhi University already starting with such. By 2023-2024, all HEIs in India to adopt the 4-year UG programme.
- The NEP 2020 has changed the compulsory duration for a master's degree of 2 years to either 1 year (for students who had a 4 year UG programme) or 2 years (for students who had a 3 year UG programme); thus making the pattern 4+1 and 3+2 respectively.
- A bachelor's degree in professional fields of study, such as agriculture, dentistry, engineering, pharmacy, technology and veterinary medicine generally takes 4 years, while for architecture and medicine, a bachelor's degree takes 5 and 5½ years respectively.
- Bachelor's degrees in education, journalism and librarianship are considered second degrees. A bachelor's degree in law can either be taken as a part of an integrated degree program lasting 5 years or a 3-year program as a second degree.
- The master's degree is normally of 2-year duration. It could be based on coursework without a thesis or research with a thesis. A PhD degree is awarded after the Master's degree. The students are expected to write a substantial thesis based on original research for the award of a PhD degree.

The academic structure of the Indian HE system used to be a rigid 3-2-3 year cycle. With NEP 2020 it can now be either 3-2-3/6 or 4-1-3/6. Credit system which till now was not being followed in a majority of Indian institutions has also been introduced. Students now have greater autonomy to choose and have mix curricular subjects which were hitherto fixed and limited.

Pattern 1 (3+2)



Bachelor's or undergraduate degree programs

Focus on research



Master's or post-graduate degree programs

Pattern 2 (4+1)

Focus on research



Bachelor's or undergraduate degree programs



Master's or post-graduate degree programs



Doctoral programs (Doctor of Philosophy, PhD).

GER- Transition to Mass Higher Education

Enrolments and GER Across Countries

Country	Enrolment in Million (2010)	Enrolment in Millions (2020)	% Change in Enrolment	GER (latest)
USA	21	19	-9.5%	88.3%
UK	2.4	2.7	+12.5%	61.4%
Germany	2.5	2.9	+16%	70.3%
Canada	1.4	2.18	+55%	70.1%
South Korea	3.2	1.94	-39%	71.5%
Japan	3.8	2.93	-23%	65%
Russia	7	4	+42%	84.6%
Malaysia	1.1	1.2	+9%	43.1%
China	33	44.3	+34.2%	53.8%
Brazil	6	5.57	-7%	51%
India	28.56	38.5	+35%	27.1%

Lowest proportion of college graduates despite growth in enrolments

- Gross Enrolment Ratio (GER) measures the level of access, by taking the ratio of persons of all ages enrolled in higher education with respect to the total population in the eligible age group, that is 18-23 years for higher education

- In India, despite a steady enrolment growth, barely 27% of the 18-23 yrs age group is currently enrolled in higher education.

- The structure of the Indian economy, with a large population in the unorganized and agricultural sectors that do not require higher education qualifications at this stage, pushes down the enrolment ratio to this low level. There is a wide variation between rural and urban areas and across the states. Whereas in urban metropolitan areas, enrolment mirrors that in the advanced developing nations, in the rural hinterland, enrolment continues to be very low.

- Access to higher education is no more restricted to the elite, but expansion over the years has democratized higher education and this massive expansion has been chaotic and unplanned leading to a sudden and dramatic increase in the number of institutions without a proportionate increase in material and intellectual resources.

- Several problems that the system faces include: inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty, outmoded teaching methods, declining research standards, unmotivated students, overcrowded classrooms and widespread geographic, income, gender, and ethnic imbalances.

Public-Private Distinction

- Difference between a public and a private institution is usually seen along two dimensions – ownership and financing.
- In terms of financing, it is essential to distinguish between the initial capital cost for setting up an institution and the obligation to meet the recurrent costs. Since, promoters – public or private – make the initial investment; therefore distinction in terms of financing is essentially about the source of recurrent expenses.
- There are private institutions in India that get operating funds from the government. Such institutions are referred to as private aided institutions. The unaided private institutions are known as private institutions. These are financially independent institutions and are also referred to as self-financing institutions. Many government institutions (e.g., IIM – A, B and C) are able to generate their operating expenses internally and can be referred to as government-unaided institutions.
- Funding of the central universities, a few deemed universities and some colleges is done through the UGC. The UGC also provides development grants to state institutions. The IITs, the IIMs, the NITs and some technical institutions are funded directly by the central government. The remaining universities and colleges are either funded by the respective state governments or do not receive any public funds at all.
- Another distinction is made on whether or not an institution is for-profit or not-for-profit. Though all institutions in the formal system of higher education are not-for-profit by law, many, particularly private institutions, exhibit characteristics of for-profit entities.

Typology of public and private institutions

		Ownership	
		Public	Private
Financing	Public	Government institutions	Government dependent private (or private aided) institutions
	Private	Government independent institutions	Private institutions

Ownership and Financing of institutions

Type of institution	Ownership	Financing	Control	
			Academic	Administrative
University	Public	Public	Weak	Strong
Private University	Private	Private	Weak	Weak
Govt. Deemed University	Public	Public	Weak	Moderate
Private Deemed University	Private	Private	Weak	Weak
Government College	Public	Public	Strong	Strong
Private Aided College	Private	Public	Strong	Moderate
Private College	Private	Private	Strong	Weak
Foreign Institutions	Private	Private	No	No

Private Colleges and Deemed Universities

- With economic prosperity, more and more people are willing to pay higher fees for professional courses where the capacity is limited. This led to the emergence of private unaided colleges in the early 1980s. The first few private colleges for professional education came up in Karnataka as a result of liberal policies. Maharashtra, Andhra Pradesh and Tamil Nadu quickly followed suit.
- Many states started encouraging self-financing institutions with the Supreme Court granting legitimacy in 1993. The northern states were slow in allowing self-financing institutions. They did so only after they realized that many of their students were going to other states for professional education, often after paying high fees.
- However, private interests are largely confined to subject areas that are market friendly with low entry barriers, low initial investment (as courses in IT/computer science) and a liberal regulatory regime. A large number of private colleges are in engineering, management, hotel management, computer applications, pharmacy, medicine and other professional disciplines. To facilitate the setting up of such private professional colleges, many states have established affiliating universities exclusively for technical and/or medical disciplines.
- All private colleges are affiliated to universities that are directly under the government, in most cases the state governments. Therefore, the state governments are able to regulate fees and admissions.
- As the private sector expanded, the private promoters found the regulatory control of the affiliating university and state governments cumbersome. In the name of granting them autonomy – essentially to get out of the control of state governments and affiliating universities – they sought university status. Thus, several private deemed universities and private universities were established.
- A university that awards an academic degree in India can only be setup by an Act of Parliament or State Legislature. However, the central government, on the recommendation of the UGC can grant status 'deemed-to-be-university' to higher education institutions by executive order. Earlier this provision was used sparingly, usually to declare premier institutions offering programs at an advanced level in a particular field or specialization as a deemed university (e.g., Indian Institute of Science, Bangalore and the Indian Agricultural Research Institute at Delhi).
- To give a boost to educational opportunities in emerging areas, the provision to grant deemed university status to new institutions was introduced in 1998. Monitored on a year-to-year basis, such institutions were granted full recognition only at the end of five years on achieving satisfactory progress. Over the past few years, many private institutions running programs in traditional disciplines like engineering, medicine and management managed to get deemed university status without a waiting period of five years using the *de novo* provision.
- Currently, there are as many as 128 deemed universities. The process of grant of deemed university status remains somewhat non-transparent and arbitrary. With 28 deemed universities Tamil Nadu has the maximum deemed university.
- While deemed university didn't increase over the years but private universities have gone up significantly from 170 in 2014 to 430 in 2022.

Growth of Professional Education

- Professional education, falling under the regulatory control of the AICTE and referred to as technical education has grown rapidly over the past decade across a range of disciplines. In case of engineering, pharmacy, dentistry and physiotherapy, growth has been high and private share is as much as 82% in terms of number of institutions. Few programs like computer applications, management and teacher education grew in the public as well as the private sector. In disciplines like architecture and hotel management, growth has been very high. In medicine and dentistry, where entry barriers are high in terms of large investment requirements and the need for an attached hospital, growth has been tremendous and private share is 30-70%.

- While growth has been across a range of disciplines, it has been the fastest in engineering, that too in IT and related disciplines. Rapid exponential growth of private engineering colleges is to be contrasted with stagnating number of government/aided engineering colleges.

- While private engineering colleges continue to grow, in some states which saw an early expansion, saturation seems to be setting in. Several thousands of seats remain unfilled in private engineering colleges in many of these states. As a result viability of several engineering colleges is at stake and many of them are on sale.

- Professional courses like Hotel management and Architecture have had a tremendous increase and the major reason for the same is growing tourism and expansion of urban boundaries across India.

- With rapid rise in population the demand for healthcare professional and teaching professional has also seen a tremendous rise and as a result the institutes offering the same have risen by 60-150%.

<i>Name of the Course</i>	<i>2007</i>	<i>2022</i>	<i>% increase</i>	<i>Private Share (%)</i>
Engineering	1,617	5,860	262	60
Pharmacy	736	3,276	345	49
Hotel Management	80	1005	1156	82
Architecture	116	860	641	76
Computer Applications (MCA)	999	1,700	70	76
Management (MBA/PGDM)	1,150	7,139	521	52
Teacher Education (B.Ed)	5,190	8,331	61	64
Medicine (MBBS)	233	600	158	36
Dentistry (BDS)	189	420	122	71
Physiotherapy	205	200	-2	83
TOTAL	10,515	29,391	333	62

Current Status and Growth Prospects

<i>Type of Institution</i>	<i>Ownership</i>	<i>Financing</i>	<i>Number of Institutions*</i>	<i>Students Enrolled</i>	<i>Growth Trends</i>
Government Universities	Public	Public	589	5,973,282	Not Growing
Government Colleges	Public	Public	8,565	9,137,335	Not Growing
Private Aided Universities	Private	Private	328	1,280,428	Emerging on the Scene
Private Aided Colleges	Private	Private	5,336	5,817,325	Not Growing
Government Deemed Universities	Public	Public	46	95,896	Growing Rapidly
Private Deemed Universities	Private	Private	327	788,762	Growing Rapidly
Foreign Institutions*	Private	Private	45	13,500	Emerging on the Scene
TOTAL			15,236	23,106,528	

- The demand for higher education has grown far more rapidly than what public institutions can accommodate, and the government is not able to provide finances to meet the growing demand. Thus, the future of Indian higher education would largely depend upon the growing private sector. Primarily 'demand absorbing' due to supply constraints – both overall and job-oriented – but also in part a result of general dissatisfaction due to deteriorating standards, private institutions have grown rapidly over the past two decades and are destined to grow with equally or more.
- Private education has flourished in low-risk high-profit segments of higher education. Most private institutions are commercially-oriented (though they claim to be otherwise) and prepare graduates for job markets. This private boom in India has been in secular institutions that absorb the demand that the public sector could not or would not accommodate. Trends over the past two and a half decades show that while public higher education will move with a glacial speed to create capacities, private higher education will grow rapidly. In most professional fields, higher education would be dominated by private providers.
- Another trend worthy of note has been the rapid rise in flight of Indian students for education abroad, reflecting the increasing demand for not just quality education but of globally competitive degrees. Within this scenario, foreign collaborations have been welcomed openly by Indian students but collaborations have been restricted to twinning and joint degree programs.

Regulatory and Statutory Bodies for Higher Education

Name	Main role	Overlaps with the role of
University Grants Commission (UGC)	Funding, recognition of institutions and degree titles, maintaining overall standards	Other professional councils and the Distance Education Council (DEC)
Distance Education Council (DEC) under the IGNOU Act	Funding, maintaining standards of open education	Other professional councils and UGC
All India Council for Technical Education (AICTE)	Approval for technical institutions and limited funding role for quality improvement	UGC, DEC, PCI, CoA and the state councils for Technical Education
Council of Architects (CoA)	Registration of Architects and recognition of institutions for education in architecture and town planning	AICTE
Medical Council of India (MCI)	Registration of medical practitioners and recognition of medical institutions and qualifications	State medical councils and the state governments; UGC and DEC to a limited extent
Pharmacy Council of India (PCI)	Registration of pharmacists and approval of pharmacy institutions	AICTE and state pharmacy councils
Indian Nursing Council (INC)	Accepts qualifications awarded by universities within and outside India	22 state nursing councils with different Acts have registering powers
Dental Council of India (DCI)	Recommend to the central government for approval of dental colleges.	Ministry of Health
Central Council of Homeopathy (CCH)	Maintain central of register of homeopaths	State councils
Central Council of Indian Medicine (CCIM)	Maintain central of register	State councils
Rehabilitation Council of India (RCI)	Recognition of institutions for physiotherapy and related fields	State governments
National Council for Teacher Education (NCTE)	Recognition of teacher education institutions	DEC
Indian Council for Agricultural Research (ICAR)	Not a statutory body; Coordinate and fund agriculture education	UGC
Bar Council of India (BCI)	Listing of members of bar	State bar councils

Policy Landscape: NEP 2020 on Higher Education

Institutional Consolidation and Restructuring

- New vision : large, well-resourced, multidisciplinary institutions
- Consolidation of more than 50,000 HEIs into about 15,000 large multidisciplinary institutions
- Institutions will be of two types:
 - ✓ Universities: With focus on research and teaching
 - ✓ Colleges: Autonomous degree-granting colleges and Constituent Colleges

Restructuring Degree Programme

- Duration of UG course now 4 years
- Multiple entry and exit points for students
 - ✓ 1 year: Certificate
 - ✓ 2 year: Advanced Diploma
 - ✓ 3 year: Bachelor's Degree
 - ✓ 4 year: Bachelor's Degree with research

Institutional Autonomy

- Institutions and faculty will have the autonomy to innovate curriculum, pedagogy, and assessment.
- The Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility
- HEIs shall also move away from high-stakes examinations towards a continuous and comprehensive evaluation

Financial Autonomy

- Institutions can decide on fees through statutory bodies
- Financial allocation for clubs and associations
- Scholarships to deserving students

Emphasis on Research

- Promotion of research in the higher education by institutionalizing research funding
- Institutional funding for undertaking research in the field of art, language, culture, society, economy, society, environment etc.
- Scholarship to deserving students

Important Legislations (1)

Some of the important Central legislations having a bearing on Higher Education in India are:

1. The Copyright Act, 1957
2. Apprentices Act, 1961
3. The University Grants Commission Act, 1956
4. The All India Council for Technical Education Act, 1987
5. The National Council for Minority Educational Institutions Act, 2004

The Apprentices Act , 1961

- Initially, the Act envisaged training of trade apprentices. The Act was amended in 1973 and then in 1986 to include training of graduate and diploma engineers and vocational stream after higher secondary Education.
- Directorate General of Employment & Training in the Union Ministry of Labour is responsible overall for the implementation of the act. Partial responsibility lies with State Apprenticeship Advisers and Department of Education in Ministry of HRD.
- The act regulates the training of apprentices in the country as laid down by the Central Apprenticeship Council. The aim of such training is to meet the requirement of skilled manpower in the country.

The Copyright Act , 1957

- Indian Copyright law is governed by the Indian Copyright Act of 1957
- One of the goals in the action plan of Education ministry in 2009 was to amend the Copyright Act, 1957 to address the concerns relating to copyrights and related rights of the various stakeholders.
- Amendments have been proposed to protect the interests of researchers, students and educational institutions so as to ensure that Technological Measures do not act as a barrier for further development of the technology.

Important Legislations (2)

The University Grants Commission Act, 1956

- The Salient features of the UGC Act are:
 - ✓ Stipulating the powers and functions of the UGC
 - ✓ Provision for the definition of universities and deemed universities
 - ✓ Conferment of certain important rights upon universities.

- UGC Act defines a university as that which is established or incorporated by or under a Central Act, a Provincial Act or a State Act, and includes any such institution as may, in consultation with the university concerned, be recognized by the UGC in accordance with the regulations made in this behalf , under the UGC Act.

- A university is not established under the UGC Act but is only required to adhere to the provisions of the same. Universities are set up mostly under State Acts.

- In light of the phenomenon of setting up private universities through State Acts, UGC has introduced regulations with regard to the establishment of the same under the **UGC (Establishment of and Maintenance of Standards in Private Universities) Regulations, 2003**. Accordingly, a private university has to be established by a separate State Act and has to conform to the relevant provisions of the UGC Act.

- Section 22 of the UGC Act brings forth the importance of the designation of a university. According to this section. the right of conferring or granting degrees specified by the UGC can be exercised only by a university or an institution deemed to be a university under Section 3 of the UGC Act or an institution specially empowered by an Act of Parliament to confer or grant degrees.

- Section 23 of the UGC Act provides that no institution, whether a corporate body or not, other than a university established or incorporated by or under a Central Act, a Provincial Act or a State Act shall be entitled to have the word “University” associated with its name in any manner whatsoever.

- Under Section 3 of the UGC Act, the Central Government may, on the advice of the UGC, declare that any institution for higher education, other than a university, be deemed to be a university for the purposes of the UGC Act. On such a declaration being made, all the provisions of the said Act shall apply to such institution.

Important Legislations (3)

The All India Council for Technical Education Act, 1987

- AICTE was set up by the AICTE Act to ensure:
 - ✓ Proper planning and coordinated development of the Technical Education system throughout the country
 - ✓ Qualitative improvement of such education in relation to planned quantitative growth
 - ✓ The regulation and proper maintenance of norms and standards in the Technical Education system
- The act defines Technical Education as programs of education, research and training in Engineering & Technology, Architecture, Town Planning, Management, Hotel Management & Catering Technology, Pharmacy and Applied Arts and Crafts.
- By virtue of sections 10 and 23 of the AICTE Act:
 - No new 'Technical Institution' of Government, Government Aided or Private (self financing) institution, whether affiliated or not affiliated to any university, can be started and no new courses or programs can be introduced without obtaining prior approval of the AICTE.
 - No new or existing 'Technical Institution' of Government, Government Aided or Private (self financing) institution, whether affiliated or not affiliated to any university, can conduct any e technical course or program without obtaining the approval of the AICTE.
 - No admission authority/body/institution shall permit admission of students to a course or program of a 'Technical Institution' not approved by the AICTE.
- The entry and operation of foreign universities/institutions imparting Technical Education in India is regulated by the **All India Council for Technical Education Regulations for Entry and Operations of Foreign Universities in India Imparting Technical Education, 2005** (Foreign Universities Regulations).

The National Council for Minority Educational Institutions Act, 2004

- Act which enabled minority education establishments to seek university affiliations if they passed the required norms.
- It provides for the right of minority educational institutions to seek affiliation to any university of their choice, provided the relevant law under which such universities are created allow such affiliation.
- Article 30(1) of the Constitution, which gives minorities the right to establish and administer educational institution of their choice, would be effectively implemented through the NCMEI Act.



Monograph: January 2023

University Grants Commission (Setting up and Operation of Campuses of Foreign Higher Educational Institutes in India) Regulations, 2023

Overview of Foreign Higher Educational Institutes in India

About Eduvisors:

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Progress in Internationalizing Higher Education in India

For a historical perspective, the Foreign Educational Institutions (Regulations of Entry and Operations) Bill introduced in 2010 proposed to regulate Foreign Universities interested in programmatic collaboration with India but this bill lapsed in 2014. Meanwhile in 2017, in a strategy paper shared by Commerce Ministry, the need to internationalize India's Higher Education was suggested. The National Education Policy of 2020 also upheld a similar vision for India's Higher Education. The new regulations, when introduced fully, will be the first step towards concretizing this vision.

The University Grants Commission (Setting up and Operation of Campuses of Foreign Higher Educational Institutes in India) Regulations, 2023 has the potential to create the same impact on India's higher education sector as the economic liberalization & deregulation in the nineties had on India's industrial sector. With access to globally competitive degrees at home, India will not only retain its annual brain drain but also enhance employment opportunities as well as the employability of its graduates.

2010



The bill titled Foreign Educational Institutions (Regulation of Entry and Operations) Bill introduced by UPA-II Government.

2014



The Foreign Educational Institutions (Regulation of Entry and Operations) Bill lapses.

2017



A strategy paper shared by Commerce ministry with MHRD, Ministry of External Affairs and NITI Aayog supported Internationalization of Higher Education in India to gain foreign exchange.

2020



National Education Policy 2020 emphasizes the need for greater international collaboration

2021



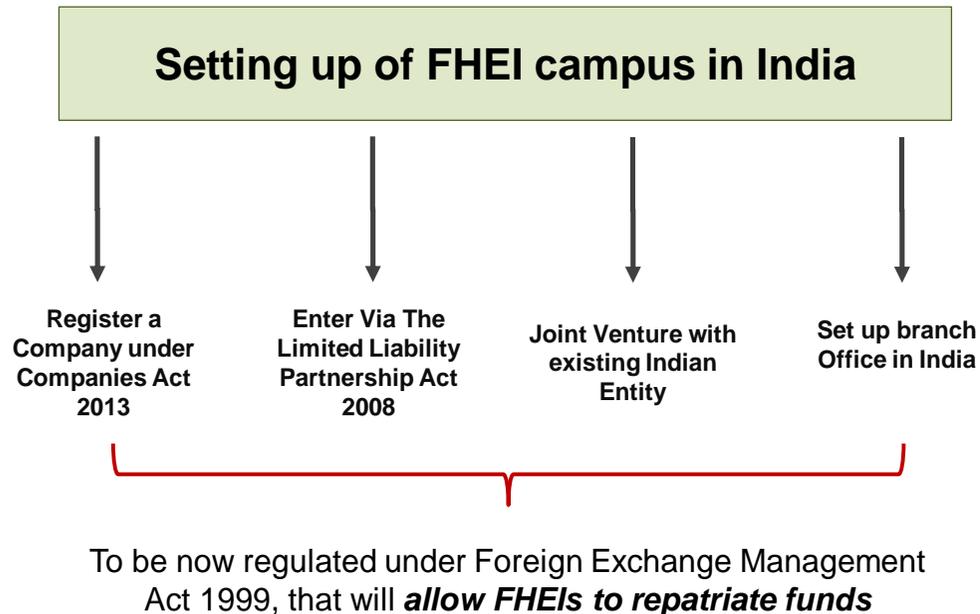
UGC notified guidelines on Internationalization of Higher Education

2023



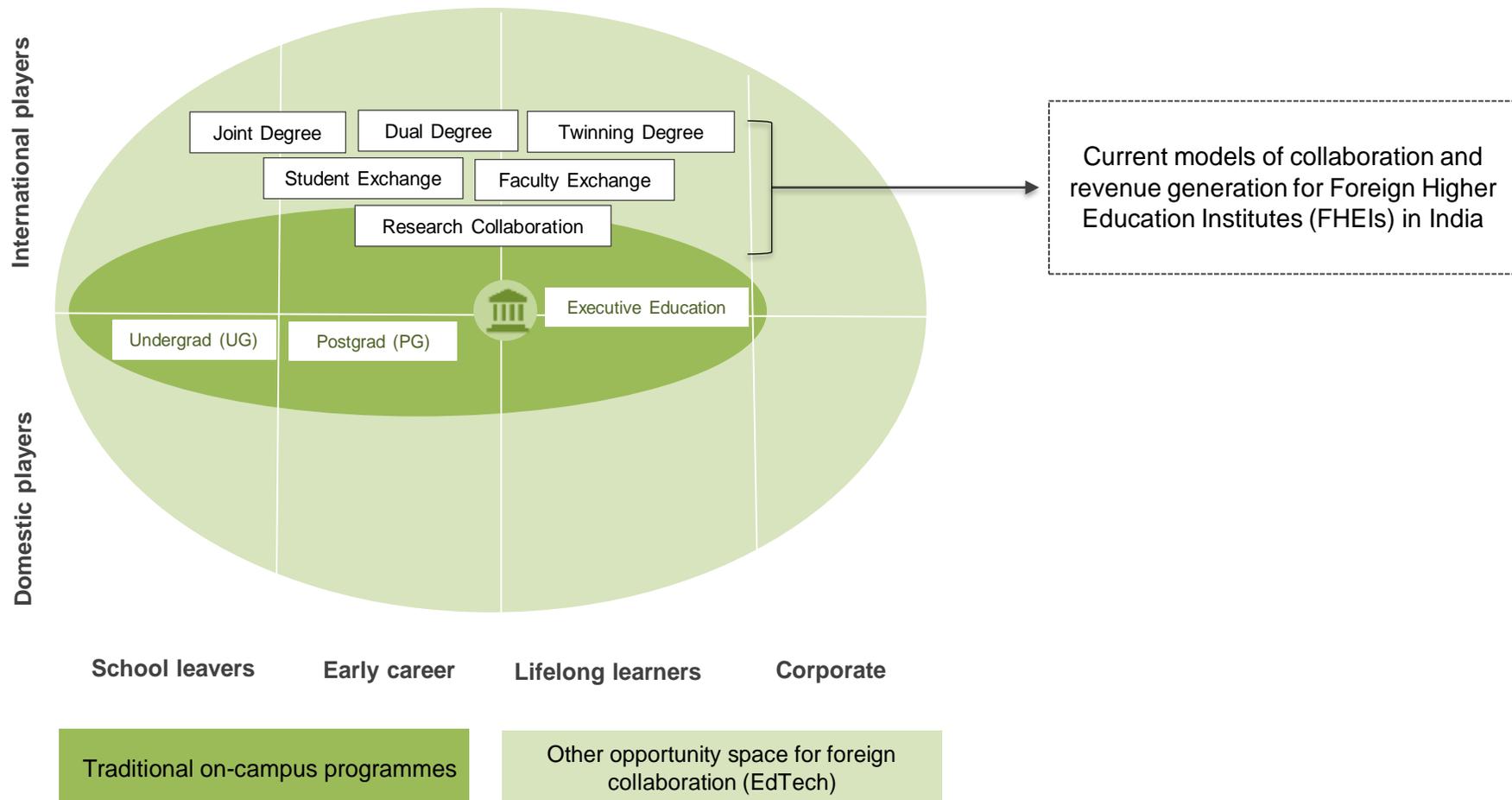
Draft regulations under UGC Act 1956 for setting up campuses of foreign institutes

Legal Construct for FHEIs to Set up Campuses in India

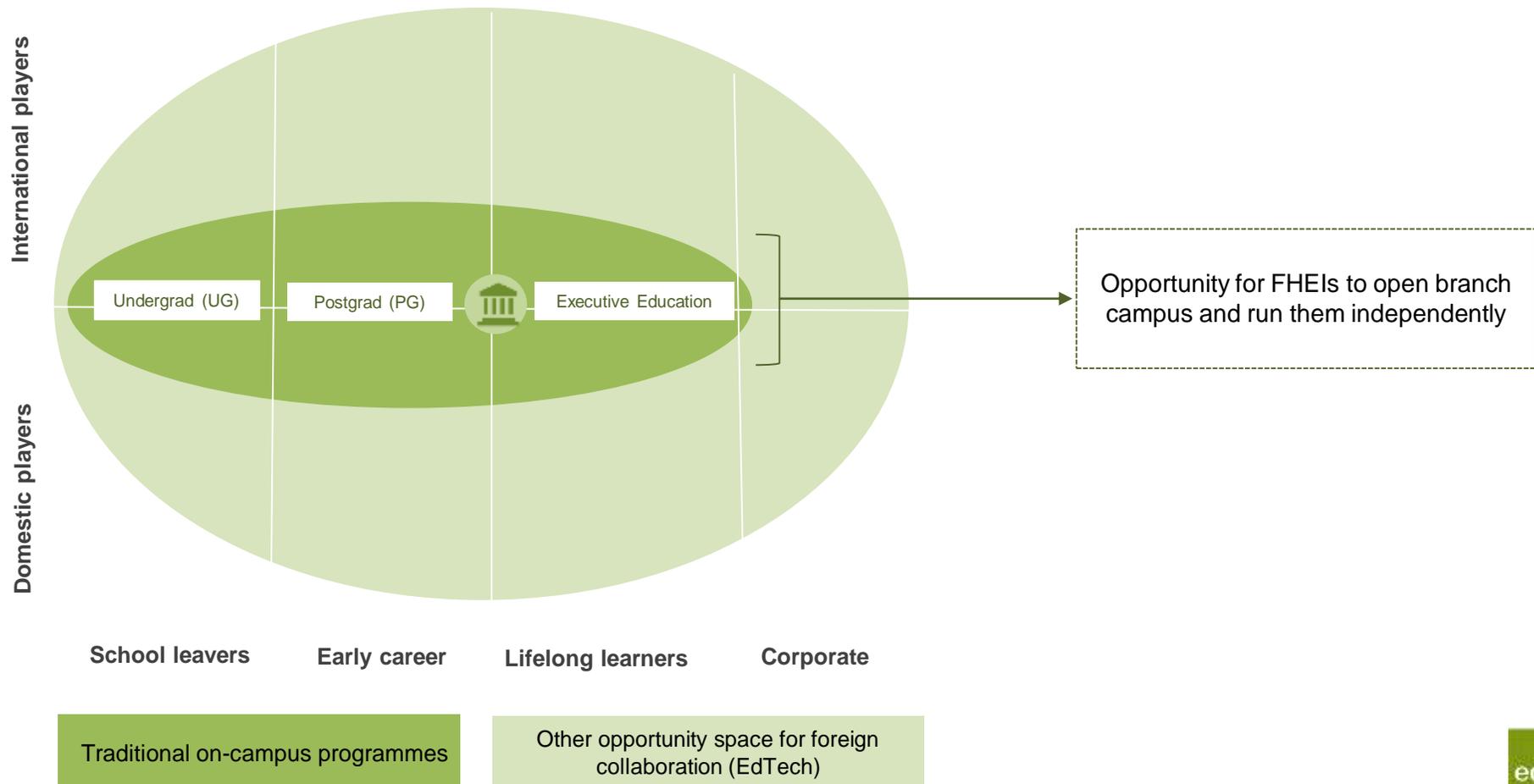


- The gap between private college expenditure by Indian students and cost of studying abroad is not as wide as it used to be, with the latter amounting to just over 5-10 Lakh than premium private college expenses in India.
- The increasing readiness of Indian students to take up higher costs for a quality Higher Education degree had been attractive to Foreign Universities for years, however sticky points around funding and fee acted as barriers for FHEIs to set up campuses in India.
- The repatriation model as per the draft regulations is based on Foreign Exchange Management Act (FEMA) 1999. There are multiple ways an FHEI can enter India but primary the following models are followed:-
 - The FHEI can register a company in India under The Companies Act 2013, and through this company, it can operate its campus in India
 - The FHEI can come through the Limited Liability Partnership Act 2008
 - The FHEI can have a joint venture with an existing Indian entity, like an existing educational institute that can provide the FHEI infrastructure and other resources
 - The FHEI can come as a Standalone Institution by setting up its branch office in India

Revenue: Current Model

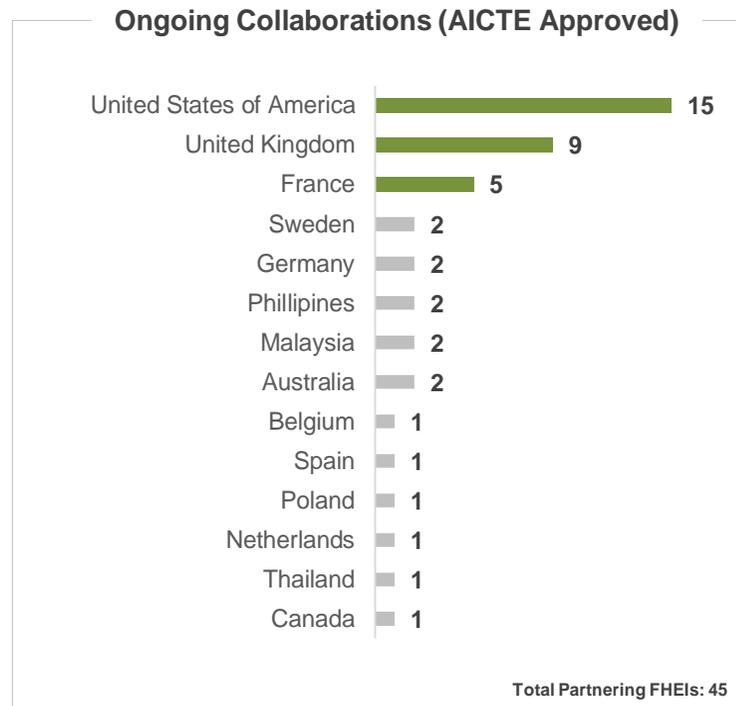


Revenue: Opportunity



Current Presence: Foreign Higher Educational Institutes Country Wise

Country	Name of FHEI	QS Ranking
 UK	▪ Cardiff Metropolitan University	▪ 166
	▪ Edinburg Business School	▪ 16
	▪ Royal Institute of Public Administration	▪ 190
 France	▪ Emylon Business School	▪ 53
	▪ Grenoble Ecole De Management	▪ 143
	▪ IESEG	▪ 30
 USA	▪ Case Western Reserve University	▪ 176
	▪ Carlson School of Management	▪ 19
	▪ John Hopkins University	▪ 24
 Belgium	▪ Antwerp Management School	▪ 32
 Sweden	▪ Uppsala Universitet	▪ 128



- Out of total 45 International universities collaborating, only 11 are in Top 200 as per QS Ranking 2023.
- US,UK and France are most preferred countries.

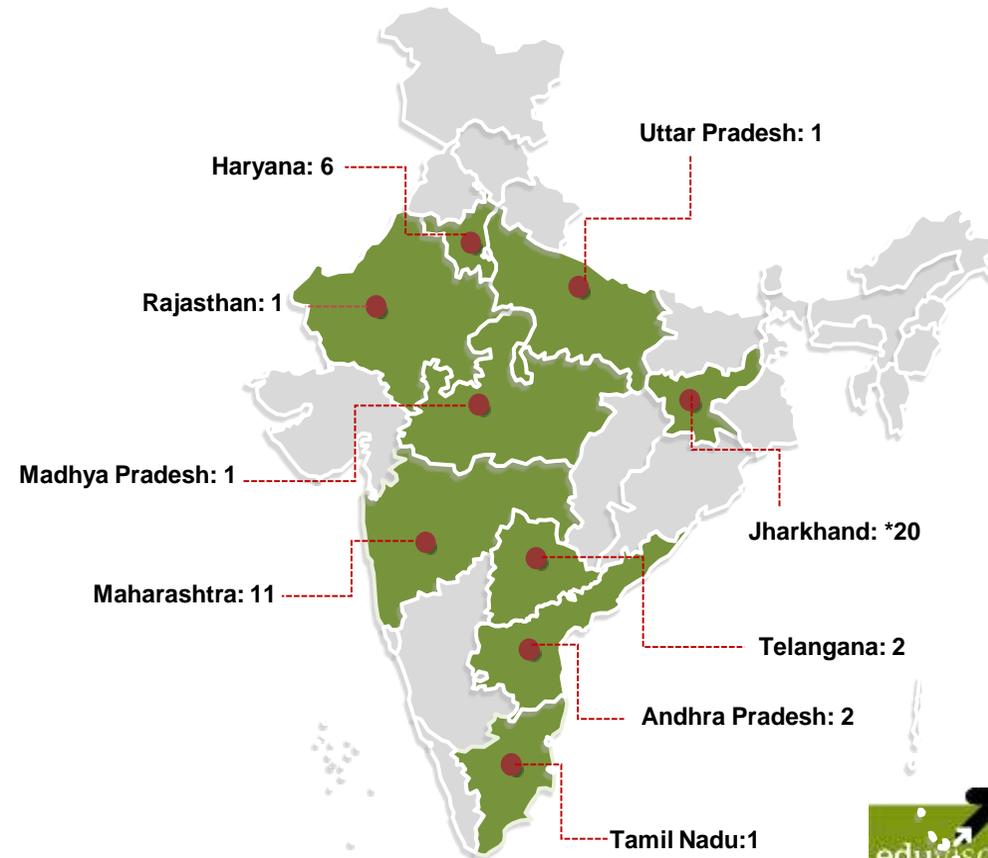
Current Presence: Foreign Higher Educational Institute Collaborations in India

- All Foreign Higher Educational Institute (FHEI) collaborations are currently regulated under AICTE and majority are collaborating with **Private Institutions**.
- At present, there are 45 FHIEs collaborating in India.

The upcoming University Grants Commission (Setting Up and Operation of Campuses of Foreign Higher Educational Institutions in India) Regulations 2023 is expected to offer considerable freedom to foreign universities to set up campuses, decide faculty and salary, set fee structure as well as repatriate funds which was a sticking point in earlier initiatives

- Key points in proposed mechanism of the new regulations are :-
 - Approval systems and bureaucratic procedures to be made more conducive to international collaboration
 - Restrictions regarding curriculum, recognition and funding for collaboration shall be removed

Ongoing state-wise AICTE approved Collaborations



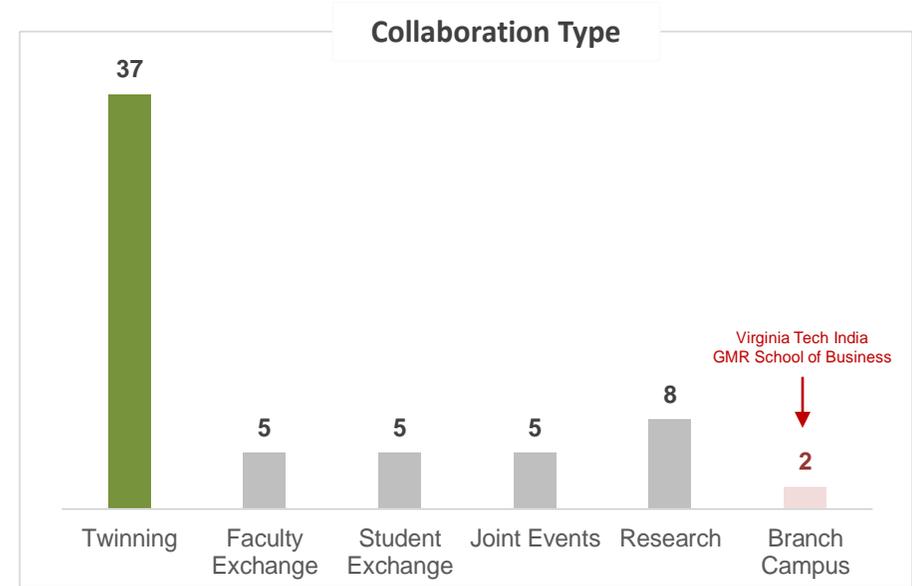
*All collaborations with XLRI, Jamshedpur

Current Presence: Foreign Higher Educational Institutes Collaboration Type

Collaboration Maturity

Branch Campuses	Foreign institution establishes a subsidiary, either on its own or jointly with a local provider, and delivery is entirely by the foreign university, leading to a degree by the latter
Double / Joint Degree	Students pursue a program jointly offered by institutions in two countries. The qualification/s can be either a degree that is jointly awarded or two separate degrees awarded by each partner institution.
Twinning	Students pursue part of the program at the domestic institution and part in the foreign institution. The degree is awarded by the foreign institution.
Franchised Program	Learning programs designed by the foreign provider (franchiser) and delivered in the domestic institution (franchisee). The student receives the qualification of the franchiser institution. Variation range from 'full' to 'part' franchise.
Validated Program	A program established in a local higher education institution that has been 'approved' by a foreign institution as equivalent to its own, leading to the award of a qualification from the latter
Distance / Open Learning (e-learning)	Course is through distance learning whether traditional or online and could be with a local partner or entirely foreign. 'Open Learning' also signifies that the program does not have the normal academic entry requirements

The New regulations will allow collaborations to reach maximum maturity of setting up Branch Campuses, which at present is only 2 out of 45 FHEI collaborations.



- Majority of the collaborations are twinning programmes.
- Majority of the collaborations are in the field of **Financial/Business Management**.





Monograph: January 2023

University Grants Commission (Setting up and Operation of Campuses of Foreign Higher Educational Institutes in India) Regulations, 2023

Eduvisors Analysis of the New Regulations

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Objectives of the UGC Regulations 2023

Objectives behind UGC's new regulation:

➤ **Bridge the demand and supply gap in quality higher education in India**

- Only 27% of India's 148 million college-aged citizens go to college
- Only 1.5% of India's GDP is spent on higher education (2019)

➤ **Need for making India's Higher Education globally competitive**

- Foreign institutions bring updated curricula and best practices
- More than 90% of Indian students seeking admission to the elite IITs and IIM's are rejected due to capacity constraints

➤ **Saving foreign exchange by encouraging students not to go abroad**

- On an average more than 2 Lakh Indian students go abroad every year for higher education (second largest after China)
- Estimated potential of saving up to \$30 billion

➤ **Prevent malpractices and maintain standards of Higher education**

- Due to lack of relevant policy or regulatory regime, it has been difficult to make a meaningful assessment of the operations of Foreign educational institutions in India giving rise to various unfair practices. At present, the UGC and All India Council for Technical Education (AICTE) currently oversee aspects surrounding twinning arrangements and other collaborative programs from non-India colleges and universities, and only the latter has notified regulations regarding Foreign institutes providing technical education in India.
- The new regulations are step towards ensuring standards of Higher Education are maintained within the country as well as protect the interests of students.

A

➤ **Increase and Enhance Employability of Indian Graduates**

- Only 50.3% of the working-age population are employable, students attaining degrees from International Universities will enjoy higher employability.

Our thoughts:

Setting up of branch campuses of reputed international universities in India has a huge potential to retain its annual brain drain as well as introduce a much needed competition in the Indian University landscape to provide globally competitive quality education.

Eligibility Criteria

- All Foreign Higher Educational Institutions (FHEIs) seeking to set up campuses in India require the approval of the UGC

Quality Requirements

- The UGC will regulate the entry and operations of all FHEIs conducting undergraduate, post-graduate, doctoral, post-doctoral and other degrees, diplomas, and certificate programmes.

Admission and Fees

Penalties

Others

- The applicant if a foreign university is eligible only if it has secured a position within the top 500 of overall / subject-wise global rankings
- The applicant if a foreign educational institute should be a reputed institution in its home jurisdiction

Our thoughts:

- *Very rigid ranking criteria for applicant FHEIs can limit the number of FUs coming to India.*
- *We believe that instead of only considering the rankings the regulatory body should categorize FHEIs on the basis of the subject/degrees offered, willingness to set up a campus in smaller cities/towns etc.*

Eligibility Criteria

Quality Requirements

Admission and Fees

Penalties

Others

- An FHEI has to ensure that the education offered by it has to be of a standard not less than what is offered to those enrolled in their main campuses abroad

- The qualifications awarded to the students in the Indian campus shall be recognized and treated as equivalent to the corresponding qualifications awarded by the Foreign Higher Educational Institutions in the main campus located in the country of origin for both higher education and employment.

- It may decide the qualifications, salary structure, and other conditions of service for appointing faculty; and shall ensure that the qualifications of the faculty appointed shall be at par with the main campus of the country of origin.

Our thoughts:

- *The clause regarding degree offered by FHEIs in India being treated equally to those offered in the country of origin could cause issues. For instance if we look at the Graduate Route in the UK, a student can get a Graduate Visa if they have studied in the campus at UK and achieved their master's degree. If the same course is studied in India however, this will not be the case for Indian students wishing to find employment in the FHEI's home country.*
- *Regarding the quality of education imparted, we at Eduvisors believe that it takes years to develop multidisciplinary expertise at a new campus and international universities will take 5-10 years to replicate similar standards of quality as at their Home Campus.*

Eligibility Criteria

- The FHEI has the autonomy to evolve its admission process and criteria for its students

Quality Requirements

- The fee structure decided shall be transparent and reasonable.

Admission and Fees

- The FHEIs shall make their prospectus available on the website 60 days prior to the commencement of admissions with information on fee structure, refund policy, availability of seats, eligibility criteria and overall admission process.

Penalties

Others

- Full or partial need-based scholarships may be provided by the FHEI from funds such as endowment funds, alumni donations, tuition revenues and other sources

Our thoughts:

- *We believe that the number of foreign students in India can increase if FHEIs manage to provide quality education at about half the price of an American/European degree, thus possibly making India a global education hub.*
- *Considering the significant operational challenges that FHEIs might face, the decision to give autonomy to set their fees should have the leeway to repatriate profits back to their home country, but with the condition to set aside a certain percentage of post-tax profits for scholarships for poorer students and doctoral studies.*

Eligibility Criteria

Quality requirements

Admission and Fees

Penalties

Others

- Violation of the following rules and regulations can result in the UGC imposing penalty or suspending/withdrawing the approval of the FHEI:
 - Activities and programmes against the interest of India
 - Failing to abide by undertaking given at the time of application
 - Engaging in operation(s) other than the ones permitted
 - Misappropriation and suppression of facts.

Our thoughts:

- *Objective of these penalties is to ensure that the quality of education is not compromised upon. However, such clauses have the risk of subjective evaluation by regulatory authorities.*

Eligibility Criteria

- The programmes offered under these Regulations shall not be allowed in online and ODL mode.

Quality requirements

- The FHEIs shall not offer any such programme of study which jeopardizes the national interest of India and is contrary to the sovereignty and integrity of India, the security of the State, friendly relations with foreign States

Admission and Fees

- FHEI shall have a mechanism to address students' grievances. If not addressed, students can appeal to the Commission.

Penalties

Others

Our thoughts:

- *The regulations have ensured that interests and safety of Indian students are given paramount importance.*
- *Existing international collaborations already face restrictions regarding curriculum and whether such restrictions continue to act as barriers will only be understood once the regulations are fully in place and physical campuses are set up as well as start operating.*

Procedure for Approval

The procedure of approval will ensure only credible and reputed foreign institutions enter the Higher Education Landscape in India, as well as ensure the safety and best interests of Indian students



- Upon fulfilment of the eligibility Criteria, the FHEI applies online along with the non-refundable processing fee.
- Application must be accompanied by the following documents:-
 - Permission by the Governing Body or Board to establish campus in India
 - General Information on infrastructural facilities, availability of faculty, fee structure, academic programs, courses, curricula and financial resources for setting up and operations of campuses in India, and any other details that may be sought
 - Plans for alternative arrangements in case of course disruption or closure, including relocation to other course or program
 - Undertaking to the effect that
 - Quality of education provided is at par with that of its main campus
 - Qualification will be treated equivalent to qualifications of other Institutes at the country of origin for all purposes including higher education and employment
 - Latest Accreditation/Quality Assurance report by a recognized body
 - Any other document specified in the portal

Max time required for In-Principal Approval: 90 days
Max time for beginning operations: 2 Years 135 Days

Procedure for Approval

The procedure of approval will ensure only credible and reputed foreign institutions enter the Higher Education Landscape in India, as well as ensure the safety and best interests of Indian students



- A Standing Committee set up by the Commission assesses each application based on merits including:-
 - Credibility of the educational institutions
 - Programs to be offered
 - Potential to strengthen educational opportunities in India
 - Proposed academic infrastructure

And make recommendations thereof.

- Within **45 days** of receipt of application, the Committee presents recommendation to the Commission.

Max time required for In-Principal Approval: 90 days
Max time for beginning operations: 2 Years 135 Days

Procedure for Approval

The procedure of approval will ensure only credible and reputed foreign institutions enter the Higher Education Landscape in India, as well as ensure the safety and best interests of Indian students

Apply Online to
University Grants
Commission



Standing Committee
Assesses Applications



Standing Committee
Grants In-principal
Approval

- Based on the recommendations the Committee, within **45 days**, the Commission will initially grant in-principal approval and issue Letter of Intent to the FHEI to set up campuses in India



- If approval is granted, the UGC will allow the foreign institution **2 years** to establish its physical campus and infrastructure necessary to start academic operations.
- Once the infrastructure is in place, UGC will conduct an inspection to check the campus readiness to start academic operations within **45 days**.
- The approval will be for a period of ten years, and the FHEI shall apply for renewal in the 9th year.



*FHEI can start its operations in **less than 3 years** in India*

Max time required for In-Principal Approval: 90 days
Max time for beginning operations: 2 Years 135 Days

Opportunities for FHEIs: Smoother Regulatory Mechanism

	Foreign Educational Institutional Bill (Regulation of Entry and Operations) 2010	Current Regulatory Mechanism	Proposed Regulatory Mechanism (UGC Draft Regulations, 2023)
Notifying Authority	Central Government	AICTE (Only technical courses regulated)	University Grants Commission (UGC)
Eligibility Criteria of Institution	Has been offering educational services for a minimum of 20 years	Must be accredited by authorizing agency in parent country	- In top 500 overall/subject rankings - Reputed in home country
Repatriation of Funds	Ban on repatriation	No repatriation	Can repatriate funds
Fee Structure of Students	Decided by institution	Prescribed by AICTE	Decided by institution
Number of seats/intake	Approval by Statutory authority	Approval by AICTE required	Institution has autonomy
Standards of Faculty (salary and qualifications)	Must conform to UGC,AICTE, BCI, MCI and standards of other relevant statutory bodies	Prescribed by AICTE	Institution has autonomy
Standards of Curriculum	Must conform to UGC,AICTE, BCI and MCI standards	Approval by AICTE required	Institution has autonomy
Admission Criteria and eligibility for Students	Must conform to standards of Statutory Body, only if no such standards are set the institution may have their own criteria	Prescribed by AICTE	Institution has autonomy
Equivalence Certification	All Indian students with foreign degrees are required to get an equivalence certificate from the Association of Indian Universities	Need further equivalence	Equivalence requirement waived off
Excluded Modes of Learning	Distant Mode	None	Online Learning and Distant Mode

Streamlined process, application will not be passed through multiple regulatory bodies

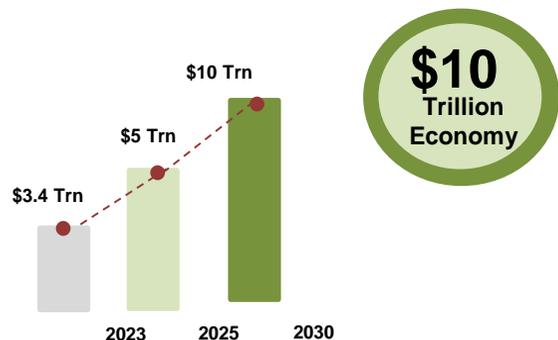
Funds to be regulated under FEMA 1999 which regulate cross-border movement of funds allowing for smoother transactions and repatriation

Easier for students to get degrees as FHEI granted degrees don't need further equivalence

Opportunities for FHEIs: India emerging as a global education hub

Fast growing economy and rising demand for higher education puts India at a competitive advantage

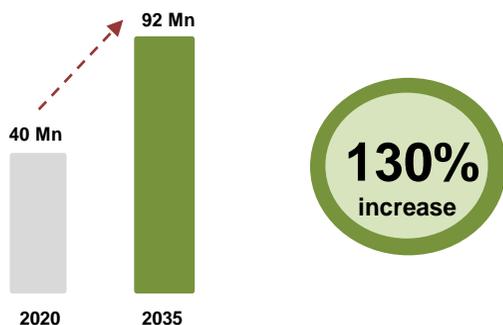
India: Gross Domestic Product (GDP) Forecast 2023-2030



➤ Rising Economy

- Poised to become \$10 Trillion Economy in 2030, India is world's fastest-growing economy at present. By 2030, India will be the world's 3rd largest economy.
- As a result of its economic growth, it has attracted tens of thousands of new businesses that are looking to leverage the growing talent of Indian graduates. In 2021, India recorded highest ever FDI inflows of \$85 Billion.
- With increasing global competitiveness, India poses as an ideal educational hub. The number of foreign students opting for India as their study abroad option has increased by 42% in the last 7 years.

Estimated growth of student enrolments in tertiary education

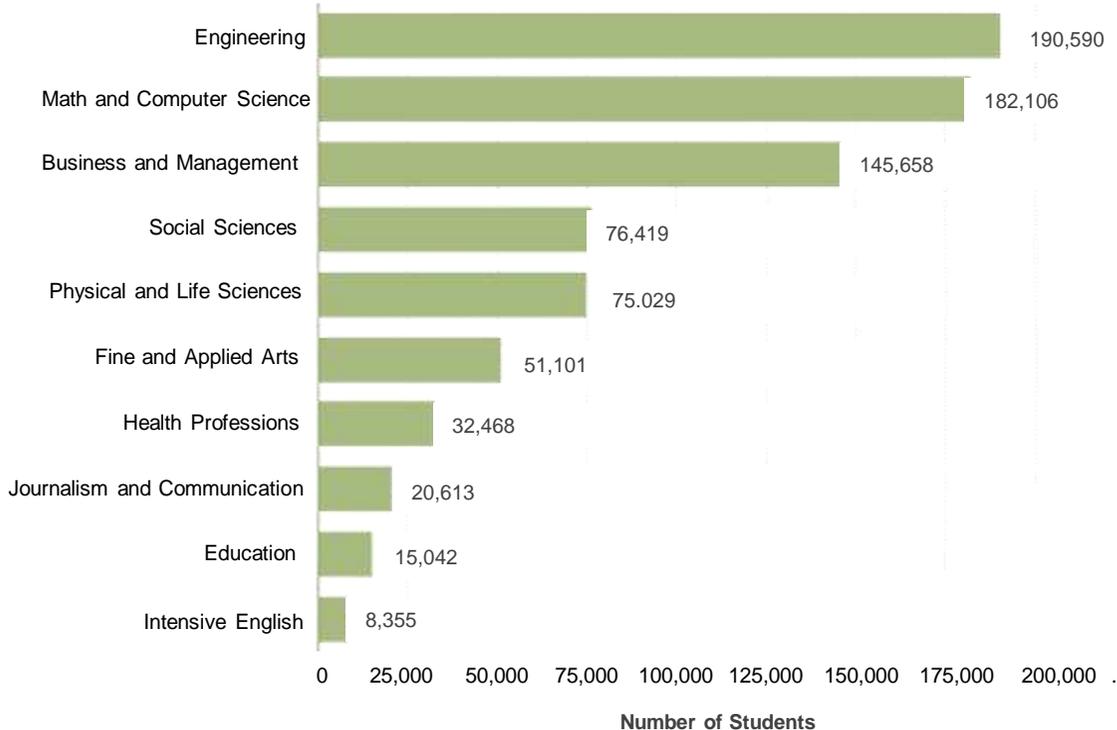


➤ Robust Demand

- India has among the largest population in 18-23 bracket with 140 Million people, presenting a huge opportunity in the tertiary education sector. This is much more than countries like Vietnam, Brazil and Indonesia.
- Foreign Universities are looking at more than 90% of students enrolling each year in Higher Education institutions as their market, as less than 10% are enrolled in publicly funded universities in India.
- Applications for the 'Study in India' increased by 146% in 2021, reflecting increasing global interest in India as a preferred study location.

Opportunities for FHEIs: Courses popular amongst Indian Students

In the first three months of 2022, close to a million students left India for academic pursuits



Most popular fields of study for Indian outbound students 2020-21

Key Insights

- In 2019, traditional industries like Engineering, Technology, and Business saw a massive student influx from India
- In 2020-21, 1 in every 3 Indian students studied Math, Computer Science, or Engineering in the US.
- In 2022 off-beat courses like Game Development, Eco-technology, and Marine Engineering gained precedence
- Management and Business gained a 12% market share between 2016 and 2021
- It is estimated that 1.8 million Indians will be spending US \$85 billion on education overseas by 2024
- According to Western Union, **47%** of Indian students planning to study overseas prefer short-duration courses, like diplomas, due to high international tuition fees

Opportunities for FHEIs: Top foreign destinations for Indian students

As of January 2021, 1.09 million Indian students were studying in 85 countries.

Top 5 study destinations

Destination	Number of Indian students
Canada	198,750
United States	193,124
Australia	90,918
UK	27,915
China	23,198

- Canada sees the maximum inflow of Indian students and the advantage of this was taken by Schulich business school by opening a campus with local partner and offering twinning program.
- The FHEIs now have an advantage of establishing a campus without local partner and minimum hindrances.
- Students can be attracted by offering twinning programs at a much affordable price.

Top choice of Universities for Indian students

Destination	Top Choice Universities	World Ranking	Volume of Indian Students
Canada	University of Toronto	26	2,082
	McGill University	27	763
United States	Massachusetts Institute of Technology	1	368
	Stanford University	3	500
Australia	University of Melbourne	37	2,000
	University of New South Wales	43	1,200
UK	University of Oxford	2	381
	University of Cambridge	3	1,901

Final Thoughts: Higher Education in India *Regulated* but Opening Up

New initiatives are creating favourable regulatory environment for greater International collaboration

- Guidelines on International intervention in Higher Education were notified by UGC in July 2021 that includes provisions like setting up of **Office for International Affairs** and **Alumni Connect Cell** on the campus of Universities hosting foreign students.
- 179 Universities have established Office for International Affairs and 158 Universities have set up Alumni Connect Cells
- UGC Institutions of Eminence Deemed to be Universities Regulations have been amended to allow **Institutions of Eminence to set up Off-Shore campuses**. The amendment to existing UGC institutions of Eminence Regulations delineates terms, conditions and approval processes for establishment of Off-Shore campuses by institutions of eminence (IoEs) deemed to be universities
- In order to foster academic collaboration between Indian HEIs and foreign HEIs, “University Grants Commission (Academic Collaboration between Indian and Foreign Higher Educational Institutions to offer Twinning, Joint Degree and Dual Degree Programmes) Regulations, 2022” have been notified on 2nd May 2022.



The New Regulations will further open up India’s Higher Education Landscape to players beyond the current local private operators and distance educators in India.

- Though **100% Foreign Direct Investment (FDI) is allowed** through the automatic route since 2000, most degrees especially online and distance learning programs **awarded by foreign universities are currently not recognized** by the UGC or AICTE.
- With the introduction of new regulations, foreign universities will be offered greater freedom to operate in India as well as enjoy greater autonomy in setting their fee structures. Thereby eliminating the earlier restrictions around regulatory framework and recognition of degrees
- This will also introduce greater competition in the Higher education landscape as existing universities will have to bring the offering at par with foreign offerings.
- The most lucrative opportunity for foreign institutes is to offer Indian students a much affordable program with an opportunity to study abroad.



Monograph: January 2023

Case Studies

Current Foreign Collaborations

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Case Study (1): Student and Faculty Exchange

National Institute of Design, Ahmedabad

- National Institute of Design, a central institute established in 1961 and headquartered in Ahmedabad, offers professional education at undergraduate and master's level in 28 diverse design domains.
- It enrolls 254 students, has a strength of 42 full-time faculty and 200 visiting faculty



राष्ट्रीय डिज़ाइन संस्थान
NATIONAL INSTITUTE OF DESIGN

Current International and Industry Collaborations	Internationalization Strategy	Opportunities for Partnership
<ul style="list-style-type: none">▪ NID has 100 international collaborations across areas such as - student exchange, faculty exchange, joint collaborative workshops and research - with prominent institutions including Cleveland Institute of Art, Royal College of Art and Design, Monash University and others	<ul style="list-style-type: none">▪ NID has reserved 15% supernumerary seats in its design programmes for applicants from SAARC countries, Cambodia, Laos, Myanmar, Vietnam and other foreign countries▪ Organizes International Open Electives on its campus that are two-week workshops offered to the senior students across diverse disciplines	<ul style="list-style-type: none">▪ Interested in research, joint publications, faculty exchange and possibilities of offering joint workshops to students as well as short-term workshops to the industry▪ Also interested in opportunities in joint degrees and joint doctorate programmes with reputed design institutes

Case Study (2) : Research Collaboration

National Institute of Technology, Trichy

- National Institute of Technology Trichy was established in 1964, to cater to the country's growing need for technological manpower. It is one of the 30 National Institutes of Technology in India and is declared as an Institute of National Importance by Government of India under NIT Act
- Total enrolment stands at 1892 with 50% of the students coming from outside the state
- The total strength of the faculty is 334



Current International and Industry Collaborations

- NIT Trichy has 6 international partnerships for research and innovation with the following institutes:-
 - The University of Shiga Prefecture, Japan
 - French Institute of Advanced Mechanics
 - Alianza Universidades, Spain
 - Binghamton University, USA
 - MITACS, Canada
 - University of Renees I, France

Internationalization Strategy

- The institute plans to identify and collaborate with partners in mutually beneficial areas, through collaborative research, faculty exchanges and student exchanges, joint research funding etc.

Opportunities for Partnership

- Student and faculty exchange, research partnerships and curriculum development are the priority areas for international collaboration for NIT Trichy
- NIT Trichy looks at partners with complementarity competences, similar areas of focus for research and institutes with strong industry focus
- UK, US and Germany are the preferred countries for establishing ties

Case Study (3A): Branch Campus through Private Partnership

Virginia Tech India, Chennai

- Virginia Tech, a university located in Blacksburg Virginia has a campus in Chennai, Tamil Nadu called Virginia Tech India. It provides Master's degrees for at least 300 students in engineering and the sciences
- The institution is a not-for-profit entity set up under Section 8 Companies Act of India and is under India's jurisdiction. Virginia Tech earlier collaborated with MARG Swarnabhoomi Group and is now engaging with Mahindra Technical Academy



Current International and Industry Collaborations	Internationalization Strategy	Opportunities for Partnership
<ul style="list-style-type: none">▪ Offers 1-2 year programs that are a blend of on-campus classes and online classes with US faculty. Course fees fall in the range of INR 1-4.5 Lakhs.▪ Provides Certificate Programs, Corporate Programs, Full-Time PG Programs and Affiliate Programs in data science and business data analytics.▪ Are collaborating with industry experts like Mahindra.	<ul style="list-style-type: none">▪ It has a strong focus on professional development and most courses are aligned to suit mid-career professionals aspiring to upskill themselves.	<ul style="list-style-type: none">▪ Presently, the institutions seeks industry and academic collaborations in the form course development as part of Affiliate programs.

Case Study (3B): Branch Campus through Private Partnership

GMR School of Business, Hyderabad

- GMR School of Business was established in 2013 by GMR Group in partnership with Schulich School of Business, York University, Canada.



Current International and Industry Collaborations	Internationalization Strategy	Opportunities for Partnership
<ul style="list-style-type: none">▪ The collaboration is of Branch Campus type, wherein Schulich offers its 2 year MBA course at GMR School of Business.▪ Students studying in this program would be enrolled in the well-established and highly regarded Schulich MBA; they would complete program requirements by studying in Toronto for the second year of their program where they would be integrated with other Schulich MBA students who take both years of the program in Canada.▪ GMR contributes in assisting Schulich in curriculum implementation, and provides operational support and campus facilities. GMR students attain the same academic qualifications and standards as those enrolled in Canada campus.	<ul style="list-style-type: none">▪ It has a strong focus on student exchange and internationally focused curriculum implementation.	<ul style="list-style-type: none">▪ Presently, the GMR Group seeks collaboration opportunities in setting up branch campuses for Internationally renowned institutions.



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Annexure

Current Foreign Collaborations (AICTE Approved and Unapproved)

About Eduvisors:

Eduvisors is a leading sector-focused consulting firm in Education in India. A part of Barry & Stone (B&S), a global network of independent consulting firms with 12 offices in 8 countries, Eduvisors is a pioneer amongst consulting firms in India with sole focus on the Education sector.

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List of AICTE approved collaborations with FHEIs

S. No.	Institute Name	Institute Type	State	Affiliating Foreign Institute	Home Country	QS Uni. Ranking	Subject Field	Type of Collaboration
1	Daly College Business School	Private	Madhya Pradesh	▪ De Montford University	▪ UK	801-1000	▪ Finance and Management	Twinning
2	Institute of Hotel Management	Public	Maharashtra	▪ University of Huddersfield	▪ UK	651-700	▪ Hospitality	Twinning
3	SR International Institute of Technology	Private	Telangana	▪ University of Massachusetts	▪ USA	581-590	▪ Engineering and IT	Twinning
4	GMR School of Business	Private	Telangana	▪ Schulich School of Business, York University	▪ Canada	456	▪ Finance and Management	Branch Campus
5	Universal Business School	Private	Maharashtra	▪ Cardiff Metropolitan University	▪ UK	166	▪ Finance and Management	Twinning
6	Asia Pacific Institute of Information Technology	Private	Haryana	▪ Staffordshire University	▪ UK	1201	▪ Engineering and IT	Twinning
7	Sreenidhi Institute of Science and Technology	Private	Andhra Pradesh	▪ Vaughn College of Aeronautics & Technology ▪ International Technological university	▪ USA	4857 7165	▪ Engineering and IT	Twinning

List of AICTE approved collaborations with FHEIs

S. No.	Institute Name	Institute Type	State	Affiliating Foreign Institute	Home Country	QS Uni. Ranking	Subject Field	Type of Collaboration
8	IIMT Hotel Management College	Private	Uttar Pradesh	▪ University of Cyberjaya	▪ Malaysia	-	▪ Hospitality	▪ Research
9	Maharaja Agrasen Institute of Technology	Private	New Delhi	▪ ASHRAE	▪ USA	-	▪ Engineering and IT	▪ Research
10	Arun Jaitley National Institute of Financial Management	Public	Haryana	<ul style="list-style-type: none"> ▪ Edinburg Business School ▪ Asian Institute of Management ▪ Manchester Metropolitan University ▪ Royal Institute of Public Administration ▪ Universiti Utara 	<ul style="list-style-type: none"> ▪ UK ▪ Philippines ▪ UK ▪ UK ▪ Malaysia 	<ul style="list-style-type: none"> ▪ 16 ▪ 1205 ▪ 801-1000 ▪ 190 ▪ 481 	<ul style="list-style-type: none"> ▪ Finance and Management ▪ Finance and Management 	<ul style="list-style-type: none"> ▪ Research ▪ Faculty Exchange ▪ Student Exchange ▪ Joint Events ▪ Twinning
11	Xavier Labour Relation Institute	Private	Jharkhand	<ul style="list-style-type: none"> ▪ Asian Institute of Technology ▪ Asian Institute of Management ▪ Aston Business School ▪ Kedge Business School ▪ Emylon Business School ▪ Uniwersitat Gdsanki ▪ Grenoble Ecole De Management ▪ IESEG ▪ Loyola University Chicago ▪ Malardalen University Sweden ▪ RMIT University ▪ Tulan University ▪ Antwerp management school ▪ Uppsala Universitet ▪ Westfelich Wilhelm University ▪ ESADE ▪ Case Western University ▪ La Trobe University ▪ Carlson School of Management ▪ University of Virginia 				

List of AICTE approved collaborations with FHEIs

S. No.	Institute Name	Institute Type	State	Affiliating Foreign Institute	Home Country	QS Uni. Ranking	Subject Field	Type of Collaboration
12	SP Jain Institute of Management and Research	Private	Maharashtra	<ul style="list-style-type: none"> ▪ University of Maryland ▪ College of Engineering, University of Miami ▪ USC Marshall School of Business ▪ Aston Business School ▪ IÉSEG School of Management ▪ EBS Business School ▪ Nyenrode Business Universiteit ▪ Brandeis International Business School ▪ Stevens School of Business 	<ul style="list-style-type: none"> ▪ USA ▪ USA ▪ USA ▪ UK ▪ France ▪ Germany ▪ Netherlands ▪ USA ▪ USA 	<ul style="list-style-type: none"> ▪ 31 ▪ 311 ▪ 36 ▪ 561-570 ▪ 30 ▪ 401-450 ▪ 131-140 ▪ 81-90 ▪ 701-750 	Finance and Management	<ul style="list-style-type: none"> ▪ Twinning
13	Institute of Health Management and Research	Private	Rajasthan	<ul style="list-style-type: none"> ▪ John Hopkins University 	<ul style="list-style-type: none"> ▪ USA 	<ul style="list-style-type: none"> ▪ 24 	<ul style="list-style-type: none"> ▪ Public Health 	<ul style="list-style-type: none"> ▪ Research
14	Virginia Tech India	Public	Tamil Nadu	<ul style="list-style-type: none"> ▪ Virginia Polytechnic University 	<ul style="list-style-type: none"> ▪ USA 	<ul style="list-style-type: none"> ▪ 274 	<ul style="list-style-type: none"> ▪ Finance and Management ▪ Engineering and IT 	<ul style="list-style-type: none"> ▪ Branch Campus

Thank You

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