

Environment for Transnational Education
Partnerships and UK Qualifications:
Challenges and Opportunities

India and UK

Findings and recommendations
from primary research

Part of Going Global Partnerships

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1. Introduction

This report considers the opportunities for higher education collaboration between institutions in India and the UK to develop and extend joint international partnerships in education. These include the provision of programmes from undergraduate to doctoral level.

The report aims to provide a better understanding of the environment for such partnerships and the broader recognition of degrees and qualifications issued by the two countries. A review of the legislative, regulatory and policy frameworks for international higher education was undertaken. Interviews were then conducted with higher education stakeholders in both countries. These included sector agencies, higher education leaders and partnership managers and academic course leads. The report contains their views relating to the opportunities and the main challenges and how these might be addressed. Their contributions in the interview discussions inform the recommendations.

Data in this report is drawn from three sources:

- Desk research of the regulatory and policy context of higher education in India.
- Semi-structured interviews conducted in March and April 2022 with 12 stakeholders from 10 UK and Indian institutions. Sixty-five per cent of the interviewees were women.
- An online survey, collecting broad views on the environment for transnational education partnerships with India. However, there were limited responses from India.

The UK Higher Education Statistics Agency (HESA) Aggregate Offshore Record (AOR) (2022) was analysed to provide a background on the current position on transnational education provision for the academic year 2020-21.

2. The current position

There is optimism that collaborations between Indian and international higher education institutions (HEIs) will grow significantly in the coming years, to meet the increasing demand for higher education in India as the supply of good-quality education lags significantly behind. The ambition of the National Education Policy 2020 is to make India a global education hub. It makes several recommendations to encourage international collaborations by granting greater autonomy to Indian HEIs, especially the most successful and respected, to offer joint and dual degrees, set up branch campuses and support student mobility into and out of India. Several guidelines and provisions for the regulation of international collaborations have been notified by the University Grants Commission in 2022.

Indian HEIs with Institute of Eminence status or those that scored well in National Accreditation and Assessment Council¹ (NAAC) rankings or appear in the top 1,000 in the Times Higher Education (THE) or QS World University rankings have been given greater autonomy to collaborate

with international higher education providers. We have seen some examples of Indian and overseas institutions getting into successful innovative teaching and research partnerships, like the IIT Bombay Monash Research Academy and the Gujarat Biotechnology University partnership with Edinburgh University among others.

While internationalisation has been around for a long time, it is limited to only a few top universities. Private HEIs in India tend to be more agile than their publicly funded counterparts in taking up opportunities for teaching collaborations and mobility programmes. Sustaining international partnerships has been challenging, as markets are volatile and economic models are unsustainable.

India's transnational education (TNE) partnerships are small compared with China's. It has approximately 7,000 students studying on locally delivered UK programmes in 2020-21.

Recent policy developments provide opportunities to grow TNE engagement significantly.

Figure 1: Number of TNE students from 2018-19 to 2020-21

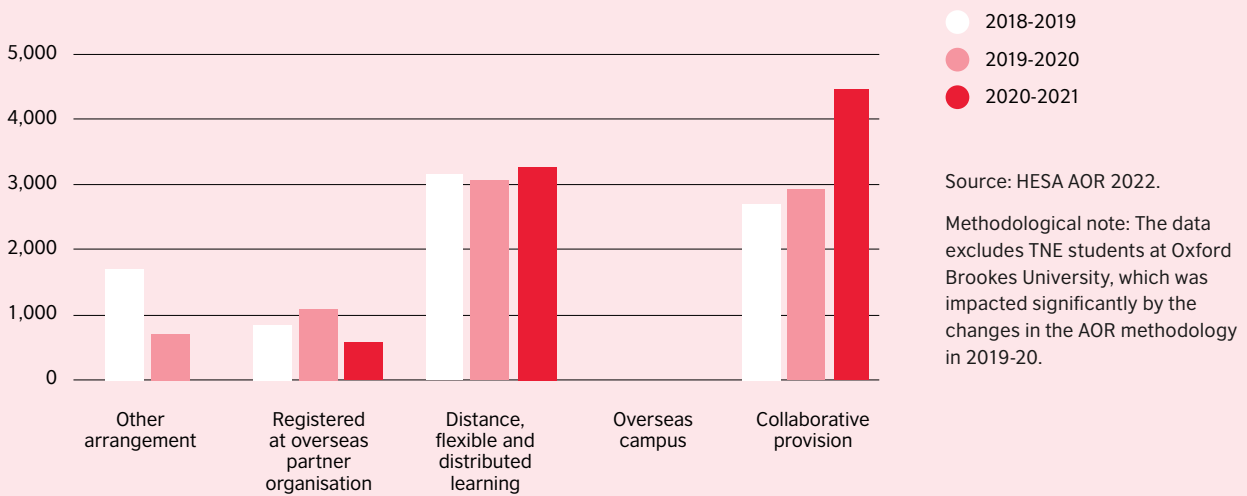
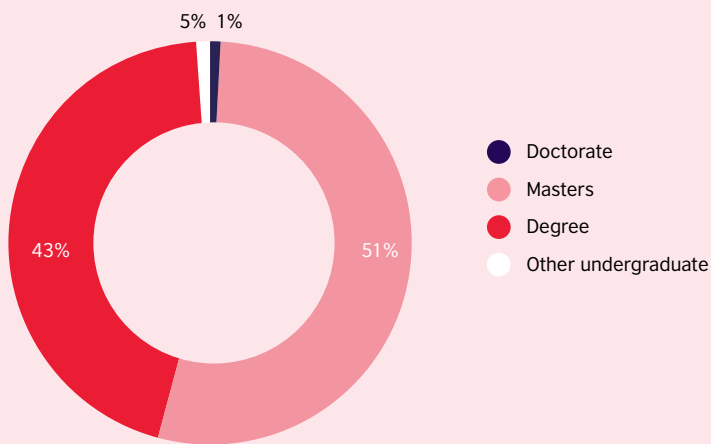


Figure 2 shows that master’s students account for 51 per cent of 2020-21 students. In addition to this, 43 per cent of students were studying for undergraduate degrees.

Figure 2: The level of study of TNE students in 2020-21



3. Value of teaching partnerships and TNE

Those interviewed from Indian higher education institutions expressed support for internationalisation and said they understood the value and broad benefits of TNE partnerships. However, they could not share empirical data or case studies to back these claims as many of the programmes are too new to evaluate impact and there has not been much research on this.

Students, faculty, and employers are understood to be the primary beneficiaries of international teaching partnerships. The benefits of such partnerships are often recognised within institutions by senior leadership, but not necessarily beyond. This was attributed to the small number of partnerships, too spread across the country to have a visible impact on the sector and the wider community.

Anecdotally, the following were all recognised as benefits of international teaching collaborations:

- diversity in the classroom
- intercultural exposure
- raised quality standards of higher education through better course design, delivery and assessment leading to greater success for employability of students

- capacity building of faculty through sharing good practice .
- improved university rankings.

Several examples of successful academic collaborations exist in India, though most prefer to remain low-key. International teaching collaborations have also led to the adoption of outcome-based teaching and learning models. This, coupled with skill development and entrepreneurship, is seen to have a positive impact on students making them more employable. Internal quality assurance systems, embedded within institutions and thereby raising quality standards, were highlighted as an added value. Some mentioned how a typical partnership starts small, as a student exchange programme, and grows organically to institute-wide teaching and research partnerships. Access to quality education, especially for those who cannot afford to go overseas for an entire programme of study, was considered one of the significant drivers for TNE.

4. Overview of the international collaboration policy landscape

National Education Policy 2020 (NEP2020) (*Reference 1*) laid the foundations for internationalisation and promotion of India as a global education hub.

There has always been a high level of interest among top HEIs in India in international collaboration for research and teaching, which is shared widely among their international collaborators. Three decades ago, international collaborations tended to focus on research, but the entry of the private sector into education gave rise to a demand for teaching partnerships. One of India's first TNE partnerships, and possibly the longest standing, has been running successfully for about 30 years between the Institute of Hotel Management and the University of Huddersfield. However, many partnerships become unsustainable over time, with the average partnership lasting between three and five years, because of shifts in the market, insufficient funding commitment on both sides, complicated regulation, and challenges in managing stakeholder expectations.

The Indian TNE market has matured over the last decade. Indian institutions have become far more discerning in their selection of partner institutions and programmes, as have their international partners. Indian institutions are now knowledgeable about market volatility and offer demand-led courses like business, engineering, and design at the undergraduate level. Though

there is a growing demand for medicine, pharmacy, law, and architecture programmes, it is felt that the policies and regulations of professional councils in India are often not conducive for international teaching partnerships. Students have to take additional professional exams to practice, which is often seen as a barrier. For example, the success of foreign medical graduates who take India's licence exam is only around 20 per cent.

The policy and regulatory frameworks until recently were complex and ambiguous, not favouring internationalisation in spirit. Those that went ahead with TNE arrangements often preferred to remain under the radar of regulatory authorities. The University Grants Commission (UGC) has recently relaxed regulations for international collaborations and released guidelines for twinning, dual degree and joint degree programmes, creating a conducive ecosystem to enable the growth of TNE partnerships.

The Ministry of Education, through UGC, is driving the implementation of India's internationalisation agenda in line with NEP 2020. The agenda is to promote and better balance inward and outward student mobility, encourage international partnerships, and allow the establishment of international branch campuses in India by foreign providers and outside by Indian HEIs.

4.1 Higher education regulators in India

NEP 2020 proposed the setting up of a Higher Education Commission of India as the single regulatory body for college and university education, cutting across disciplines and ensuring that distinct functions of regulation, accreditation, funding and academic standard setting will be performed by independent and empowered bodies. This may take some time. The present set up continues with UGC, the All India Council for Technical Education (AICTE) and statutory professional councils.

UGC is the primary regulator for all degree programmes, whose primary role is coordination and setting minimum standards of instruction for granting degrees. It issues regulations and guidelines on a range of subjects governing higher education.

AICTE oversees technical education and the functioning of technical institutions in India. It is responsible for planning, coordination and maintenance of standards. It issues regulations and guidelines with respect to technical education.

Statutory professional councils regulate professional courses in India and are responsible for recognition of courses, promotion of professional institutions and provision of grants for programmes. Currently, there are 14 professional councils. For example, the National Medical Commission regulates medical education and practices in India, framing policies for regulating medical institutions, medical research and medical professionals. It is responsible for maintaining standards of medical education and ensuring compliance with the state medical councils. The Bar Council of India has similar responsibilities for the legal profession.

4.2 Regulatory framework for collaboration between Indian and Foreign Higher Educational Institutions to offer twinning, joint degrees, and dual degree programmes

The University Grants Commission (Academic Collaboration between Indian and Foreign Higher Educational Institutions to offer Twinning, Joint Degrees, and Dual Degree Programmes) issued Regulations 2022 (*Reference 2*). These regulations lay down the minimum standards to enable Indian and foreign universities to enter academic collaborations to offer twinning, joint degree and dual degree programmes. UGC significantly broadened the eligibility criteria for institutions to participate, by opening it up to the following:

- the top 1,000 International and Indian universities in QS or THE rankings
- those Indian universities or colleges that appear in the top 100 of the National Institutional Ranking Framework (NIRF) or score above 3.01 (on a scale of 4.0) in NAAC.

This extends to programmes at all levels of study, from undergraduate education to PhDs. The 20 UGC-recognised Institutes of Eminence have enjoyed this privilege for a few years. This recent change in policy alone is expected to provide the much-needed push for internationalisation, opening and streamlining opportunities for collaboration to a broader range of Indian and foreign universities.

The UGC draft guidelines stipulate that: collaborating institutions conform to the rules, regulations and laws of their respective institution and country; they enter into formal written memoranda of understanding or agreement; they make provision for exit pathways for students who are unable to complete their degrees; and that the fee is reasonable and is made public at the time of admission. They also specify the following:

- No franchise arrangements are possible.
- The degree offered through twinning arrangements, where students enrolled in an Indian HEI may undertake up to 30 per cent of their programme of study in a foreign HEI, shall be awarded by an Indian HEI only. Therefore, twinning is not strictly TNE as we commonly understand it.
- Dual and joint degrees can only be offered in the conventional mode. They need to conform to the nomenclature and duration of degrees, and to minimum eligibility and other norms and standards, to offer such degree programmes as specified by UGC.
- Students must earn a minimum of 30 per cent credits from each of the Indian and foreign HEIs in the case of joint degree programmes and a minimum of 30 per cent credits from the Indian HEI for dual degree programmes, which will not be from overlapping course content or curriculum.
- In the case of a joint degree arrangement, the degree is awarded by the Indian HEI and collaborating foreign HEI as a single degree certificate. For a dual degree, two separate and simultaneous certificates are offered as one single degree, in the same discipline at the same level, on completion of the degree requirements.
- International joint PhDs are possible with co-supervision from both partner institutions, and

- students spending a minimum of one semester in each of the collaborating institutions. The student will, however, submit a single thesis adhering to a framework devised jointly by the participating HEIs.

There will be no further requirement for equivalence from any authority for the degrees awarded under the above regulations if the collaborating institutions comply with the above.

There remain some challenges for TNE partnerships. Credit recognition and transfer mechanisms can be administratively tedious, especially around the number of credits a student must earn per semester, which typically is not in alignment with other education systems. It would help if UGC relaxed some of its norms and aligned academic credit systems with those of international universities. Meanwhile, the Association of Indian Universities has taken up the task of mapping the academic credits of HEIs. Twinning and dual degree arrangements work well, and Indian institutions favour them. On the other hand, joint degrees at the undergraduate level can be complicated to implement because of rigid structures within foreign universities.

International joint PhDs are possible with co-supervision from both the partner institutions, which have been in operation at some of the top institutions with possibilities for high growth. Some examples of joint PhD programmes currently being offered are between the Indian Institute of Technology Bombay and Monash Research Academy; Queensland and the Indian Institute of Technology Delhi, Melbourne-India Postgraduate Academy (MIPA), a joint PhD agreement signed between University of Melbourne and the Indian Institute of Science, Bangalore and Indian Institutes of Technology Madras, Kanpur and Kharagpur.

4.3 Mutual recognition of qualifications

UK and India signed a memorandum of understanding in July 2022 which provides for mutual recognition of educational qualifications, including maritime education, and a framework agreement on healthcare workforce (*Reference 3*). As per the agreement, Indian senior secondary school and pre-university certificates will be considered suitable for entry into UK HEIs, and bachelors, masters and doctoral degrees will be recognised as equivalent to each other, except for professional degrees in medicine, nursing, paramedical education, pharmacy, engineering, law and architecture.

While online degrees are recognised subject to quality assurance, the recognition process is still to be clarified. The inclusion of such provision would offer a huge potential in widening access to higher education and professional development to atypical students, such as mature students, those in employment or with caring responsibilities, and learners in rural areas, once the recognition details are worked out.

The mutual recognition of qualifications agreement will boost internationalisation through improved cooperation between the sector in the two countries. It will promote excellence in higher education through academic and research exchanges and the development of collaborative study programmes (joint and dual degree courses), and will drive student mobility through a seamless transition in both directions.

Starting this academic year, 2022, UGC introduced the Common University Entrance Test (CUET) for admission to undergraduate programmes across central universities in India. More Indian HEIs may accept CUET for admissions in the future. There is a proposal to merge the country's three major entrance examinations: the National Eligibility Entrance Exam (NEET), Joint Entrance Examination (JEE) with CUET in the next few years. International universities may then use CUET scores for UG admissions.

4.4 International branch campuses

NEP 2020 recommends opening the Indian higher education sector to allow foreign universities in the 'top 100' category to set up campuses in India and for Indian institutions of repute to set up campuses overseas. It has been proposed that the eligibility criteria be changed to 'top 500' foreign universities. However, UGC is still to clarify the process, criteria, legal and bureaucratic frameworks for foreign universities to set up campuses across India. A draft regulation was expected to be out in July 2022 for stakeholder feedback but has been delayed.

A global survey with the top 200 universities to understand their priorities and motivation for establishing a branch campus in India was carried out in 2021 by the National Institute of Educational Planning and Administration. Of the 43 respondents, eight universities indicated that their universities would 'definitely consider' India as a potential destination for establishing an international branch campus (IBC). Most institutions adopted a 'wait and watch' approach until domestic rules and regulations that govern them are framed.

The 2022 budget announcement by the Indian Finance Minister said world-class foreign universities would be allowed to establish branch

campuses in the Gandhinagar-based GIFT City International Financial Services Centres (IFSC) to offer courses in financial management, financial technology, science, technology, engineering and maths, free from domestic regulations. In response, several UK universities – King's College London, London Business School and the University of Cambridge – and New York University made initial enquiries on the legislative framework. In June, the International Financial Services Centres Authority (IFSCA) developed for public comment a draft regulatory framework for establishing IBCs and offshore education centres (OECs) by foreign HEIs in the GIFT IFSC.

Foreign universities that operate from GIFT IFSC will be exempted from domestic regulations and governed by IFSCA, providing a light-touch regulatory environment. The eligibility conditions are that institutions must be among the Top 500 in the latest QS World Universities Ranking; they must put in a minimum capital infusion of US\$ 3 million (for an IBC) and US\$ 1.5 million (for an OEC); the premises must have a minimum area of 10,000 and 5,000 square feet respectively for IBCs and OECs; and the course must be identical in all respects as that of, and the degree, diploma or certificate enjoy the same recognition in the home jurisdiction, of the parent entity. Institutions must meet these conditions, register and obtain a Certificate of Registration from IFSCA (*Reference 5*).

According to a report by a committee that was set up to draft guidelines for Indian HEIs to set up campuses abroad, the overseas branch campuses will be distinct legal entities and will be mentored by an Indian institution. However, a new regulation is expected to be introduced shortly, which will provide further clarity on overseas branch campus activities.

Indian Institutes of Technology would be encouraged to set up campuses abroad. The United Arab Emirates, Egypt and Saudi Arabia expressed interest in hosting these offshore institutions. Indian Institute of Technology (IIT) Delhi is exploring the possibility of setting up an offshore campus in UAE, and IIT Madras is exploring Nepal, Tanzania and Sri Lanka. Four different models are under consideration:

- an offshore campus of a specific IIT
- a new campus set up by a group of IITs and HEIs together
- a collaboration between one or more IITs with a reputed host university abroad
- a completely different chain of institutions specifically catering to such campuses abroad (*Reference 6*).

HEIs in India have complex structures, because responsibility for education is vested with both the central and state governments. The national and state governments can legislate policy, but in case of conflict, the national government policy will prevail.

4.5 Open and distance learning

According to a recent notification issued by UGC (*Reference 7*), all undergraduate and postgraduate degrees and postgraduate diplomas acquired through conventional or open and distance learning and online mode should be treated as equivalent to degrees offered through conventional mode, if the HEIs issuing the degree are recognised by UGC under the set regulations. HEIs can offer degrees and diploma programmes through online and open and distance learning mode, except for programmes like engineering, medicine, pharmacy, nursing, law, agriculture, hotel management, horticulture, visual arts, etc. Some exceptions are made by AICTE for technical education programmes. No PhDs can be offered online or in open and distance learning mode. HEIs that score high according to NAAC can offer up to three undergraduate and 10 postgraduate online programmes without UGC's prior approval, but will have to make an application and comply with specific requirements. The Institutes of Eminence enjoy greater autonomy to collaborate with international HEIs to offer online without the prior approval of UGC and AICTE, and do not have a cap on the number of programmes they can offer.

UGC has notified the establishment and operation of the Academic Bank of Credits in Higher Education, which will facilitate the recognition and transfer of credits earned by students between various HEIs.

5. Environment for transnational education

Less than 10% of the 1,043 universities and 1% of the 42,343 colleges in India are keen on internationalisation; however, only a small subset of these have the resources or experience to put this interest into practice (approximately 230 universities are currently eligible to offer twinning, dual and joint degrees). The government of India encourages Indian HEIs to internationalise, but some work is still to be done to create a conducive ecosystem for partnerships to flourish. NEP 2020 sets the tone by suggesting greater autonomy for Indian HEIs to become more international. Though initially slow in implementing NEP 2020, UGC has proactively been rolling out regulatory frameworks for twinning, dual degree and joint degree programmes and for ODL, and is working on draft legislation for Indian universities to set up campuses abroad and for foreign universities to set up in India.

Levels of awareness about policy and regulation and the operating mechanisms and models of TNE partnerships are generally found to be low among the leadership teams and varied significantly among different stakeholders within institutions. Only some institutions have an international office with designated staff to promote and coordinate international collaborations. Leadership teams expect faculty engagement in developing international collaborations, but it is observed that not many understand the value or make time to engage proactively. The long lead time that partnerships take to get off the ground and the opportunity cost to set them up are seen as inhibitors for faculty to initiate them. Some of these challenges need addressing for partnerships to grow.

5.1 Regulatory challenges and opportunities

- Mutual recognition of qualifications has posed a significant challenge to TNE partnerships for several years. This has been majorly addressed with the signing of a memorandum of understanding between the UK and India for mutual recognition of academic qualifications. This will significantly open opportunities for institutional partnerships and student mobility between the countries in both directions.
- The not-for-profit nature of Indian HEIs and the commercial compulsions of international HEIs often put them in direct conflict. Some stakeholders have been advocating for opening up the education sector to for-profit organisations to allow for more significant expansion of the sector. There may not be much appetite in India for this.
- There are multiple regulatory bodies tightly controlling approval processes, making it challenging and time-consuming for HEIs to get the necessary approvals to enter international teaching collaborations. A new single regulator with streamlined and simplified approval processes, as envisaged in NEP 2020, would facilitate future international collaborations.

- Education is on the concurrent list, meaning that the central and state governments have the power to legislate. This overlap in responsibility makes regulation complex, with the central government policies prevailing over the state government. It increases the compliance risk for institutions and has negatively influenced the growth of TNE. The solution is to reduce the risk by getting professional advice when in doubt to understand regulatory and compliance issues, especially any grey areas.
- The Academic Bank of Credit (ABC) is a UGC initiative, representing a positive step that benefits both students and HEIs. ABC enables students to select courses according to their aptitude and allows multiple entry and exit options. HEIs have to enrol their programmes with UGC, except for professional courses such as engineering, medicine and law, which need approval of the appropriate statutory or regulatory professional council. A number of Indian HEIs have arrangements for credit transfers with international HEIs to allow students to study a semester or two abroad. If UGC were to allow inclusion of credits earned by a student at a foreign university in the ABC, it would allow students the flexibility to select courses from a wider range of international HEIs.
- UGC has developed a draft National Higher Education Qualifications Framework to cover all HEIs, to facilitate the transparency and comparability of higher education qualifications at all levels within the country and internationally.
- The Indian higher education market has matured to recognise educational quality and skills beyond government recognition. The same is true for the labour market, which values skills. We have seen examples like the Indian School of Business, which has labour market recognition but no recognition from AICTE. The Indian School of Business has been a game-changer in breaking the recognition barrier by offering high-quality education at a premium and demonstrating that recognition is desirable but not essential. Regulatory authorities pushed hard for compliance initially but relaxed after. Others like UpGrad have followed them more recently, offering online degree programmes from international universities. The labour market recognises these, though there is a perception that online degree courses are of lower quality.

5.2 Operational challenges to international academic partnerships

- Funding and staff resources are in short supply for international partnerships. Some level of external funding, public or private, would go a long way towards establishing and maintaining the collaborations.
- Low awareness about positive impact, policy and regulation among leadership and faculty has resulted in non-participation of Indian HEIs in international teaching collaborations. The opportunity is huge for international HEIs to tap into, with some initial investment to advocate the benefits of such partnerships for both sides and internal build capacity.
- There is often commitment and push to internationalise at the leadership level, but faculty are too engrossed in teaching and other academic engagements to prioritise international partnerships. Also, faculty are not always supported with financial resource.
- Lack of infrastructure and systems, like an international office with designated faculty and staff, international student support systems, allocation of funds specifically for international initiatives, and the long lead time to identify the right partner to collaborate with and establish partnerships, all contribute to the lack of enthusiasm to initiate international academic collaborations.
- HEIs do not often spend time on due diligence to find the right match where objectives, disciplinary interests, and values align and give themselves sufficient time to get to know each other and build trust before entering into partnerships. This often leads to partnerships not among equals, and benefits that are not mutual or clear. Leveraging strengths on both sides instead of just trying to address a gap will have a far better impact and will likely make partnerships viable over a more extended period.
- Price sensitivity in the Indian market often makes partnerships economically less viable unless there are minimum numbers with potential for growth.
- HEIs often do not have the experience in assessing and managing financial, market, operational and reputational risks of TNE. Skilled stewardship to manage and mitigate risks can be learned through experience.
- Competition and the changing nature of the market make it difficult to predict success in the initial years, but international institutions are often impatient for quick and positive results.
- Until recently, there were many restrictions and regulations related to twinning and dual and joint degrees. Many of the restrictions are now lifted by the recent announcement of UGC and the regulations are less ambiguous.

5.3 Soft factors and perceptions

- Students and parents are often unsure of the benefits of twinning programmes. They do not trust claims made by HEIs while recruiting, as there is a lack of evidence or examples of the value TNE partnerships could bring to different stakeholders. Some investment in studying and learning from successful and less successful partnerships would go a long way towards informing and building trust in the programme.
- The labour market does not understand the value of TNE and is suspicious of the qualifications and skills that students claim to have developed. HEIs, policymakers and all tertiary education stakeholders need to raise awareness among employers by engaging with them in programme development, continuous professional development training and internships.
- Students and parents are not confident that the labour market accepts and values TNE qualifications on par with an Indian degree.

‘HEIs, policymakers and all tertiary education stakeholders need to raise awareness among employers by engaging with them in programme development, continuous professional development training and internships.’

Anonymous interviewee

6. Recommendations

For the British Council:

- Raise awareness, backed by research and analysis on potential opportunities, to improve perceptions about the impact of international academic collaborations among policymakers, education leaders, faculty, students, and employers, to realise the full market potential.
- Support eligible Indian HEIs to develop internationalisation strategies by building the capacity and confidence of faculty through access to information on innovative, economically viable, sustainable partnership models that demonstrate value to all stakeholders. HEIs should be familiarised with funding sources and regulatory changes and compliance issues. Where possible, assistance could be offered for identifying like-minded and equal international partner institutions whose objectives, disciplinary interests and expertise align with their own. Creating opportunities to network and share knowledge and expertise between partnership development offices at UK and Indian HEIs would help build capacity and expertise on both sides.
- Create support and strengthen platforms and professional networks for advocacy at the bilateral and national government, levels to help build a facilitative ecosystem for international academic partnerships. One such initiative of the Association of Indian Universities is the Indian Network for Internationalisation of Higher Education, a consortium of Indian universities committed to internationalisation, established to act as a thinktank to provide research-based policy advice and advocacy.
- Hold policy dialogues with UGC to highlight challenges around numbers of credits required for awarding dual and joint degrees and facilitating academic credit exchanges to align

seamlessly with international standards for ease of credit transfers, to facilitate two-way student mobility. A significant enabler would be the recognition of academic credits earned by Indian students at foreign universities in the Academic Bank of Credits.

- Improve perception of TNE through quality assurance and standards to create market demand, enhance the profile of TNE graduates and build the employers' confidence.
- In collaboration with local regulatory bodies, take a proactive role in collecting and reporting data on TNE partnerships in India (not just UK partnerships), detailing the courses, study level, study mode, programme duration and tuition fee levels. Such information will identify gaps in TNE provision and encourage a proactive approach to meeting student demand in these areas.

Government of India

- Expand scope of ABC to include credits acquired by Indian students from foreign universities to be counted towards Indian degrees offered by Indian HEIs, and vice versa. Mutual recognition of credits will facilitate greater inbound and outbound student mobility.
- Improve perception of TNE through quality assurance and standards to facilitate greater understanding of such courses among students, their parents, and the labour market. Monitoring the employability and success of TNE students will enhance the profile of TNE graduates and build employers' confidence.
- Consider targeted support for partnerships leading to split PhDs, which will enhance the capacity of India's higher education institutions to meet the NEP 2020 higher education participation targets.

UK Government

- Given the importance of India-UK academic cooperation, consider a systematic data collection on all TNE partnerships in India with information on course title, study level, study mode, duration, number of students enrolled and tuition fees, to understand learnings from past collaborations and evaluate market potential.
- Establish joint funding to develop and strengthen India-UK collaboration between Indian and UK HEIs. Seed funding for Indian and UK HEIs to establish dual and joint degrees, especially at the PhD level. The latter will directly support the capacity needs of the Indian higher education system, and further strengthen the academic and research cooperation between the two countries.

Indian HEIs

- Consider the set up of international partnership development offices with experienced staff, to proactively seek international collaborations for research, teaching and faculty and student mobility.

Indian and UK HEIs

- Improve understanding and knowledge of each other, facilitated by stronger system-to-system collaboration. A dedicated UK-India network for international partnership staff will further support this development. Develop bilateral internationalisation strategies based on institutional strengths.

‘Develop bilateral internationalisation strategies based on institutional strengths.’

Anonymous interviewee

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