

'Encouraging Institutional Collaboration: Analyzing Higher Education Policies in Post-Liberalization India

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Introduction

India has a rich history of education dating back to ancient times. Today, India is home to some of the best universities in the world, and a growing number of students and faculty are seeking partnerships with their peers around the world. Fostering institutional collaboration between foreign and Indian universities can bring a number of benefits ranging from increased knowledge sharing and cultural exchange to better academic standards and career opportunities. This essay will explore the benefits of institutional collaboration and outline some practical ways universities can work together to promote academic excellence, cultural exchange, and global awareness.

According to the National Education Policy (NEP) 2020, the University Grants Commission (UGC) has set up an Office for International Affairs and Alumni Connect Cell in universities and encouraged academic collaboration between Indian and foreign higher education institutions (HEIs). NEP 2020 plans to enable "top universities in the world to operate in India." As envisioned in NEP, 2020, a legislative framework permitting higher-ranked foreign universities to enter India will give higher education an international dimension, allow Indian students to gain foreign qualifications at competitive prices, and make India an appealing worldwide study destination. Foreign universities/institutions in India can conduct undergraduate, postgraduate, doctoral, post-doctoral, and other programmes and grant degrees, diplomas, and certificates in all disciplines under these regulations.

India's greater schooling regulator the University Grants Commission (UGC) has introduced a simplified set of rules that will govern collaborations with foreign institutions and that need to set the stage for many Indian students to attain degrees that endure each the names of an Indian and a foreign institution. In addition, the UGC is permitting Indian students to work in the direction of two degrees at the equal time whilst attending an Indian higher education institution. Those degrees can be bachelor's or master's, and they can be from the equal organization or from two exclusive institutions. Students can find out about for the degrees in-person, via blended delivery, or online. The purpose of this new policy is to facilitate the acquisition of an accelerated ability set for Indian higher education students. The simultaneous degree announcement has raised some concerns, however, with some thinking how much market value degrees earned on-line in this way will hold, and with others involved about immoderate workload for college students or lack of focus.

An enormous part of the world's knowledge is still unexplored, which brings our attention to focus on the need to expand our existing knowledge base. Gathering more knowledge and providing solutions to unanswered questions would require improving our knowledge-building capabilities. This would, in turn, require devising effective ways to produce knowledge. However, to bring improvements in the way we produce knowledge, we first need to decipher how new knowledge comes by. This would require us to understand how we built knowledge so far. Collaborating on research projects can offer universities the

opportunity to share knowledge and expertise in different areas. This can lead to new discoveries, innovations and advances in various fields. Cultural Sponsoring cultural exchange programs can help students learn about different cultures and develop a global perspective. This can be particularly valuable in today's globalized world, where intercultural understanding is becoming increasingly important. Better Academic Standards: Collaboration between universities can help raise academic standards by fostering a culture of excellence and promoting good practice.

Process of Approval

UGC approval is mandatory for Foreign Higher Educational Institutions (FHEIs) to set up campuses in India. Foreign universities which are in the top 500 in overall/subject-wise global rankings and any reputable foreign educational institution in their native nation can apply for this. Eligible FHEI may apply online to the UGC with the application form, non-refundable processing fee, approval from the Governing Body, information on infrastructural facilities, faculty availability, fee structure, academic programmes, courses, curricula, financial resources, etc. A Standing Committee will be established by the Commission to look into issues pertaining to the establishment and management of FHEI campuses in India within 45 days of submitting applications.

A strategy to encourage more foreign partnerships

The University Grants Commission has simplified the procedure for smooth academic collaborations between Indian and foreign higher education institutions to offer joint degrees, dual degrees and twinning programs. The apex regulatory body for higher education in India has decided to allow certain Indian higher education institutions to enter into a Memorandum of Understanding (MoU) with foreign institutions to offer dual degrees, joint degrees or twinning programs.

The UGC has introduced the following possibilities for Indian college students attending eligible institutions, all of which have to be pursued in-person with no on-line component:

Twinning Programs: Indian students enrol in an Indian institution to pursue a degree program and then earn up to 30% of their course credits at a foreign university the institution hosts. Indian education is a partner. Upon completion of students' studies, they receive a degree from the Indian institution.

Dual Degree: Students enrol in two-degree programs at an Indian institution and then complete at least 30% of course credits at a partner university abroad. Programs of study must be in the same major (e.g., two arts-related degrees or two computer-related degrees) and at the same level (e.g.: both at the bachelor's level or at the master's level). Degrees received by students are issued by Indian and foreign universities.

Joint Degree: Students enrolled in a degree program jointly designed by an Indian and foreign institution and completed at least 30% of their credits at the foreign institution. Their degrees bear the names of Indian and foreign institutions.

Foreign students can take advantage of similar partnerships in their case, they will enrol in their home country's undergraduate program and then go on to exchange with India for some credits. course from an Indian partner institution

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Keeping a vision of the whole student's development, NEP offers a flexible curriculum in which students have the freedom to choose their subjects without a clear divide between the arts and sciences. , between extracurricular and co-curricular activities, between academic

and professional streams, etc. Inspired by Western teaching styles, NEP offers students the ability to choose between “main” and “minor” subjects without restriction across educational courses. NEP also enables the National Examinations Administration (“NTA”) to provide high-quality general aptitude testing, as well as general professional tests in the sciences, humanities, languages, arts, and other subjects. vocational subjects, at least twice a year. NEP further provides a regulatory framework to facilitate the entry of the top 100 foreign universities into India and allows credit transfer, which will provide an opportunity for foreign universities wishing to enter India. establish a campus in India and help students who want to transfer from an Indian university to a foreign university. A significant change in the NEP was also the proposal to establish the Higher Education Commission of India (“HECI”) as the highest body for higher education, excluding vocational education. This allows HECI to become the overall regulator for higher education, thereby simplifying the process of accreditation, funding and setting academic standards.

The Challenges with the Setting up of Foreign Universities in India

Quality of Education: The high-quality of training supplied through FHEIs may additionally no longer be up to the requirements of Indian institutions, which may want to negatively have an impact on the employability and future possibilities of Indian students.

Fees: Fees charged by FHEI are often much higher than those charged by Indian institutions, which can make it more difficult for students from low-income families to access higher education.

Lack of Oversight: Regulatory oversight of the FHEI in India can be inadequate, which can lead to situations where students are taken advantage of or left without recourse if there is a lack of supervision. try to happen.

Cultural Impact: The influx of foreign students and institutions can lead to a loss of Indian culture and values, as well as a lack of integration between Indian and foreign students.

National Security Concerns: Foreign organizations may be used for espionage and other illegal activities.

Insufficient resources: Really reputable colleges are non-profit and have no material motivation to go abroad. The few countries that do have such offshore campuses have had to sell the idea to institutions, lease land for next to nothing, pay most of the infrastructure costs, and promise them the academic, administrative, and financial autonomy they enjoy in their country of origin. India cannot afford such incentives.

Autonomy for foreign institutions: Draft notice promises academic, administrative and financial autonomy to foreign institutions, but removes it by asserting that they comply with all conditions that UGC and the government of India prescribe from time to time. Regulations that foreign higher education institutions must not do anything "contrary to the sovereignty and integrity of India, the security of the state, friendly relations with foreign countries, 'public order' plus, decency or morality' can prevent the best universities from taking academic autonomy seriously.

Way Forward

Develop clear and transparent regulations: The government should establish clear guidelines and regulations for the establishment, operation and accreditation of foreign universities in India. This can help ensure that these organizations operate in a manner consistent with Indian laws and regulations.

Promoting Collaboration and Partnerships: Instead of allowing foreign universities to set

up independent campuses in India, the government can encourage them to collaborate and collaborate with existing Indian institutions Degree. This can help reduce competition and ensure that the interests of foreign universities are shared with Indian institutions and students.

Reform of India's Universities: The government needs to reform universities in India, which includes a number of different steps such as improving the quality of education, increasing funding for higher education and promoting research and innovation.

Establishment of ZEE: Another step could be to establish zones of educational excellence (ZEE) and international universities. As a result, knowledge production will be concentrated in India, and FHEIs can be invited into these exclusive economic zones for excellence and true university competition.

Local universities benefit from foreign tie-ups with reputed foreign universities

The Exchange of Intellectual Ideas: The healthy exchange of knowledge, insight, and information brings a wealth of know-how into the local institute. This creates a breeding ground for new ideas and research. Raises the bar for their internal faculty, and provides them an opportunity to interact with the brightest minds of the world.

Faculty interaction, and academic activities: Indian universities can help upgrade their training program for the faculty with the interaction with international faculty and administration. Also, academic activities help Indian universities design effective academic tools and activities to improve the curriculum.

Lucrative for Indian Students: More Indian students are looking forward to enrolling in such programs. However, universities must find an equal collaborator, where the local universities can gain the exchange. Partnering with foreign institutes also leverages the Indian institutes and they can charge a higher fee for the value-addition they bring to the table.

Access to a Richer and Diverse Breed of Students: The exchange program attracts a targeted group of students who understand and value foreign education. This brings together a richer network of students, who in turn become brand ambassadors for the institute and create a rich and diverse student profile.

Better Campus Placement Results: Companies looking for students with a global education profile are happy to visit colleges offering collaborative courses for foreign education. Companies that are looking for candidates with global exposure prefer to go to institutes that offer foreign collaborated programs.

Conclusion

The current scenario in India is such that the higher education sector has received limited attention from the government and private sector. To achieve the goal of internationalization universities must adopt an international perspective towards their teaching and research activities to attract students. These universities must develop a strong reputation within their own country to be regarded as world-class institutions.

In conclusion, encouraging institutional collaboration between foreign and Indian universities can have a significant positive impact on the academic community. Collaboration can lead to joint research projects, faculty and student exchanges, and collaborative degree programs that provide students with a global perspective and enrich their educational experiences.

Overall, it is essential for universities to recognize the value of collaboration and take steps to foster partnerships with foreign institutions to promote academic excellence, cultural

exchange, and global awareness.

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