

# HOW TO SET UP A WORLD-CLASS PRIVATE UNIVERSITY IN INDIA

A SECONDARY DATA STUDY

SEPTEMBER 2011

Overview

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## Overview

### Regulatory framework

The education sector in India has witnessed a paradigm shift in recent times. Once viewed largely as a philanthropic activity, it has since metamorphosed into an 'industry' in its own right.

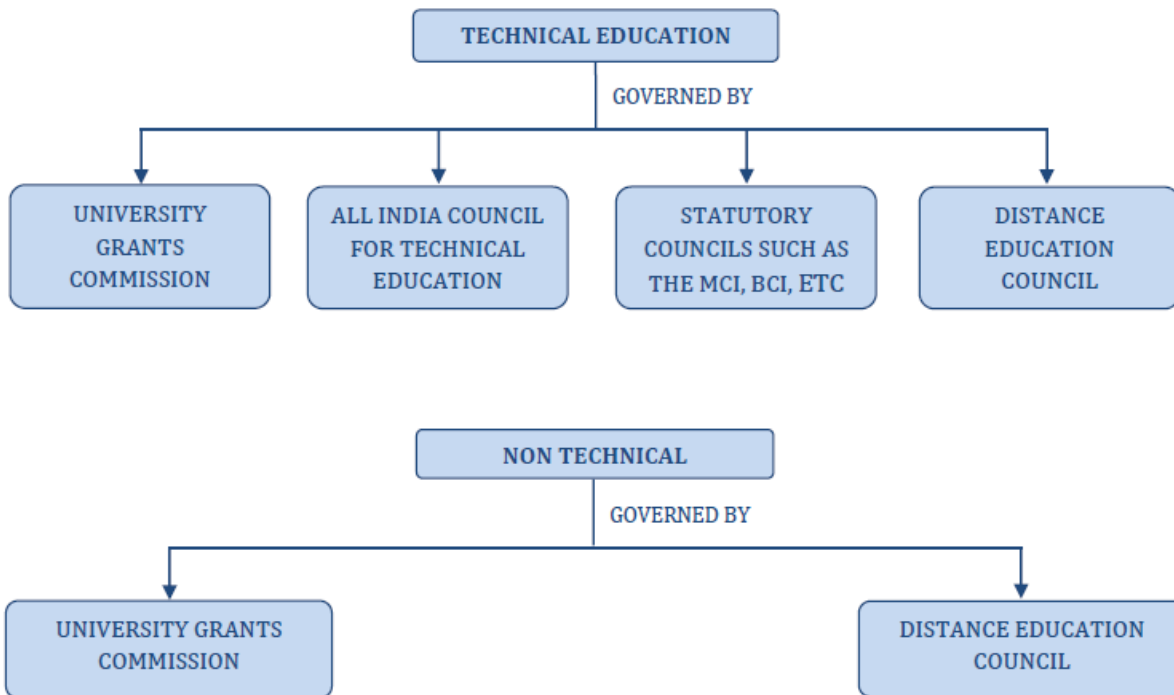
Policy makers in India have set the Indian education sector on the reforms track. A rapidly globalizing competitive marketplace has been a key motivator. Coupled with the increasing need to expand quality education at the grassroots level and spur innovative thought has further provided impetus.

The Government of India has recently announced a plan to establish 14 innovation universities in collaboration with leading universities of the world to draw on their talent and expertise. FDI up to 100% has been allowed under the automatic route in the education sector.

Under the constitutional provision of the seventh schedule (Article 246) central and state governments can establish multi-faculty conventional universities. These are of both, unitary and affiliating types. Most of the Indian universities are of the affiliating type.

Apart from universities and deemed to be universities, there are also some institutions offering professional Under Graduate (UG), Post Graduate (PG) and research programmes established as Centre of Excellence, some by an Act of Parliament such as Indian Institute of Technology (IIT) and others at the instance of the Central Government such as National Law Institutes, National Institute of Design, Indian Institute of Management, National Institute of Fashion Technology, etc.

Universities may also be broadly classified into technical and non-technical education. Technical education, as derived from the All India Council for Technical Education Act, 1987, means programs of education, research and training in engineering & technology, architecture, town planning, management, hotel management & catering technology, pharmacy and applied arts and crafts. Non-technical education would refer to the courses, other than technical courses, such as law, subjects related to science, commerce and arts, etc. In India, there are different bodies/authorities governing technical and non-technical education as indicated hereunder:



### Global universities

Global standing is becoming an increasingly important concern for institutions around the world (Williams and Van Dyke 2007). It is driven by students looking to attend the best possible tertiary institution that they can afford, often regardless of national borders, and with governments keen on maximizing the returns on their investments in universities,.

Becoming a member of the exclusive group of world-class universities is not achieved by self-declaration; rather, elite status is conferred by the outside world on the basis of international recognition. Until recently, the process involved a subjective qualification, mostly that of reputation.

International experience shows that three basic strategies can be followed by government to establish world-class universities:

- Upgrade a small number of existing universities having the potential of excelling
- Encourage a number of existing institutions to merge and transform into a new university that would achieve the type of synergies corresponding to a world-class institution
- Create new world-class universities from scratch

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