Establishing International Branch Campuses in India

A Survey among 'Top 200' Universities

Eldho Mathews

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Contents

List of Abbreviations and Acronyms

C-BERT	Cross-Border Education Research Team
FDI	Foreign Direct Investment
GATS	General Agreement on Trade in Services
IBC	International Branch Campus
NEP 2020	National Education Policy of India (approved in July 2020)
NIEPA	National Institute of Educational Planning and Administration
THE	Times Higher Education (United Kingdom)
UIC	Unit for International Cooperation (NIEPA)
WTO	World Trade Organization

Acknowledgements

Executive Summary

- The online survey was conducted with *Google Forms* during 21st December 2020 to 12th February 2021 to elicit responses from the 'top 200' category universities of the *Times Higher Education World University Rankings 2021.*

- Forty-three respondents from universities located in eleven countries participated in the survey.

- Responses in this report are presented only at the aggregate level to protect the confidentiality of data and privacy of respondents.

- Three respondents from the 'top 10' category of the Times Higher Education World University Rankings 2021 participated in the survey.

- Respondents from eight universities indicated that their universities would 'definitely consider' India as a potential destination for establishing their international branch campuses (IBCs). Of these, two universities fall into the 1-100 category of the Times Higher Education World University Rankings 2021 and six into the 101-200 category.

- Many universities are adopting a 'wait and see' approach as domestic Rules and Regulations that govern the international branch campuses in India are yet to be framed by the government.

- All the eight universities that indicated they would 'definitely consider' India as an ideal destination for establishing an international branch campus underlined the importance of liberal regulatory framework for improving the attractiveness of India.

- Five universities that indicated they would 'definitely consider' India as an ideal destination for establishing an international branch campus answered that they were concerned about the availability of financial and non-financial incentives.

- All the eight universities that indicated they would 'definitely consider' India as a potential destination for establishing their international branch campuses answered that they preferred mainly Indian students in their branch campuses.

- Most of the respondents that indicated they would 'definitely consider' India as a potential destination for establishing their international branch campuses preferred the following branch campus models:
    - partially supported by the Indian government in terms of buildings, facilities, scholarships, fellowships, etc.;
    - partially supported by Indian private companies, in terms of buildings and other facilities;
    - education hubs/cities promoted by the government and private companies; and,
    - facilities owned by existing Indian public universities or colleges.

- The impact of Covid-19 pandemic would result in postponing the international branch campus strategy of many universities for a certain period of time.

Establishing International Branch Campuses in India
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Eldho Mathews[*]

1.   Introduction

Education became a tradable commodity under the General Agreement on Trade in Services (GATS) in 1995. The provisions of the GATS define four ways in which a service could be traded, known as 'modes of supply'. They are cross-border supply[1], consumption abroad[2], commercial presence[3] and presence of natural persons[4]. 'Borderless education' covers all these four modes of supply, including the international branch campuses (Knight, 2002; Varghese, 2007 & 2018; WTO, 2021).

According to the Cross-Border Education Research Team (C-BERT), hosted at the State University of New York at Albany and Pennsylvania State University, an international branch campus (IBC) is an entity that is owned, at least in part, by a foreign higher education provider; operated in the name of the foreign education provider; and provides an entire academic programme, substantially on site, leading to a degree awarded by the foreign education provider (Cross-Border Education Research Team, 2020). This definition of IBC excludes joint-degree programmes, twinning arrangements and overseas campuses serving students from the home university (Altbach, 2013).

The National Education Policy of India, announced in July 2020 (NEP 2020), had recommended to allow select universities -- those from the 'top 100 category' in the World University Rankings -- to operate in India. The NEP 2020 had also recommended that "a legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory,

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governance, and content norms on par with other autonomous institutions of India." It is in this context that the Unit for International Cooperation (UIC) of the National Institute of Educational Planning and Administration (NIEPA) conducted an online survey by using Google Forms to elicit responses from the 'top 200' category universities of the Times Higher Education World University Rankings 2021 with the following objectives:

- gather reliable information on the current and future priorities of foreign universities with regard to establishing branch campuses in India,

- identify the major concerns and expectations of the foreign universities with respect to the Indian environment,

- gain initial insights that would help to identify the areas that need policy interventions at various levels to make India a better destination for international branch campuses.

This report presents the results of the survey, an analysis of the key themes related to the results and recommendations for moving the agenda forward. Responses are presented only at the aggregate level to protect the confidentiality of data and privacy of respondents.

2. Survey Design and Administration

The survey instrument with eleven questions, as shown in Appendix A, was sent to the officials responsible for developing and executing strategic international engagements of the 202 universities in the 'top 200' category of the Times Higher Education World University Rankings 2021 during 21st December 2020 to 12th February 2021(Appendix C).[5]

The questionnaire was designed to request uniform data from the respondents, mainly with closed-ended questions. This approach helped to minimise the time needed to complete the questionnaire. The confidentiality of data and privacy of respondents were assured to all the respondents. An average completion time was also mentioned in the request sent by email to the respondents. .

The nature of the design of the questionnaire made it more adaptable for capturing the data needed for policy makers, academics and researchers to understand the various opportunities and challenges associated with the opening of branch campuses of foreign universities in India. The 'any other comments?' question at the end allowed many respondents to give suggestions that are not covered in the other closed-ended questions (Appendix A, Question 11).

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[5]   Three universities share the 200th position in the Times Higher Education World University Rankings 2021.

3. Response Rate

Forty-three respondents from eleven countries participated in the web-based online survey (Figure 1). These include three universities from the 'top 10' category (Figure 2). While forty respondents fully completed the online questionnaire, three respondents partially completed by indicating the absence of a branch campus strategy for their institutions.

Globally, more than three hundred international branch campuses are functioning in around 80 countries. According to data compiled by C-BERT's Kevin Kinser and Jason E. Lane, a large number of these IBCs are operated by universities from the United States, the United Kingdom, Australia, France and Russia. However, there are only around thirty universities from the 'top 200' category of the Times Higher Education World University Rankings 2021 currently operate international branch campuses (Cross-Border Education Research Team, 2020). A majority of the 'top 200' category universities do not even have an international branch campus strategy. Therefore, participation of forty-three respondents from eleven countries, which also includes respondents from the universities that have been operating international branch campuses, could be seen as an important indicator of the quality of survey's findings presented in this report.

Figure 1. Countries of Respondents' Universities
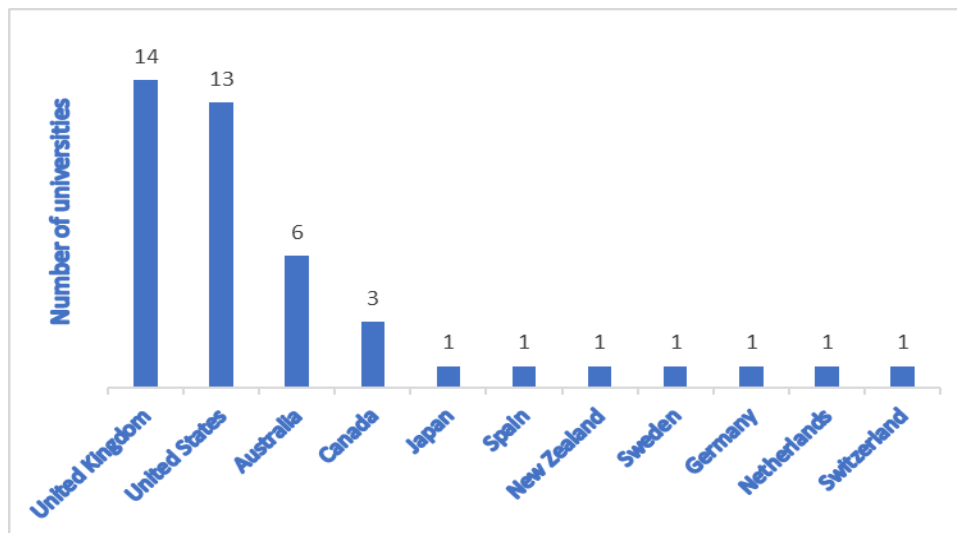
The participation of respondents from a wide cross-section of universities, especially from countries such as the United Kingdom, the United States, Australia and Canada that consider India as a strategic market for student recruitment, would help to form a good basis for this study by meeting the survey's goals (Figure 2).

Figure 2: Number of Survey Respondents by THE World University Rankings
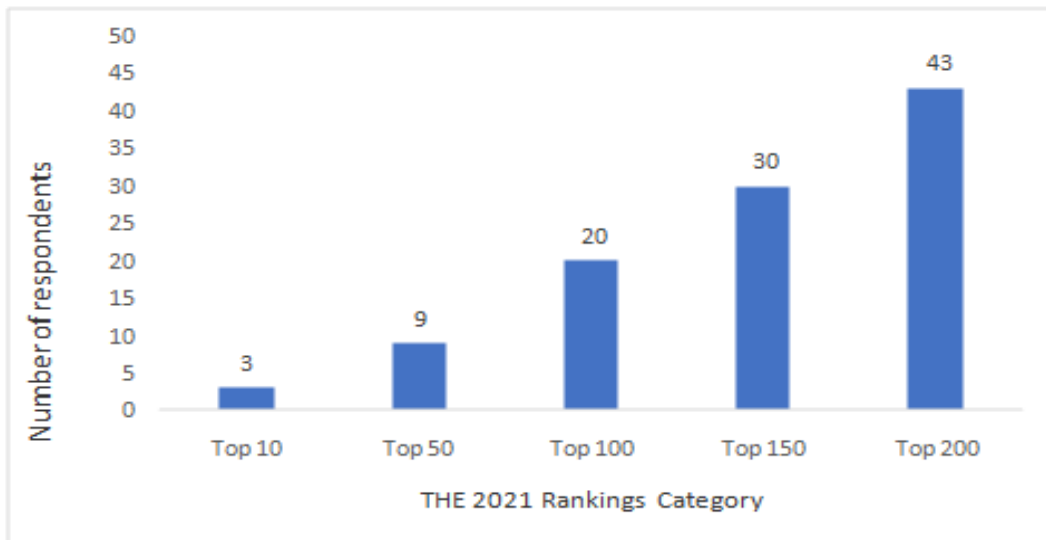
The results indicated that the survey response rate was influenced to a great extent by the interests of respondents on the theme and assurance of privacy and confidentiality. The findings also suggested that respondents from the US, the UK and Australia, that consider India as a strategic market for student recruitment, were more enthusiastic to participate in the survey.

4. Profile of Respondents

The first two questions of the online questionnaire were about the respondents and the respondents' institutions (Appendix A). As can be seen from Appendix B, most of these officials are responsible for developing and executing the global engagement strategy of their respective universities. The important role occupied by the respondents in their institutions have a significant impact on the quality of survey outcomes

5. What do the respondents think?

All the forty completed questionnaires received were used for the final analysis. The core findings are presented in the following sections:

5.1   India as a Potential Destination
5.2   Preferred Models
5.3   Prospective Students
5.4   Infrastructural Facilities
5.5   Financial and Non-financial Incentives
5.6   Repatriation of Profits
5.7   Regulatory Framework
5.8   Impact of Covid-19

All the above sections directly correspond to the questions asked in the questionnaire (Appendix A). The following sections would cover in greater detail the key insights emerged out of the responses.

5.1 India as a Potential Destination

The National Education Policy announced in July 2020 had recommended to allow select foreign universities to operate in India. Therefore, the third question was: "How likely is it that your institution considers India as an ideal destination for establishing an international branch campus?" Respondents were invited to indicate their response from a list of three answer choices --- 'definitely consider', 'would not consider' and 'other'. While eight respondents indicated that they would 'definitely consider' India as an ideal destination, sixteen indicated 'would not consider'. The remaining sixteen respondents indicated 'other' (Figure 3).

The large number of 'other' responses indicate that that these institutions are adopting a 'wait and see' approach as domestic Rules and Regulations that govern the international branch campuses are yet to be framed by the government. Therefore, the views indicated by the respondents that indicated 'other' to this question have been given adequate importance in the analysis.

Figure 3: India as a Potential Destination for Establishing International Branch Campuses
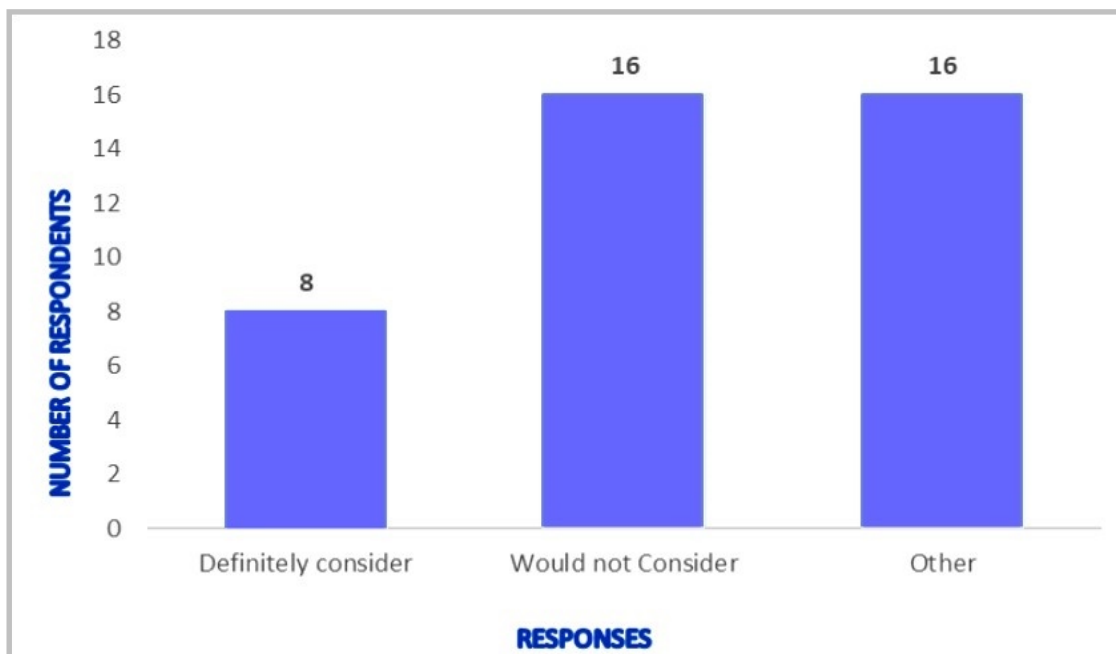
Among the eight institutions that indicated 'definitely consider' India as an ideal destination for establishing an international branch campus, five are from the United States, one each from the United Kingdom, Australia and Canada (Figure 4).

Figure 4. Countries of Respondents that would 'Definitely Consider' India as Ideal Destination
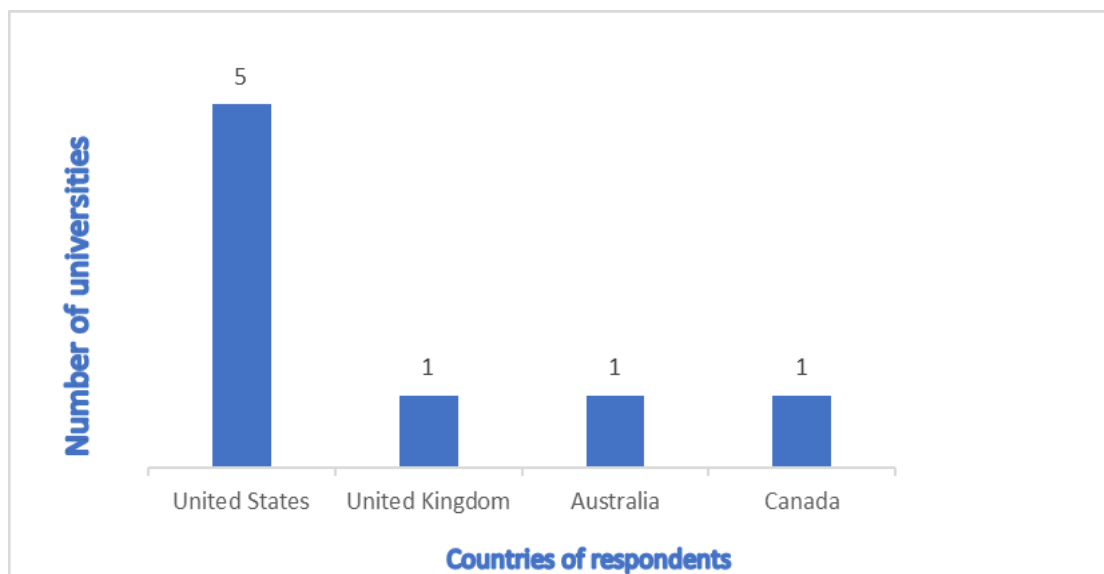
Among the eight respondents that indicated that their institutions would 'definitely consider' India as a potential destination for establishing international branch campuses, two respondents fall into the 1-100 category of the Times Higher Education World University Rankings 2021 and six in the 101-200 category (Figure 5).

Figure 5. Respondents that Indicated 'Definitely Consider' by THE Rankings
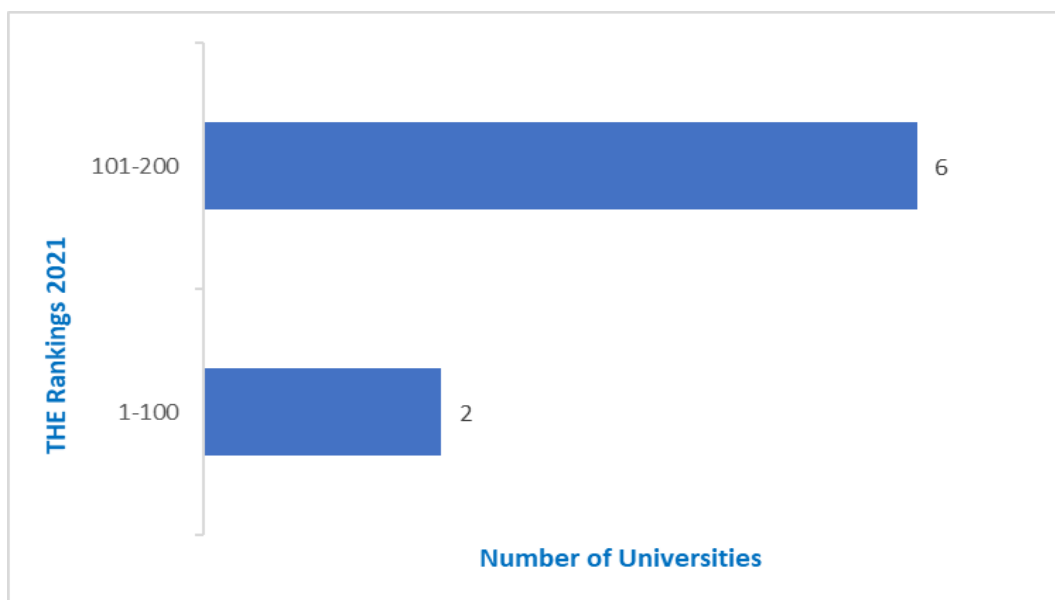
The above responses indicate that universities from the 'top 100' are also interested in establishing international branch campuses in India. This is of particular significance because the NEP 2020 had recommended to allow only universities from the 'top 100 category' in the World University Rankings to operate in India.

5.2 Preferred Models

Due to the absence of a standardised branch campus model, the question about the preferred branch campus models was designed on the basis of prominent branch campus models existing in different parts of the world. They have different organisational structures and academic objectives as given below (Hou et al., 2018; Lane & Kinser, 2012; Verbik, 2007):

	Type	Features	Examples
1	Self-funded	Home institution sets up a branch campus in the host country independently of external support.	The United States-based Webster University in The Netherlands
2	External funding from host country governments	Partially supported by the host country in terms of buildings, facilities, or scholarships	The United Kingdom's University of Nottingham in Ningbo, China
3	Support from private companies/ organizations	Partially supported by private companies, in terms of buildings, facilities, or scholarships under the host country's specific Regulations	Partnership between the University of Nottingham, Boustead Holdings Berhad and YTL Corporation Berhad for the University of Nottingham campus in Malaysia
4	Facilities lease	Branch campus functions from leased facilities provided by host government or private sector in designated zones	Dubai International Academic City, UAE
5	Academic collaboration with a local partner	Branch campus is built within the partner's campus in the host country	Singapore Institute of Management's partnership with The University at Buffalo (UB) School of Management, located at the State University of New York at Buffalo for its Bachelor of Science degree program in business administration offered in Singapore.

Based on the above categorisation, a list of seven different types of branch campus models were provided and respondents were asked to indicate their preferences (Appendix A, Question 8).

As shown below (Figure 6), most of the respondents that indicated they would 'definitely consider' India as a potential destination for establishing international branch campuses prefer branch campuses that are:

- partially supported by the Indian government in terms of buildings, facilities, scholarships, fellowships, etc.;
- partially supported by Indian private companies, in terms of buildings and other facilities;

- education hubs/cities promoted by the government/private companies; and
- facilities owned by existing Indian public universities or colleges.

Interestingly, one respondent selected the 'other' option and suggested a model partially supported by non-Indian private companies. Also, only three respondents preferred independent university campus without any support from the government.

Figure 6. Preferred Branch Campus Models
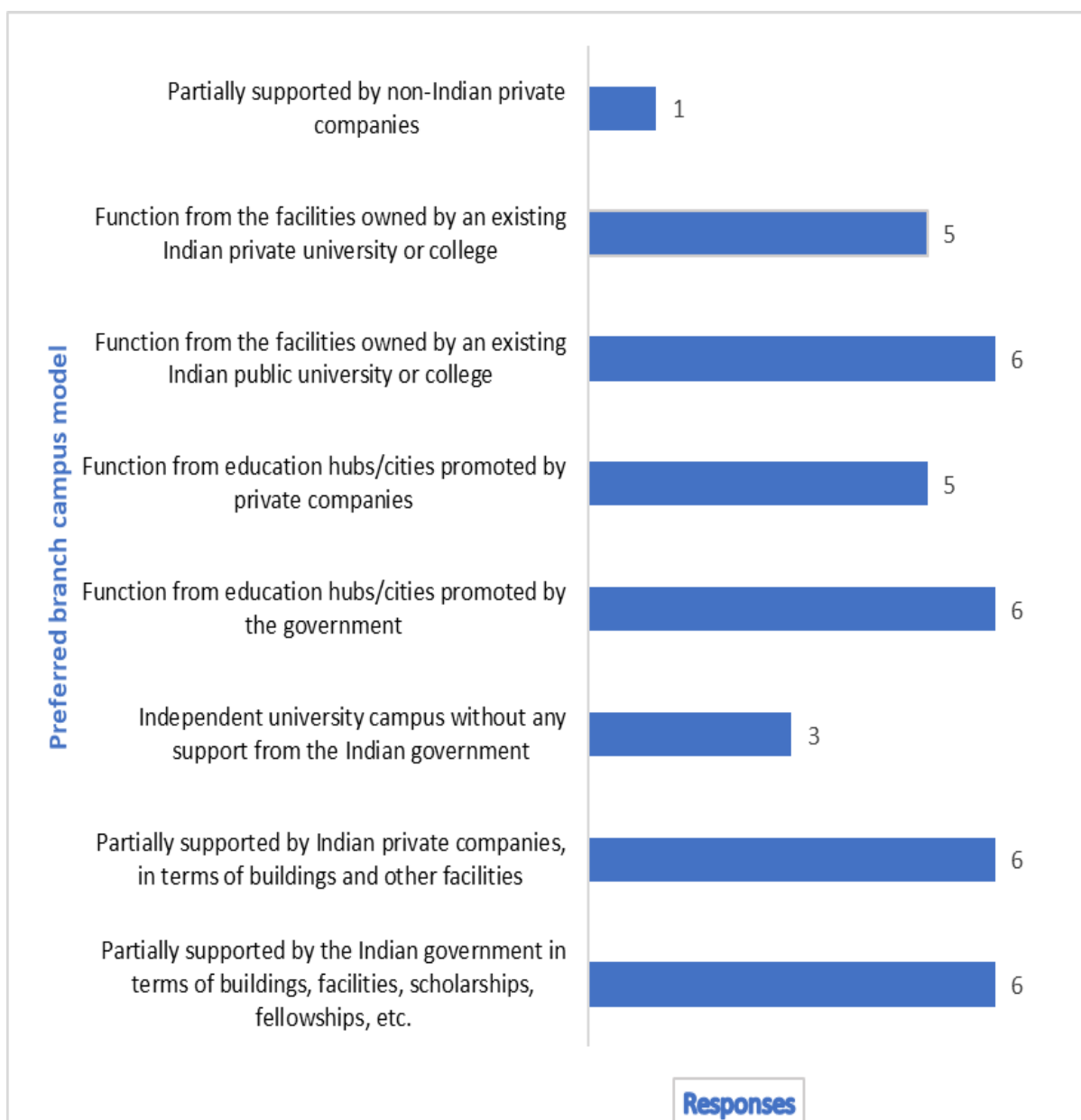
The above responses are expected to help the government to identify the delivery models suitable for India to address the needs of the country and to frame relevant Rules and Regulations.

5.3 Prospective Students

Sufficient enrolments during the initial years matter for the branch campuses to become sustainable over time. Interestingly, the answers to the question concerning the key objective for establishing a branch campus in India showed certainty, as all the eight respondents that indicated 'definitely consider' India as a potential destination for establishing international branch campuses preferred mainly Indian students.

5.4 Infrastructural Facilities

A country with excellent infrastructural facilities is likely to attract a greater number of foreign branch campuses. When asked "are you concerned about the quality of infrastructural facilities such as roads, electricity, water supply, telecommunications, airports, etc. in India?"; four respondents that indicated they would 'definitely consider' India as an ideal destination for establishing an international branch campus, selected the 'yes' option, whereas three selected the 'no' option, and the remaining one the 'other' option. The respondent that selected the 'other' option indicated that concerns about infrastructural facilities would be based on the location for the campus in India.

5.5 Financial and Non-financial Incentives

Along with other fundamental determinants, financial and non-financial incentives have an important role in attracting the aspiring foreign institutions to the country, and the survey attempted to identify their role in attracting foreign universities to India. Five universities that indicated they would 'definitely consider' India as an ideal destination for establishing international branch campuses answered that they are concerned about the availability of financial and non-financial incentives. It is interesting to note that three universities are not concerned about financial and non-financial incentives. These three universities are from the '101-200' category of Times Higher Education World University Rankings 2021.

5.6 Repatriation of Profits

Establishing a branch campus is a capital-intensive process. Therefore, the questionnaire had asked respondents about their views about repatriating profits from India. While repatriating profits is extremely important for three respondents that indicated they would 'definitely consider' India as an ideal destination for establishing international branch campuses, it is of low importance to other three institutions. One among the two respondents that selected the 'other' option indicated that it would be critical to repatriate a portion of revenues to cover the administrative and other expenses incurred. The second respondent that selected the 'other' option indicated

that either provision to repatriate funds or use the Indian campus as a means for attracting students to the home would be of priority for the institution.

5.7 Regulatory Framework

A liberal regulatory framework is likely to have a significant impact on attracting aspiring foreign institutions to the country. A section on this theme was designed to gather its role in improving India's attractiveness as a major destination for international branch campuses. All the eight respondents that indicated they would 'definitely consider' India as an ideal destination for establishing international branch campuses, underlined the importance of a liberal regulatory framework for improving the attractiveness of India. The overwhelming response by the respondents for a liberal framework underscore the importance of framing an investor friendly Act and Regulations that would reduce potential risks for the aspiring institutions.

5.8 Impact of Covid-19

The Covid-19 pandemic has been forcing most of the universities to reappraise their global engagement strategies and business models. It is in this context that respondents were asked to indicate whether the impact of Covid-19 pandemic would result in postponing the international branch campus strategy of their institution for a certain period of time. As shown below (Figure 7), four among the eight respondents that indicated they would 'definitely consider' India as an ideal destination for international branch campuses answered 'no' to this question, and 3 respondents said 'yes'. Only one respondent was 'uncertain'.

Figure 7. Impact of Covid-19 on International Branch Campus Strategy
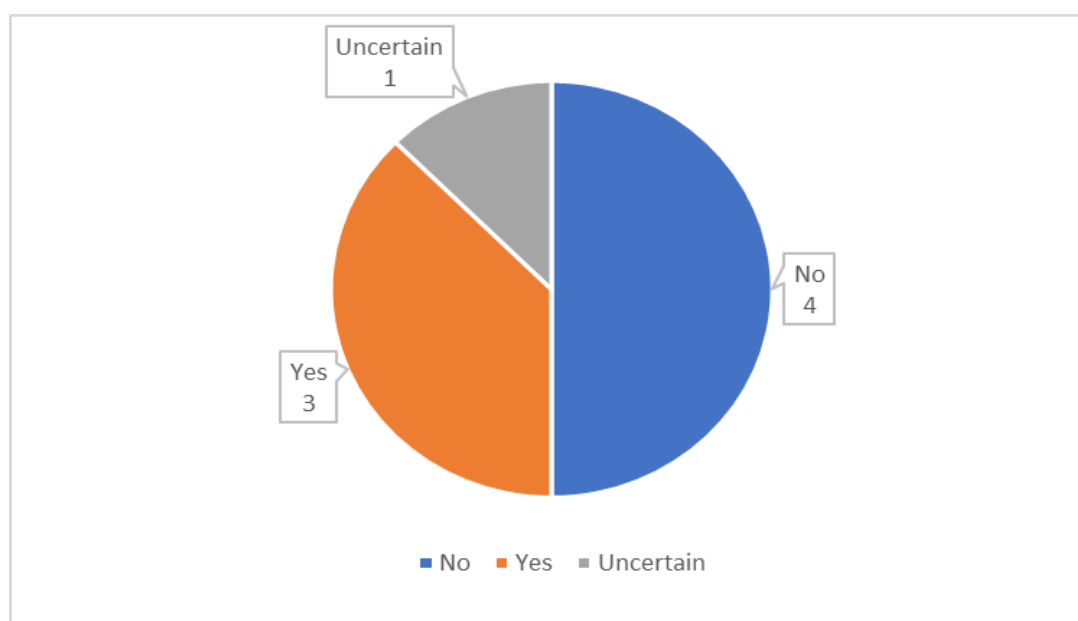
Looking at these responses, it is clear that the Covid-19 pandemic would not make any big difference in the objectives of the four universities that indicated 'definitely consider' India as an ideal destination for establishing international branch campuses.

It is also important to note that seven respondents that selected 'other' to the question 'how likely is it that your institution considers India as an ideal destination for establishing an international branch campus?' also indicated that the impact of Covid-19 pandemic would result in postponing the international branch campus strategy of their institution for a certain period of time.

6.   Suggestions for the Way Forward

The 'any other comments?' section at the end of the questionnaire (Appendix A, question 11) allowed some of the respondents to give important suggestions that would be helpful for developing an ideal regulatory framework in the country. These suggestions are outlined below.

Suggestions by the respondents who opted 'would definitely consider' India as an ideal destination for establishing IBCs	• The major issue concerning building a branch campus in India is whether it could be done in a financially viable way while maintaining the hallmarks of a premier university from the United States. • The university does not have a specific plan now but is looking forward to exploring opportunities for a local programme in India
Suggestions by the respondents who opted 'would not consider' India as an ideal destination for establishing IBCs	• Public universities in our country by law are not allowed to establish branch campuses abroad. • Our university has a policy that does not allow to establish branch campuses anywhere. • Setting up a campus in India is attractive but comes with many challenges. First and foremost is the general approval from the government and general acceptance of this from the general public. In India education is inclusive and should be accessible for all, keeping this in mind it is difficult to have a university with a higher cost of tuition operating in India without a backlash from the society. There is also an issue of dilution of standards of teaching and delivery when we plan to set up a foreign campus. There is a lot of investment in training local staff to adhere to our standards and without a strong legal and financial structure it becomes a risky proposition. • Bureaucratic and regulatory issues, lack of surety on the local operational environment including restrictions on repatriating profits, etc. may be off-putting the top global universities to consider establishing campuses in India. • India would need to offer incentives similar to countries like China to attract world-class universities. • Our university is not interested in setting up branch campuses in any country. However, we have established relationships with select universities in several countries for teaching programmes through articulation agreements and joint colleges. These initiatives advance the interests of institutions on both sides. In the last three years we have

	been progressing relationships with Indian partners to develop teaching and research initiatives. This has slowed, however, with the pandemic. • The University does not normally establish physical presences outside the United Kingdom, but instead works to establish strong and equitable partnerships with institutions and organisations in India. These partnerships can cover joint research, faculty and student exchange, summer schools, knowledge transfer and joint innovation projects. • Our university is focused on Southeast Asia only.
Suggestions by the respondents who opted 'other' to the question 'how likely is that your institution considers India as an ideal destination for establishing IBCs	• Our university is keen to support capacity building programmes in India as colleagues, and to work hand-in hand around research that leads to positive societal change in India and in the United States. This reflects part of our global commitment, and global engagement is a foundation of our university's strategic plan. We are excited about enhanced opportunities to engage as partners by taking into account the new education policy of India. • Universities spend a lot of time and effort for understanding the market demand. It would be useful if the government (local/State or national) provided their workforce modelling and industry strategies to universities to help them understand the 'need' better. Also, the price points for education in India are low which makes it difficult for overseas universities to build a business case, as it forces them to look at high volume education scenarios (while their research costs are high) which is not the normal territory of the 'top 200'. These forces must be balanced in some way, otherwise a focus on 'top 500' may be better. • There is definitely an interest in a branch campus in India but the perceived risks and costs are currently too high. Financial support from the Indian government would offset these risks, as would tax breaks for branch campuses. • Our university currently enjoys numerous productive relationships with Indian partners. Our current successful operations in India mean we have not yet felt the need for a branch campus, but we are seeking to grow our partnerships, joint education activities, and recruitment potential in the country. If we consider that a branch campus may support the university in developing these aims, I believe that we have sufficient infrastructure and partnership opportunities in India to make this viable and the NEP 2020 creates an interesting framework for exploring this. • With so many universities in India with different quality levels, it would be useful to have a national system of quality control/accreditation that is fair, transparent and accessible with clear criteria and assessment protocols. • I believe that campuses in India need to be co-created (rather than transported) to exploit positive cultural and educational attributes of the two countries. • We are not interested in physical branch campuses in India or elsewhere but open to exploring collaborative transnational education (TNE) opportunities. • Although greatly disruptive to regular operation of universities, COVID-19 has also shown the greater possibility of using technology in delivering high-quality education. Therefore, any new framework for international branch campuses could greatly benefit by taking into account the new models and opportunities now possible.

7. Conclusions and Recommendations

Much has been discussed about the attractiveness of India as an ideal destination for international branch campuses in the context of National Education Policy 2020. This survey was an attempt to understand the priorities of 'top 200' universities about establishing IBCs in India. One of the major objectives of the survey was to gain insights that would help to identify the areas that need policy interventions to make India a better destination for international branch campuses. Based on the findings from the survey, suggestions from the respondents and drawing insights from various previously published studies, following specific strategies are identified (Mathews,2020):

- **Targeted approach:** The Central Government may initially target those universities from the 'top '200' category that have been successful in operating branch campuses in different parts of the world as well as those from the same category that do not have international campuses now but are willing to expand their operations to India. Institutions that offer programmes relevant for the development and skill needs of the country, that are willing to facilitate transfer of technology and knowledge, and operate in a socially responsible manner, may be given priority. Since the findings indicate that many institutions are adopting a 'wait and see' approach, the Act and Regulations to govern the international branch campuses in the country need to be framed by the government before inviting the universities to the country.

- **Investor-friendly Rules:** The Central Government may invite foreign universities by showcasing the investor-friendly Act and Regulations that are helpful for exploring various partnership opportunities in India. A clear and liberal regulatory framework would have a significant impact on attracting aspiring foreign institutions to the country.

- **Diverse Models:** The Central Government could promote diverse models of branch campuses in the country. For the international branch campuses, remaining as a teaching focused institution would be difficult to sustain in the long run and, therefore, research should also be appropriately encouraged (Lane *et al.,* 2014). Also, foreign university branch campuses may be allowed to function in partnership with the existing higher education institutions in the country and the State-supported service providers located in education hubs/ cities, information technology parks, etc.

- **Education Cities:** Creation of higher education-focussed hubs in select cities of the country, funded by the Central and State Governments, would help in the vertical growth of institutions and would be attractive to foreign institutions. This would also help to accommodate different branch campuses under one roof. These locations should have excellent infrastructural facilities.

- **Information to Aspiring Institutions:** It is important to provide relevant information, especially regarding the Rules and Regulations, facilities available to foreign institutions, quality assurance framework adopted by India, workforce modelling and industry strategies, etc., through a dedicated portal and through diplomatic missions.

- **Repatriation of Surplus and Tax Exemptions:** Steps may be taken to reduce the tax burden of branch campuses, especially during the initial phase, on the basis of fulfilling the performance indicators. Similarly, branch campuses should be permitted to repatriate the surplus they generate after tax clearance as is being allowed in many other host countries.

- **Granting Legitimacy:** These could include approval of the qualifications offered by the branch campuses for the purposes of employment and further education in the country, financial assistance to offer specific academic programmes, research grants, scholarships to students, etc.

- **Flexible Visa Rules:** Flexible visa rules for foreign students and foreign faculty are a prerequisite for the smooth functioning of IBCs.

- **Accreditation of Programmes:** A new academic accreditation body needs to be created in partnership with prominent international agencies that are experienced in the performance analysis of 'top 200' universities. The National Accreditation Council (NAC), the 'meta-accrediting body' proposed in the NEP 2020, could accommodate this specific accreditation agency.

Although respondents from eight universities indicated that they would 'definitely consider' India as an ideal destination for establishing international branch campuses, only two of them were from the 'top 100' category of the Times Higher Education World University Rankings 2021. Similarly, the large number of 'other' responses to the question "how likely is it that your institution considers India as an ideal destination for establishing an international branch campus?" indicate that that many universities are adopting a 'wait and see' approach as domestic Rules and Regulations that govern the international branch campuses in India are yet to be framed by the government.

The high proportion of respondents from the United States, the United Kingdom and Australia is indicative of the importance given by the universities from these countries to India, especially the large Indian student market. However, establishing an international branch campus is a time-intensive and capital-intensive process. Besides, home institutions have to bear many indirect costs. They also have to follow the Rules and Regulations in two countries: on most occasions as a public institution in the home country and as a private institution in the host country. They face many challenges with

regard to brand dilution, high rent/land/building costs, finding talent matching to the requirements of the programme, attracting fee-paying students, etc. All these should be discussed in greater specificity while framing the Act and relevant Regulations.

Appendix A: Survey Questionnaire

National Institute of Educational Planning and Administration
(Deemed to be University)

Prospects for the Establishment of Branch Campuses in India: International Pulse Survey to Understand the Priorities of 'Top 200' Universities

* Required

Email address *

Your email

1). Name of the respondent's institution: *

Your answer

2). Name and official designation of the respondent: *

Your answer

3) How likely is it that your institution considers India as an ideal destination for establishing an international branch campus? *

○ Definitely consider

○ Would not consider

○ Other

3a) If you selected other please specify

Your answer

4). Who would be your prospective students? *

○ Only Indian students

○ Mainly Indian students

○ Other

4a) If you selected other please specify

Your answer

5). Are you concerned about the quality of infrastructural facilities such as roads, electricity, water supply, telecommunications, airports, etc. in India? *

○ Yes

○ No

○ Other

5a) If you selected other please specify

Your answer

6). Are you concerned about the availability of financial and non-financial incentives for establishing branch campuses in India? *

○ Not concerned at all

○ Very concerned

7). How important is repatriation of profits for your institution? *

○ Low importance

○ Extremely important

○ Other

7a) If you selected other please specify

Your answer

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8). Which among the following international branch campus models would be suitable in the Indian context? *

☐ Independent university campus without any support from the Indian government

☐ Partially supported by the Indian government in terms of buildings, facilities, scholarships, fellowships, etc.

☐ Partially supported by Indian private companies, in terms of buildings and other facilities

☐ Function from education hubs/cities promoted by the government

☐ Function from education hubs/cities promoted by private companies

☐ Function from the facilities owned by an existing Indian public university or college

☐ Function from the facilities owned by an existing Indian private university or college

☐ Other

8a) If you selected other please specify

Your answer

9). To what extent do you agree or disagree that a liberal legal regulatory framework is one of the most important determinants for improving India's attractiveness as a major destination for international branch campuses? *

○ Disagree

○ Agree

○ Other

9a) If you selected other please specify

Your answer

10). Do you think that the impact of Covid-19 pandemic would result in postponing the international branch campus strategy of your institution for a certain period of time? *

○ Yes

○ No

○ Other

10a) If you selected other please specify

Your answer

11) Any other comments? *

Your answer

_____

Send me a copy of my responses.

Submit

Never submit passwords through Google Forms.

reCAPTCHA
Privacy Terms
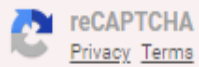
This form was created inside of National Institute of Educational Planning and Administration (NIEPA). Report Abuse

Google Forms

Appendix B: Designation of Respondents[6]

1	Associate Vice-President (Global Strategy)
2	Associate Vice-President (International Partnerships)
3	Assistant Deputy Vice-Chancellor (International)
4	Associate Dean (Global Engagement)
5	Associate Director (Global Research Engagement)
6	Associate Director (Provost's Office)
7	Chief Global Affairs Officer
8	Chief International Officer
9	Deputy Vice-Chancellor (Global Partnerships)
10	Deputy Vice-Chancellor (Strategic Engagement)
11	Deputy Vice-Chancellor and Vice-President (International)
12	Deputy Vice-Chancellor and Vice-President (Global Engagement)
13	Deputy Pro Vice-Chancellor and Associate Vice-President (International)
14	Director (International Strategy Office)
15	Director (International Admissions)
16	Director (Global Partnerships and Partner Engagement)
17	Head (International Strategy)
18	Head (International Relations Office)
19	Head (Global Academic Engagement)
20	Head (International Partnerships)
21	International Coordinator (International Office)
22	International Dean (South Asia)
23	International Recruitment and Partnerships Manager
24	International Business Development Lead
25	International Affairs Advisor
26	Office of the Vice-President (International Strategy)
27	Office of the President (Executive Board)
28	Pro Vice-Chancellor (Global Engagement)
29	Pro Vice-Chancellor (Students, Partnerships and International)
30	Regional Head (South Asia)
31	Strategic Partnerships Manager
32	Vice-President and Associate Provost (Internationalisation)
33	Vice President (International) and Provost (Academic Partnerships)
34	Vice-President (International)
35	Vice-President (Global Strategy)
36	Vice-President (Strategic and Global Initiatives)
37	Vice-Principal (International Partnerships)
38	Vice-Provost (Global Engagement)
39	Vice-Rector (International Relations)

[6] Few respondents have similar designations to others.

Appendix C: Times Higher Education World University Rankings 2021[7]

Rank	Name of University	Country
1	University of Oxford	United Kingdom
2	Stanford University	United States
3	Harvard University	United States
4	California Institute of Technology	United States
5	Massachusetts Institute of Technology	United States
6	University of Cambridge	United Kingdom
7	University of California, Berkeley	United States
8	Yale University	United States
9	Princeton University	United States
10	The University of Chicago	United States
11	Imperial College, London	United Kingdom
12	Johns Hopkins University	United States
13	University of Pennsylvania	United States
14	ETH Zurich	Switzerland
15	University of California, Los Angeles	United States
16	UCL	United Kingdom
17	Columbia University	United States
18	University of Toronto	Canada
19	Cornell University	United States
20	Duke University	United States
20	Tsinghua University	China
22	University of Michigan-Ann Arbor	United States
23	Peking University	China
24	North-Western University	United States
25	National University of Singapore	Singapore
26	New York University	United States
27	London School of Economics and Political Science	United Kingdom
28	Carnegie Mellon University	United States
29	University of Washington	United States
30	University of Edinburgh	United Kingdom
31	University of Melbourne	Australia
32	LMU Munich	Germany
33	University of California, San Diego	United States
34	University of British Columbia	Canada
35	King's College London	United Kingdom
36	Karolinska Institute	Sweden
36	The University of Tokyo	Japan

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[7] Times Higher Education World University Rankings 2021: https://www.timeshighereducation.com/world-university-rankings/2021/world-ranking#!/page/0/length/25/sort_by/rank/sort_order/asc/cols/stats,accessed on 23 February 2021

38	Georgia Institute of Technology	United States
39	University of Hong Kong	Hong Kong
40	McGill University	Canada
41	Technical University of Munich	Germany
42	Heidelberg University	Germany
43	École Polytechnique Fédérale de Lausanne	Switzerland
44	University of Texas at Austin	United States
45	KU Leuven	Belgium
46	Paris Sciences et Lettres – PSL Research University Paris	France
47	Nanyang Technological University, Singapore	Singapore
48	University of Illinois at Urbana-Champaign	United States
49	University of Wisconsin-Madison	United States
50	Washington University in St Louis	United States
51	University of Manchester	United Kingdom
51	University of Sydney	Australia
53	University of Southern California	United States
54	Boston University	United States
54	Kyoto University	Japan
56	Chinese University of Hong Kong	Hong Kong
56	The Hong Kong University of Science and Technology	Hong Kong
56	University of North Carolina at Chapel Hill	United States
59	Australian National University	Australia
60	Seoul National University	South Korea
61	Brown University	United States
62	The University of Queensland	Australia
62	Wageningen University & Research	Netherlands
64	University of California, Davis	United States
64	Monash University	Australia
66	University of Amsterdam	Netherlands
67	UNSW, Sydney	Australia
68	University of California, Santa Barbara	United States
69	McMaster University	Canada
70	Fudan University	China
70	Leiden University	Netherlands
72	Erasmus University Rotterdam	Netherlands
73	University of Montreal	Canada
73	University of Zurich	Switzerland
75	Charité – Universitätsmedizin, Berlin	Germany
75	Utrecht University	Netherlands
77	University of Warwick	United Kingdom
78	Delft University of Technology	Netherlands
78	University of Tübingen	Germany
80	University of Groningen	Netherlands

80	Humboldt University of Berlin	Germany
80	Ohio State University (Main campus)	United States
83	University of Freiburg	Germany
84	University of Copenhagen	Denmark
85	Emory University	United States
85	University of Minnesota	United States
87	École Polytechnique	France
87	University of Science and Technology of China	China
87	Sorbonne University	France
90	University of Maryland, College Park	United States
91	University of Bristol	United Kingdom
92	University of Basel	Switzerland
92	University of Glasgow	United Kingdom
94	Purdue University, West Lafayette	United States
94	Zhejiang University	China
96	Korea Advanced Institute of Science and Technology (KAIST)	South Korea
97	National Taiwan University (NTU)	Taiwan
98	University of California, Irvine	United States
98	University of Helsinki	Finland
100	Shanghai Jiao Tong University	China
101	Dartmouth College	United States
101	Sungkyunkwan University (SKKU)	South Korea
103	Ghent University	Belgium
103	Lund University	Sweden
105	Michigan State University	United States
106	Aarhus University	Denmark
107	University of Birmingham	United Kingdom
107	RWTH Aachen University	Germany
109	University of Bern	Switzerland
110	Queen Mary University of London	United Kingdom
111	Nanjing University	China
111	Uppsala University	Sweden
111	Vanderbilt University	United States
114	University of Bonn	Germany
114	Penn State (Main campus)	United States
116	Vrije Universiteit Amsterdam	Netherlands
117	University of Virginia (Main campus)	United States
118	University of Adelaide	Australia
118	Free University of Berlin	Germany
120	Georgetown University	United States
121	Case Western Reserve University	United States
121	Maastricht University	Netherlands
121	University of Sheffield	United Kingdom

124	University of Arizona	United States
124	Rice University	United States
126	City University of Hong Kong	Hong Kong
127	University of Oslo	Norway
127	University of Southampton	United Kingdom
129	Hong Kong Polytechnic University	Hong Kong
130	University of Göttingen	Germany
131	University of Alberta	Canada
131	University of Colorado Boulder	United States
133	University of Pittsburgh-Pittsburgh campus	United States
133	University of York	United Kingdom
135	University of Hamburg	Germany
136	Lancaster University	United Kingdom
136	University of Paris	France
136	Radboud University Nijmegen	Netherlands
139	The University of Western Australia	Australia
140	Indiana University	United States
140	University of Mannheim	Germany
140	Technical University of Berlin	Germany
140	Ulm University	Germany
140	University of Würzburg	Germany
145	University of Cologne	Germany
145	University of Ottawa	Canada
147	University of Auckland	New Zealand
147	University of Rochester	United States
149	Durham University	United Kingdom
149	University of Geneva	Switzerland
151	Pohang University of Science and Technology (POSTECH)	South Korea
152	University of Florida	United States
152	Pompeu Fabra University	Spain
152	TU Dresden	Germany
155	University of Cape Town	South Africa
155	Trinity College Dublin	Ireland
157	Tufts University	United States
158	Bielefeld University	Germany
158	University of Nottingham	United Kingdom
160	University of Leeds	United Kingdom
160	University of Sussex	United Kingdom
160	University of Technology, Sydney	Australia
163	University of Liverpool	United Kingdom
164	Université Catholique de Louvain	Belgium
164	University of Vienna	Austria
166	Rutgers, the State University of New Jersey	United States

167	University of Bologna	Italy
167	Korea University	South Korea
169	University of Alabama at Birmingham	United States
170	University of Antwerp	Belgium
170	University of Leicester	United Kingdom
170	University of Notre Dame	United States
170	Sant'Anna School of Advanced Studies – Pisa	Italy
174	University of Exeter	United Kingdom
174	Lomonosov Moscow State University	Russian Federation
176	North-Eastern University	United States
176	Ulsan National Institute of Science and Technology (UNIST)	South Korea
178	University of Aberdeen	United Kingdom
178	Newcastle University	United Kingdom
178	Paris-Saclay University	France
181	Scuola Normale Superiore di Pisa	Italy
182	Autonomous University of Barcelona	Spain
183	Stockholm University	Sweden
184	Arizona State University (Tempe)	United States
184	University of Canberra	Australia
186	Queensland University of Technology	Australia
187	Eindhoven University of Technology	Netherlands
187	George Washington University	United States
187	Technical University of Denmark	Denmark
187	Yonsei University (Seoul campus)	South Korea
191	Cardiff University	United Kingdom
191	University of Gothenburg	Sweden
191	University of Lausanne	Switzerland
191	Tel Aviv University	Israel
195	Macquarie University	Australia
195	University of Münster	Germany
197	Texas A&M University	United States
198	University of Barcelona	Spain
198	University of Erlangen, Nuremberg	Germany
200	University of Calgary	Canada
200	University of East Anglia	United Kingdom
200	Queen's University, Belfast	United Kingdom

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About the report

The National Education Policy of India announced in July 2020 had recommended to allow select universities — those from the 'top 100 category' in the World University Rankings — to operate in India. It is in this context that an online survey was carried out on behalf of the Unit for International Cooperation of the National Institute of Educational Planning and Administration during 21st December 2020 to 12th February 2021 to understand the priorities of the 'top 200 category' universities regarding the establishment of branch campuses in India. This report presents the results of the survey, an analysis of the key themes related to the results, and recommendations for moving the agenda forward.

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