BRITISH COUNCIL

Going Global Partnerships

India Report

Going Global Partnerships supports universities, colleges and wider education sectors around the world to work together towards more inclusive and globally connected higher education and Technical and Vocational Education and Training (TVET).

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Executive summary

Going Global Partnerships (GGP) encourages collaboration between universities to improve the quality and relevance of higher education worldwide, through research partnerships and exchange programmes.

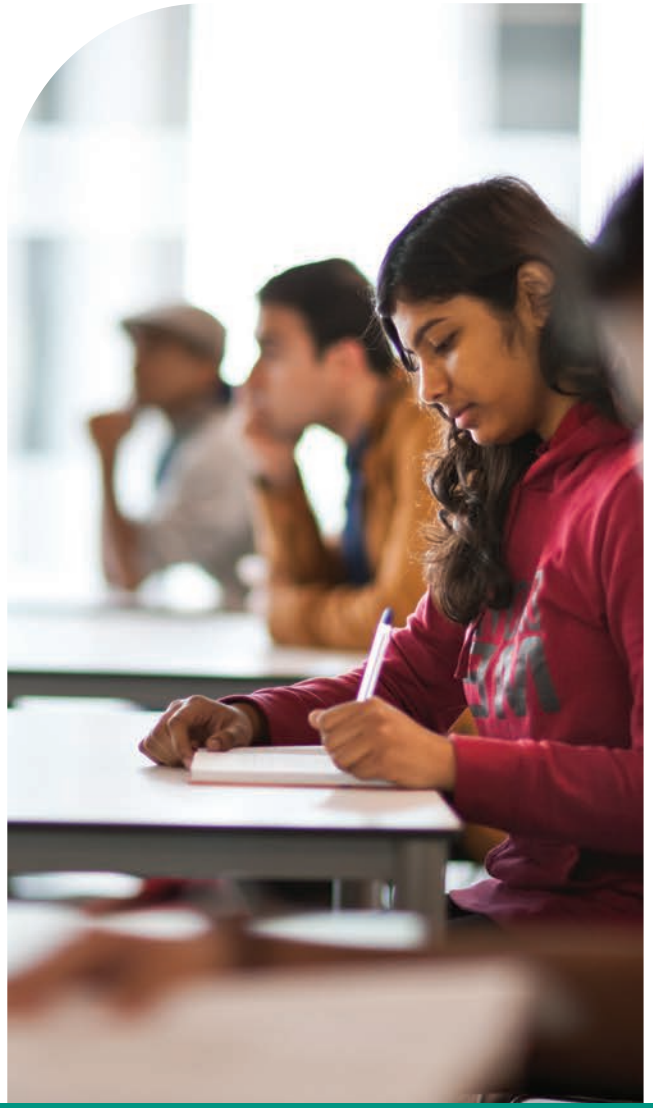
Going Global Partnerships (GGP) aims to strengthen strategic and mutually beneficial partnerships in the tertiary education sector between India and the UK. Collaborations under Going Global Partnerships contribute to stronger, more inclusive, and globally connected tertiary systems. To achieve this, the programme follows an engaged approach that promotes collaboration opportunities between education systems. It focuses on shared problem-solving and skill enhancement through academia and industry collaborations for the greater good of society and citizens.

Going Global Partnerships delivers this impact through a mix of collaboration grants, knowledge-sharing platforms, capacity building programmes, policy dialogues, jointly delivered conferences, study visits and research that drives stronger linkages between the UK and the Indian education sectors. Going Global Partnerships brings together policymakers and practitioners to support international cooperation in higher education. This has been enabled by the recent policy reforms in India and the UK through National Education Policy (NEP 2020), the visionary India-UK Roadmap 2030 and the historic Memorandum of Understanding (MoU) on Mutual Recognition of Qualifications (MRQ) to formally recognise each other's academic qualifications. The programme enables education systems of both countries to promote internationalisation and TNE opportunities by working closely within the regulatory framework.

The subsequent sections of the report outline the current policy environment in India and how Going Global Partnerships supports internationalisation of education system at policy, institutional and individual levels. The report also features multiple trends across disciplines and priority areas where academia and industry have come together to design teaching and learning courses. It provides insights into models of collaboration, types of courses developed, their demand, and industry linkages. The key areas of focus for the teaching-learning courses include sustainable development, circular economy, human development, disaster resilience, ecology, social and technological growth. The report also highlights the risks and challenges faced by the Higher Education Institutes (HEIs) in the process of course development.

Going Global Partnerships has strengthened the India-UK Higher Education ties in the last two years through grants amounting to GBP 1.94 million, benefitting 155 universities in India and the UK, and supporting 13 industry collaborations. The Industrial Academia (IA) grants led to the development of innovative solutions that meet market demands. Going Global Partnerships has resulted in 70 successful India-UK collaborations.

Going Global Partnerships has impacted more than 5,000 students in both the countries. It has supported the two-way mobility of over 500 students and faculty members. The majority of the course beneficiaries are undergraduate students (36 per cent), followed by postgraduate students (28 per cent) and PhD students (12 per cent). Interestingly, 24 per cent of these courses can also be offered to working professionals including industry workforce as part of their CPD (Continuing Professional Development). The courses developed under the programme are expected to target a much higher number of students once they are available online.



TNE ecosystem: India

Policy reforms in the Indian Education System for internationalisation

India has been actively pursuing policy reforms to open its education sector and make the country an international education hub. The government has launched the National Education Policy (NEP 2020), which aims to transform the country's education system by focusing on internationalisation, innovation, and collaboration. These initiatives as well as the recent policy reforms enumerated below demonstrate the commitment of the Indian government to create a conducive environment for international education collaborations in the country.

Gujarat International Finance Tec-City (GIFT City)

During the Union Budget announcement of 2022, the Finance Minister introduced a proposal to allow the entry of world-class foreign universities and institutions in Gujarat International Financial Tec-City IFSC (GIFT IFSC). This regulation allows international HEIs to set up International Branch Campuses (IBCs) and Overseas Education Centres (OECs), to offer courses related to financial management, fintech, science, technology, engineering, and mathematics, in Gujarat. The announcement is seen as a progressive step, giving further impetus to promoting GIFT IFSC as the preferred International Financial Services Centre (IFSC) globally. This announcement is also in alignment with the National Education Policy (NEP 2020), which proposes to facilitate operations of world-class universities in India.

UGC Regulations on dual degree

University Grants Commission (UGC) has issued guidelines for Indian and foreign universities to collaborate in the field of joint degree, dual degree, and twinning programmes. These regulations aim to work towards internationalising the Indian Higher Education system and providing them with more options. With these regulations, students will be able to pursue two degrees simultaneously, one from an Indian university and another from a foreign university. The regulations will allow both Indian and foreign universities to collaborate and come up with a degree programme, which smoothly facilitates the flow of students from India to abroad and vice-versa.

India-UK Roadmap 2030

The provides a strategic framework for expanding collaboration between the UK and Indian HEIs, with a focus on strong teaching and learning practices and international mobility of students, researchers, and academicians. It highlights the need for partnerships between industry and academia to drive innovation and address global challenges, particularly in the areas of climate change and sustainability. India is committed to developing skills for a greener economy to reach net zero targets. To achieve this, two national missions have been undertaken, under the aegis of the Department of Science and Technology (DST), to tackle climate change - National Mission for Sustaining Himalayan Ecosystem (NMSHE) and the National Mission on Strategic Knowledge for Climate Change (NMSKCC). The India-UK Roadmap presents an excellent platform for the UK and Indian HEIs to work together towards a sustainable future and leverage their respective strengths and expertise towards the common goal of advancing education and research, while also addressing critical global issues. It provides a massive opportunity for the UK and Indian HEIs to collaborate and create high-quality educational programmes that promote international mobility and support the development of a skilled workforce for the future.

Approaches to expand TNE opportunities in India

British Council is working closely with ministries and regulatory bodies, both from India and the UK, to extend the opportunities and areas of collaboration between the two countries. British Council works through a three-level engagement framework, under which it has been leading the following policy and programmatic interventions.

System level engagement

Mutual Recognition of Academic Qualifications (MRQ)

The British Council facilitated the Memorandum of Understanding (MoU) signing between the two nations for the India-UK agreement on MRQ. The signing of this agreement enhances the bilateral relationship and enables seamless student exchange between the two countries. As a part of the MoU, any academic qualification of students will be recognised by both countries and students will be eligible to enter any higher education institution whether in India or the UK. The MoU covers almost 80 per cent of all the subjects that students opt for. However, subjects including engineering, medicine, nursing and para-medical education, pharmacy, law, and architecture are out of the purview of the MoU.

Association of Indian Universities (AIU) and Ecctis Collaboration

The British Council is facilitating a partnership between AIU, India and Ecctis, UK to create and sustain platforms through collaboration with regulatory and policy-making bodies between the UK and India. These platforms will enable sharing of knowledge and information in areas of mutual interest through webinars, jointly delivered conferences, high level policy dialogue workshops, study visits, and engagement in communities of practice.

The collaboration will also bolster joint development of curriculum and articulation arrangements and provide capacity building for international officers to support the internationalisation agenda under NEP 2020.

State Partnerships

British Council is working with the Indian states on their priority areas to support the internationalisation of Higher Education. British Council has signed MoUs with the states of Karnataka, Telangana and Maharashtra for the following purposes:

Furthering Higher Education partnerships between the UK and Karnataka

The British Council and Karnataka State Higher Education Council (KSHEC) have entered into an agreement to enable three Bangalore based universities namely Bangalore City University, Bangalore North University and Gulbarga University, to form a mutual collaboration with three UK based universities namely University of Bradford, Birmingham City University and University of Highlands and Islands. This agreement aims to form a crucial part of the India-UK partnership and provides an opportunity to further strengthen higher education collaboration in STEM.

Curriculum Development project with Telangana State Higher Education Council (TSHEC)

The British Council has entered into a tripartite partnership with Telangana and Welsh governments for research and education exchange. The project works with two Telangana state universities namely Kakatiya University and Osmania University along with seven colleges and two Scottish universities namely Bangor University and Aberystwyth University. This project has impacted over 800,000 students over five years. The project focuses on building capacity of the faculty members in Arts and Commerce institutions in Telangana. This will include identifying the needs of the faculty members and content development of new courses.

MoU with Government of Maharashtra focusing on changes at system, institution and individual levels

MoU with Government of Maharashtra 2023-2026 was signed between British Council and the Department of Higher and Technical Education under the Government of Maharashtra, focussing on change at all three levels, as detailed in the following schematic:

MoU with Government of Maharashtra, April 2023-2026

System Level

- Engaging in policy dialogue
- Immersive study tour to the UK to deepen understanding and foster excellence
- Nomination of senior delegation in Education World Forum/Global forums
- Policy review in TNE, practice and capacity enhancement

Institution Level

- Capacity building of international officers
- Knowledge sharing by UK HEIs to develop curriculum, design of student experience and assessments in Maharashtra
- Providing guidance to apply for Going Global Partnerships grants and similar opportunities
- Building partnerships between Indian and the UK universities in thematic areas
- Building communities of practice

Individual Level

- Leadership Development Programme
- Capacity building of faculty (face to face) and online courses in collaboration with UK HEIs
- Improving skills of students through exchange of information and delivery of various programmes
- Creating jointly funded mobility/scholarship opportunities

Institution level engagement

Strengthening institutional capacity for internationalisation in Higher Education

The NEP 2020 has a strong focus on internationalisation. Based on this recommendation, UGC has appointed 179 international officers in universities and HEIs across India. The state governments of Karnataka, Maharashtra and Gujarat have also expressed interest in working with the UK universities to strengthen their capacity to internationalise their universities and to further develop the skills and knowledge of the senior and mid-level officers.

The British Council promotes equality, diversity, and inclusion (EDI) in its cultural relations work around the world. This helps in building trust, developing relationships, and enhancing the organisation's brand and reputation. Higher education builds nations, connects cultures, and boosts individuals and economies. It promotes social change and justice.

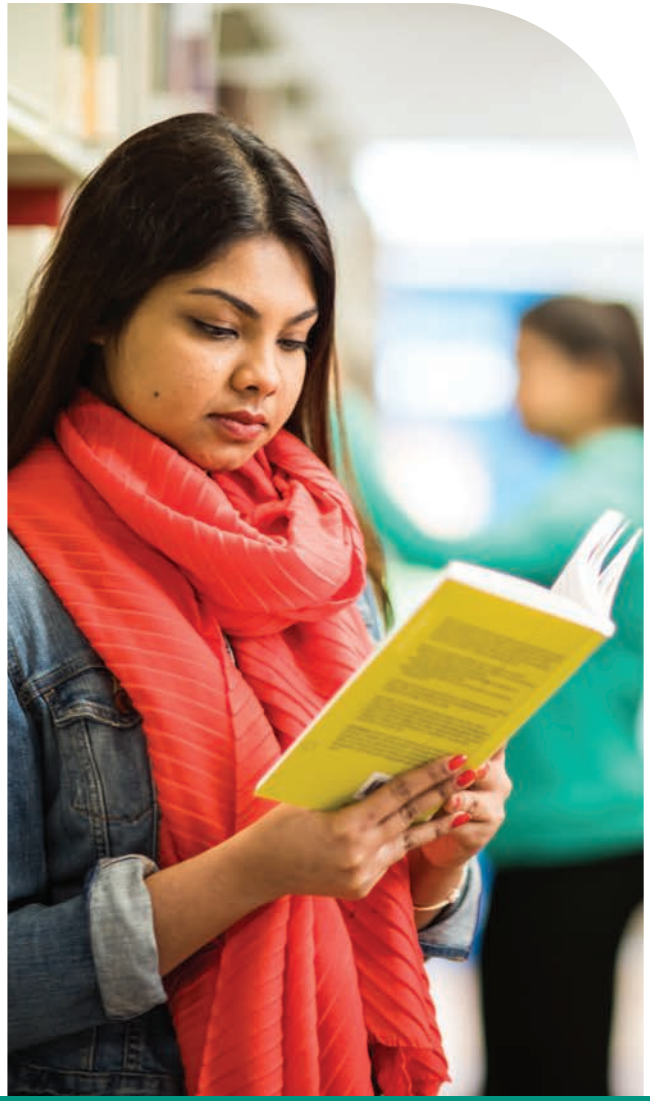
The British Council also strives to mainstream gender through its programmes and partnerships in the higher education sector through systemic and institutional interventions. It aims to collectively move on the trajectory from gender sensitive to gender transformative by supporting each one in our network.

This includes our flagship programme **Gender advancement through Transforming Institutions (GATI),** which aims to promote gender inclusivity in Science, Technology, Engineering, Mathematics, and Medicine (STEMM) by encouraging institutions of higher education and research in India to move towards a more gender-equitable and inclusive future. The GATI programme influences the development of policies that will enable progress by achieving gender equality in science, technology, and higher education institutions in India.

Our other programmes on gender mainstreaming are **Newton Bhabha Fund** and **Going Global Partnerships (GGP)**. In these programmes, the institutions need to have a gender strategy ready at the project proposal stage itself.

These initiatives demonstrate commitment to promote gender equality in higher education and creating a safe and welcoming environment for all students and staff members, as mentioned in their GDI/GES **(Gender equity, Diversity, and Inclusion/Gender Equality)** statement. They include:

- implementing unbiased approaches to student selection to ensure a socio-economically diverse and balanced mix of male and female students
- encouraging student projects to demonstrate awareness of gender issues
- establishing strong policies on gender equality, including mentorship programmes and networking opportunities for female students and staff members
- ensuring representation of senior women in both institutions, with projects led by female members of Participating Institutions
- participating in gender-inclusive committee meetings to promote dialogue and collaboration on gender-related issues
- creating course content that will unlock conversation about gender equality naturally
- providing bursaries specially to the underrepresented minority groups including females
- conducting case-based studies where the students are given cases involving gender issues of a strategic nature
- providing appropriate training for staff and students including awareness programmes in relation to gender roles in the construction industry.



Individual level engagement

The UK universities have a deep understanding of internationalisation, having efficiently streamlined processes and support systems for students they recruit internationally. They are also skilled in managing international research partnerships, international fund raising and setting up of TNE arrangements for their universities globally. This programme aims to bring together the UK sector bodies and universities that have expressed interest in supporting Indian universities in their internationalisation agenda. The UK would also benefit from supporting the Indian universities in strengthening their international strategy and planning.

They can overcome challenges like lack of common vocabulary and accordingly structure international departments keeping in mind the following objectives:

- Understanding the Indian context, strengths, challenges, and opportunities
- Designing online and face-to-face training modules such as
    a. Marketing universities for international recruitment
    b. Pastoral care for international students (on-campus)
    c. Standards of facilities for international students
    d. Process and practice of creating articulation arrangements, twinning, joint and dual degree programmes etc.
- Conducting mentorship programmes for international officers at mid and senior level, work shadowing and study visits
- Organising a national conference of international officers along with creation and management of a network of international offices.

Going Global Partnerships (GGP) approach to leverage TNE ecosystem

Going Global Partnerships is about building stronger, more inclusive, internationally connected higher education and Technical and Vocational Education and Training (TVET) systems, that meet the needs of our societies, economies, and students. It brings together policymakers and practitioners to support international co-operation in higher education and TVET – for example, developing mutual recognition of qualifications or quality assurance agreements. The partnerships increase the exchange of ideas and knowledge and deepen understanding through the creation of teaching curricula and modules with shared objectives, delivery plans, assessments, and quality assurance processes. It increases education capacities, meets skill needs, and enables the holistic development of students and academic staff across both the countries.

The Transnational Education (TNE) ecosystem in India and the UK looks promising. Apart from the favourable key policy reforms discussed above, various other decisive factors are coming together to make the environment conducive to expanding the support of academia by forming independent and futuristic courses of mutual interest.

The following are the vision and goals of the three primary policies responsible for expansion of higher education in India:

(a) Ministry of Education's National Education Policy (NEP 2020) is set to increase GER by 2035.

(b) University Grants Commission's (UGC) optimistic guidelines for Internationalisation of Higher Education in India under the ambit of NEP 2020.

(c) Ministry of Education's National Innovation and Startup Policy (2019) for indigenisation of innovation and research, encouraging start-ups in India and globalisation.

Thus, the Going Global Partnerships (GGP) programme is strongly aligned with the Government of India's vision of internationalising higher education. Going Global Partnerships can help India and the UK to collaborate more on higher education, leading to a better quality of education and individuals with progressive mindsets. Furthermore, it will help Indian universities to align themselves with global standards and improve their world rankings.

Going Global Partnerships grants under TNE ecosystem in India

As part of the Going Global Partnerships programme, the Going Global Partnerships grants aided participating institutes in India and the UK by providing funding to build curricula, co-create joint programmes of study, and enable student/faculty exchanges. This was done to facilitate learning and experiences, promote joint research projects and twinning arrangements between universities, transcending any national or geographical boundaries. These collaborations have led to better access to high-quality education, more opportunities for international students, enhanced research capacity and stronger links between universities. In response to market demands, the courses developed through the Going Global Partnerships programme are ready for implementation in universities. The programme offered four types of grants.

1. Collaborative Grants (CG)

The CGs were awarded to the pre-existing partners to expand the scope of joint and collaborative teaching at the undergraduate and graduate levels. The key objective here was the development of a teaching collaboration model - a course or module that contributes towards the UK and India's Bachelors and Masters qualifications.

2. Exploratory Grants (EG)

The EGs aimed to support nascent partnerships to develop strong plans for TNE and teaching collaborations. The grant required the awardees to jointly develop courses that met global standards and allowed easy credit comparability.

3. EG-Top Up

These EGs enabled the researchers to conduct more in-depth research and expand the scope and impact of their existing projects.

4. Industrial Academia (IA) Grants

The IA grants support the UK and Indian universities and businesses to collaborate on research, innovation, and workforce development. The platform allows learners to gain valuable hands-on experience. It aims to build stronger, more inclusive, and industry-connected higher education systems. With the aim to promote collaboration between industry and academia, these grants offered access to resources, expertise, and commercialisation opportunities, thereby driving innovation and fostering knowledge exchange.

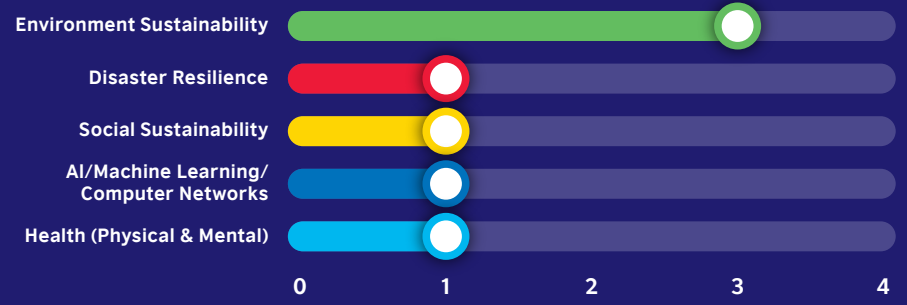
Going Global Partnerships programme outreach

Top thematic areas for the grants

In its inaugural year (2021), GGP received applications across various themes like Environment Sustainability, Disaster Resilience, Social Sustainability, and Computer Network System among several others. The following graphs show the top thematic areas that received the most applications, in each of the four grants.

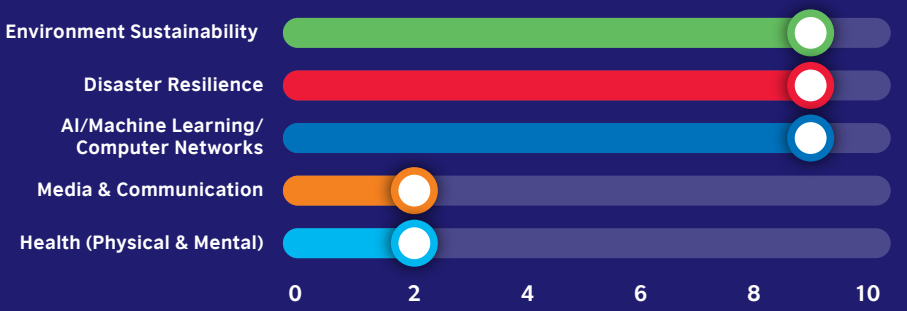
Exploratory Grants (EG)

Collaboration Grants (CG)

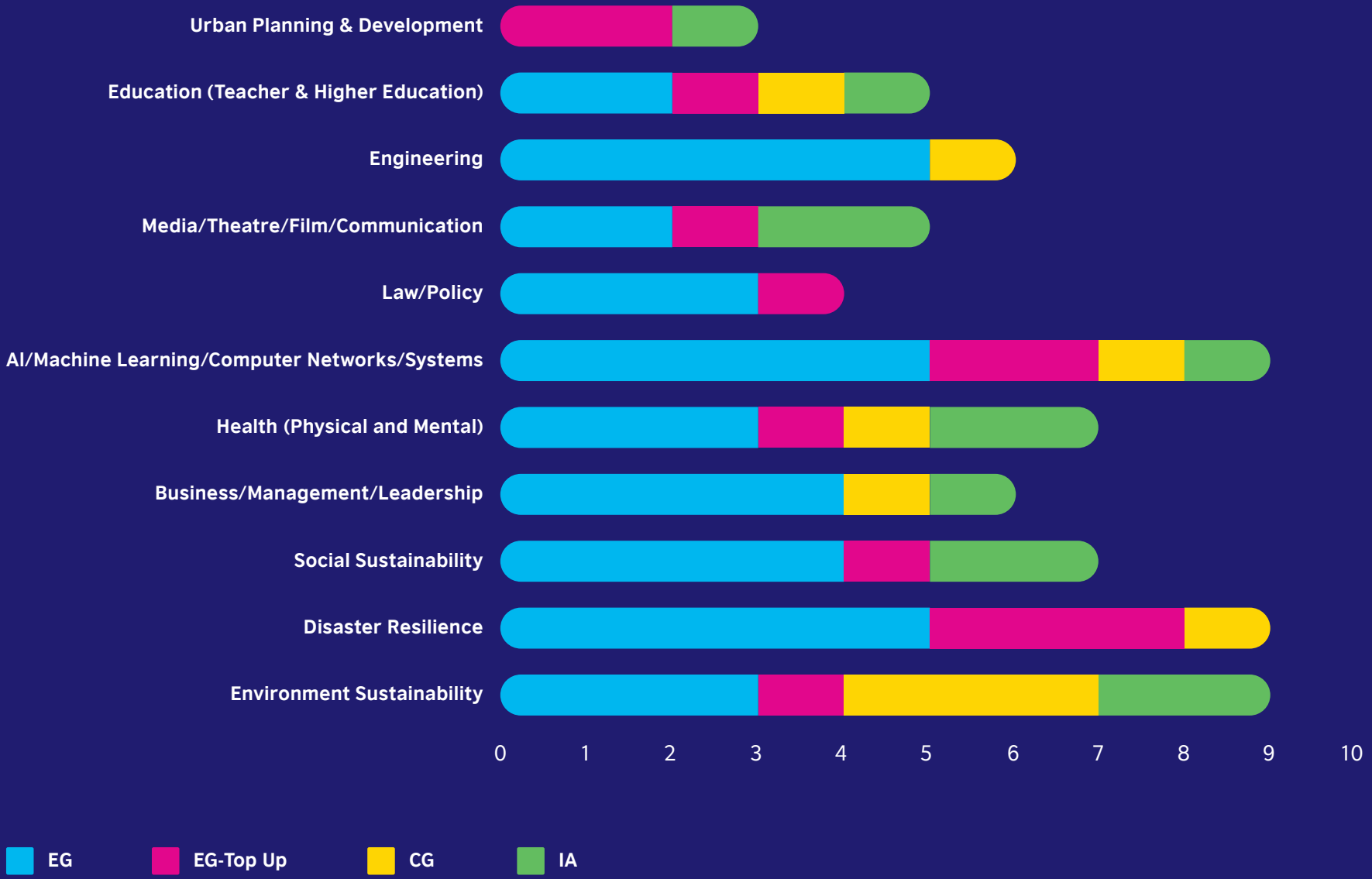


EG-Top Up

Industrial Academia (IA) Grants

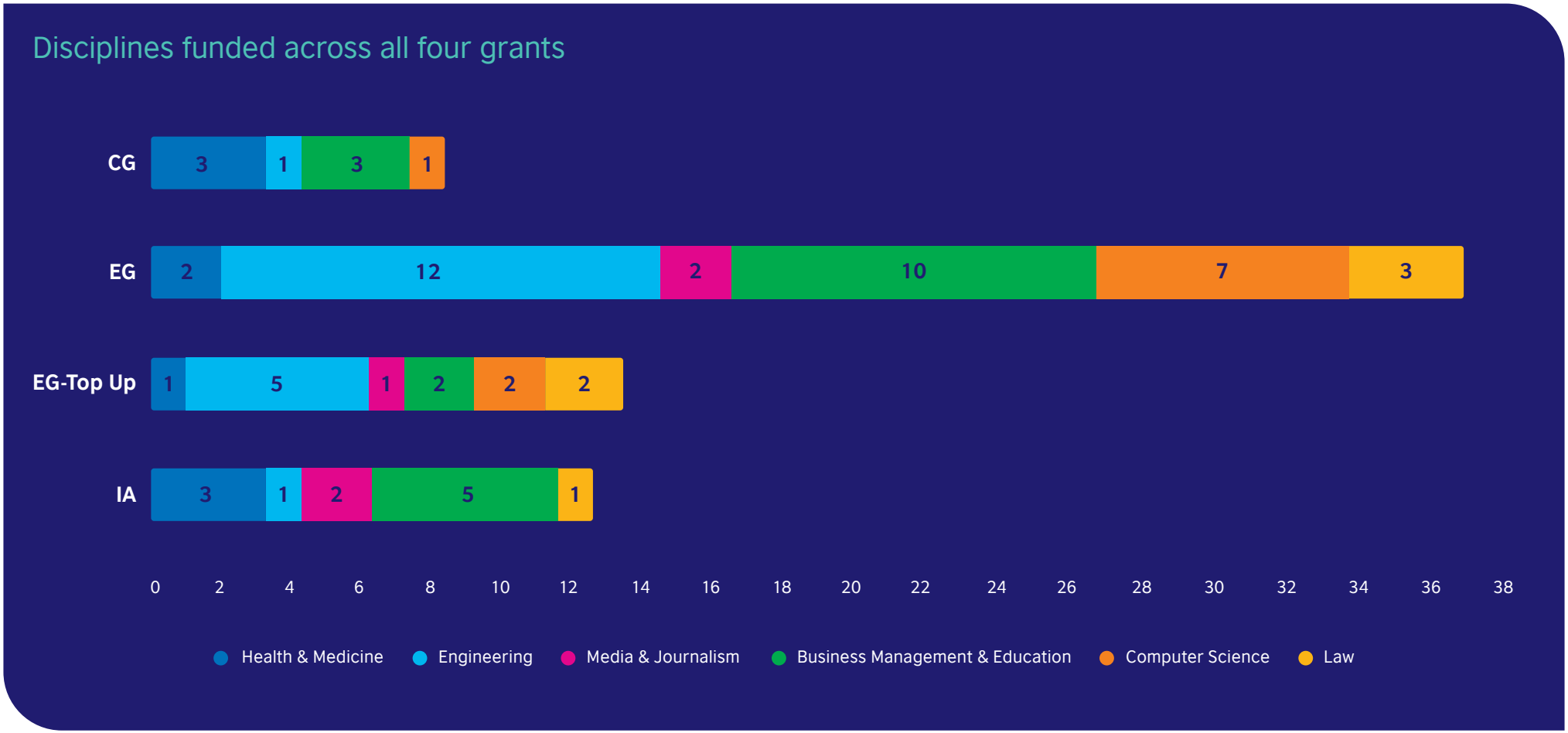


Consolidated distribution of thematic areas across all grants



Disciplines funded across all four grants

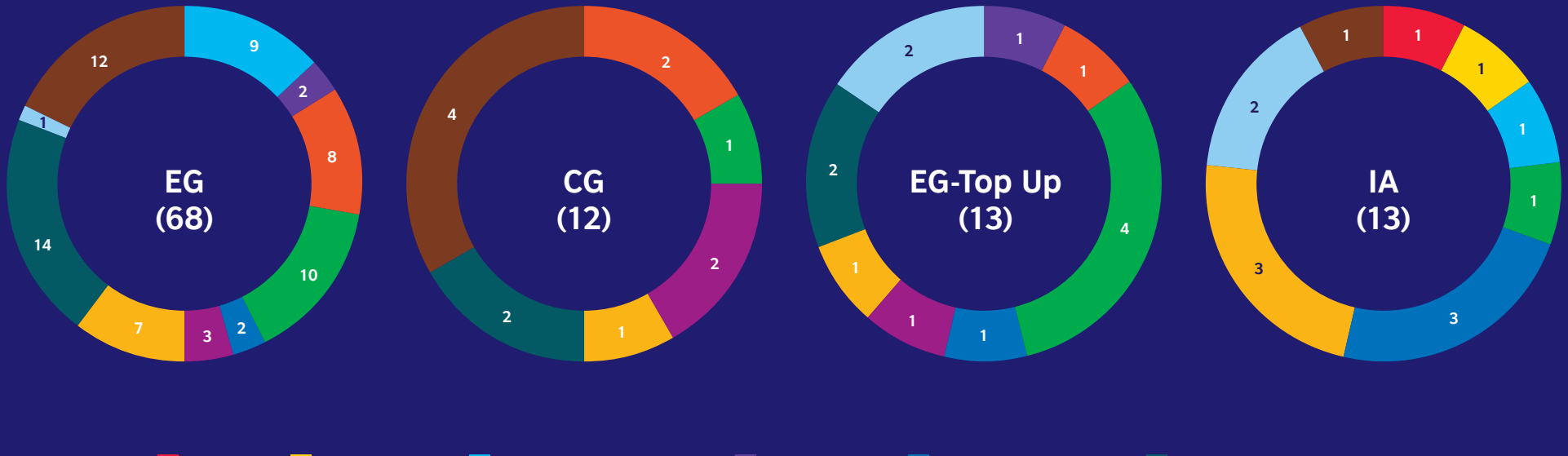
The courses across all the four grants were further categorised, within the selected applications, to identify the most funded disciplines. ‘Engineering’ (27 per cent) emerged as the most popular followed by ‘Business Management and Education’ (29 per cent) and Computer Science and ICT (16 per cent).



Industry linkages

Industry linkages are an important part of the programme as they increase the employability of students, which is a key outcome to measure the success of any education programme. By reviewing the proposal statements and course details across all the four grants, the courses were categorised by industries in which the students were likely to find employability prospects. Going Global Partnerships grants brought together academic institutions and industries to develop a variety of undergraduate, postgraduate and short-term course modules to bridge the gap between industry and academia.

Industry linkages across all grants



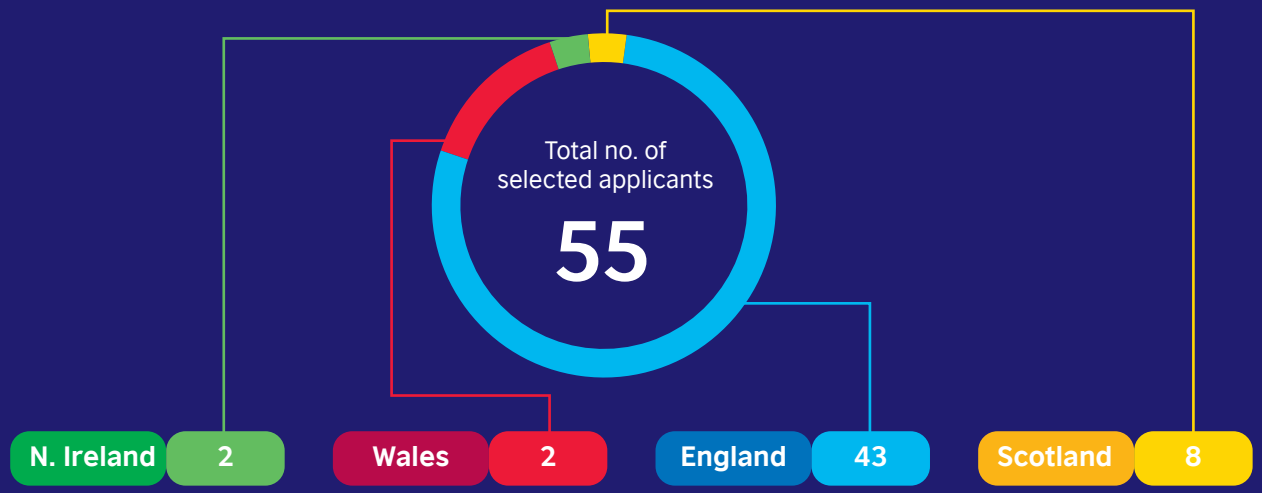
Countrywide representation of participating HEIs in the UK

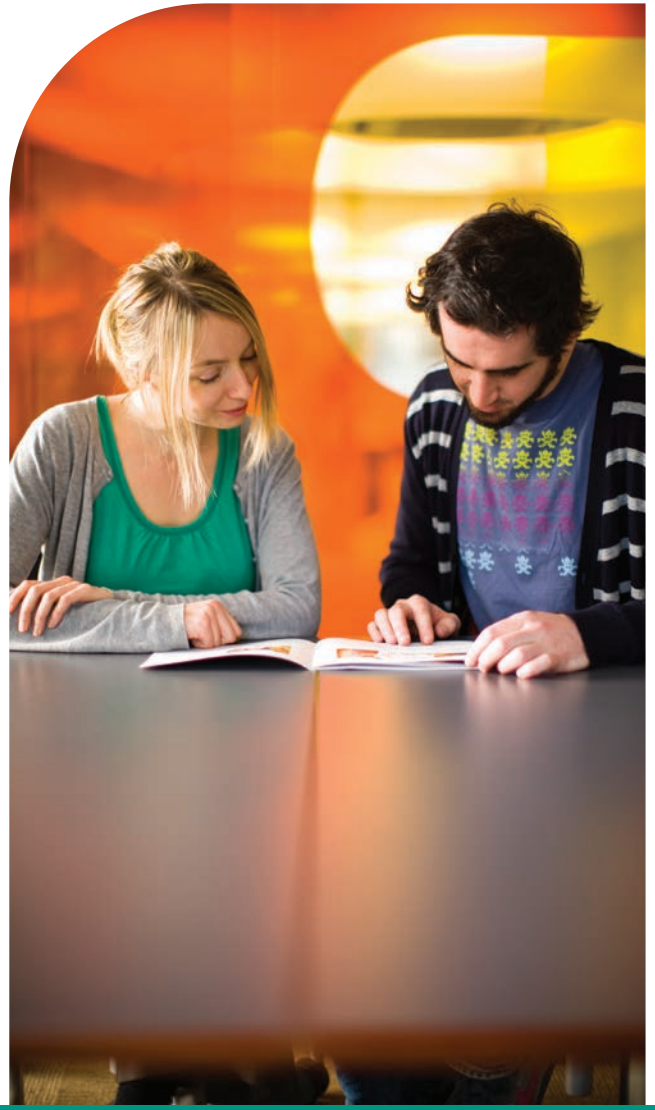
The applications received across all the four grants (CG, EG, EG-Top Up and IA) for the Going Global Partnerships programme, represented universities from England, Scotland, Wales, and Northern Ireland. England had the maximum representation as it houses the highest number of universities in the UK.

A 100 per cent representation of universities from every region of the UK was achieved. This illustrates a good outreach, awareness, and interest in the Going Global Partnerships programme.

All 13 universities that applied for EG-Top Up grant were public universities from England. Out of the 13 universities that applied for IA grants, 11 were public universities from England. Representation of Wales was missing from the EG-Top Up and IA grants as it only has two universities in total, both of which applied for EG/CG.

Countrywide distribution of selected applicants

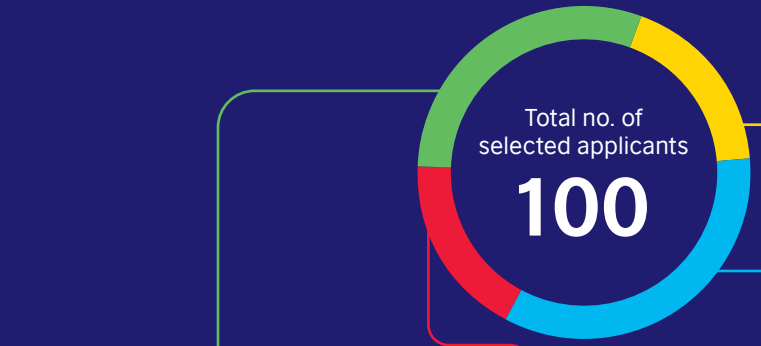




Countrywide and regional distribution of participating HEIs in India

In India, university participation was just as enthusiastic as in the UK. The countrywide representation chart indicates that many states, especially those that have a higher concentration of universities or Higher Education Institutes (HEIs), submitted applications. The highest regional representation was from South India. The highest number of participating universities were from the states of West Bengal, Delhi/NCR, Maharashtra, and Tamil Nadu. Notably, the outreach of the programme is evident from the participation of the newly formed Union Territory of Ladakh, which deserves a special mention for its research in finding innovative solutions to its various environmental issues, especially water scarcity.

Countrywide and regional distribution of selected applicants



North	30
Delhi	12
UP	4
MP	4
Punjab	4
Haryana	3
Uttarakhand	2
Ladakh	1

West	18
Maharashtra	12
Gujarat	4
Rajasthan	2

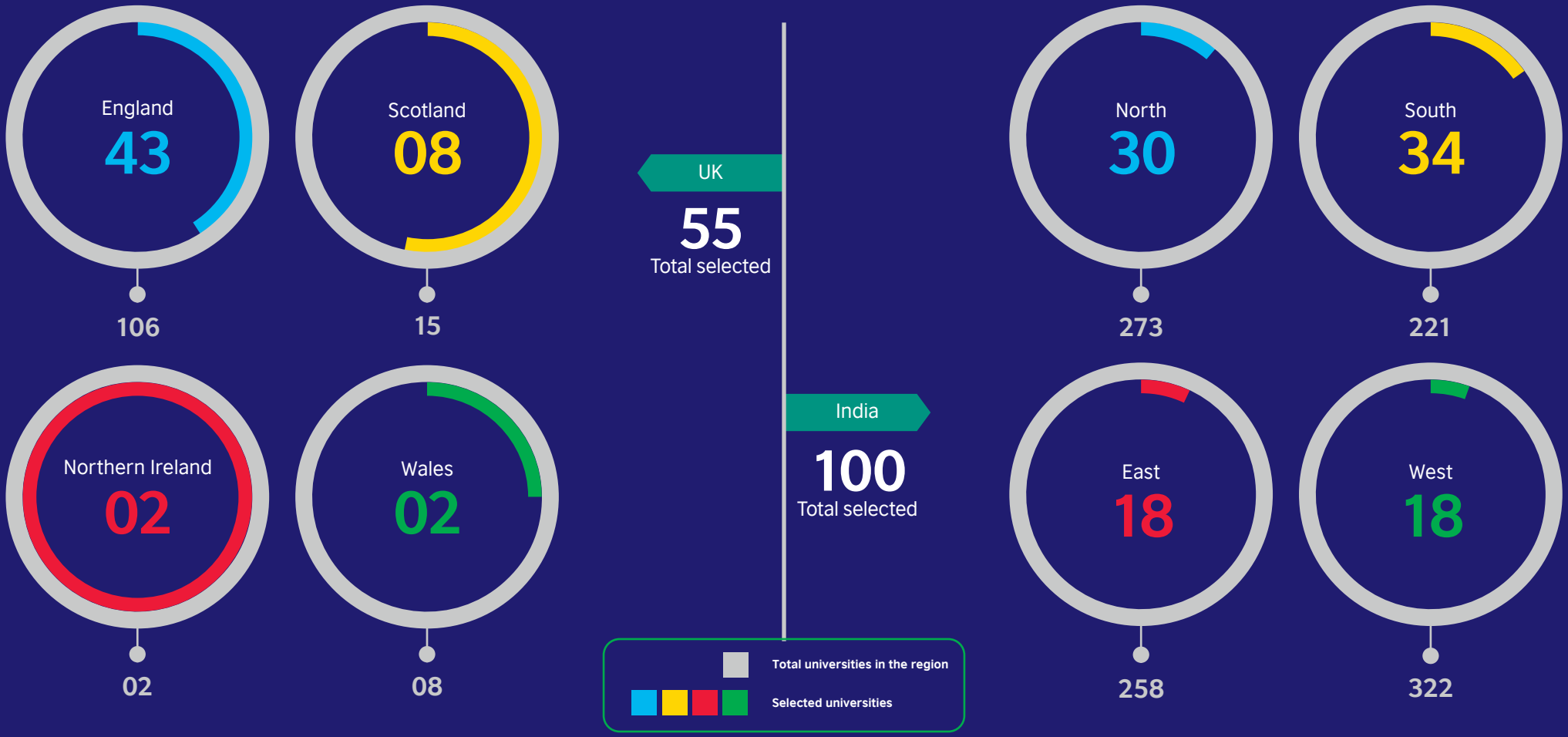
South	34
Kerala	6
Karnataka	4
Tamil Nadu	10
AP	9
Telangana	5

East	18
Assam	3
West Bengal	14
Chhattisgarh	1

Total universities versus selected universities from the UK and India

While there was an overwhelming response from universities in India and the UK, there are still many universities especially in India that were eligible but did not or could not apply. These universities are the potential hubs to expand our vision of TNE.

Total universities vs selected universities



Categories of selected universities that applied for grants

The grants saw overwhelming participation from both public and private HEIs in India and the UK. In the UK, 13 out of 24 Russell[1] Group universities participated as they positively identified the opportunities that TNE would bring. From India, there was an enthusiastic participation from the premier[2] institutes of the country.

National & QS world ranking of universities that applied

Applications were received from some of the best ranked universities in India and the UK.

- Out of the 55 UK universities that applied, 16 featured in the top 20 nationally and 13 featured in the top 100 worldwide.
- Of the 100 selected universities from India, 19 were amongst the top 20 universities nationally. The fact that Indian universities are yet to figure in the top 100 Universities globally underlines the need for programmes such as the Going Global Partnerships to expand and improve the quality of tertiary education in the country to meet global standards. This highlights the need to proactively tap the TNE opportunities in India.

Both the countries have universities that rank among the top 1,200 universities of the world. Though the UK has many universities ranked among the top 100 global institutes, both India and the UK have similar representation beyond the first 250 world ranking institutes.

In the National ranking spectrum, both the UK and India show a similar pattern of university rankings.

[1] Russell Group's 24 members are world-class, research-intensive universities with huge social, economic, and cultural impacts locally, across the UK and around the globe.
[2] Premier Institutes in India are autonomous institutes under the administrative control of the Department of Higher Education.

Participations and development of courses

Gender parity in applicants

Bridging the gender gap in higher education is one of the key focuses for Going Global Partnerships. The gender parity ratio, which is presently skewed, is an area of concern that the programme is addressing.

Gender equality

With an unequal representation in higher education, there is a deeper chasm between men and women when it comes representation in leadership positions. This again is an area of focus for the Going Global Partnerships programme.

Staff positions and departments

The programme saw maximum participation from Professors, Senior/Associate Professors and Principal/Senior Lecturers. The representation of consortium members in top leadership positions such as Directors, Heads of Institutions, Deans and Vice Chancellors is indicative of the cumulative experience the consortium brings to the table, pointing towards high levels of excellence and success of the programme.

Beneficiaries of courses

The beneficiaries are undergraduate and postgraduate students, research scholars, PhD students, SMEs, project managers, early mid-career professionals, faculty of the academic staff, industry experts, government organisations (skills and employability), and mining professionals.

Courses developed across all grants

All courses developed under the Going Global Partnerships programme have a multi-disciplinary approach.

The various types of courses developed are dual award joint B.Sc./M.Sc./PhD degree courses, micro-credential courses, certificate courses, self-paced/self access courses with multiple modes of delivery– face to face, online, or hybrid/blended.

Most Participating Institutions (PIs) are also planning to publish the course modules online thereby widening the impact to innumerable students.

Around 5,000 students and 500 members of the academic staff have already been impacted across all grants.

Many new partnerships have been formed between Indian institutions (20) and the UK universities (15).

The impact of the courses developed under IA grants has been specifically good for SMEs who cannot afford industrial R&D.

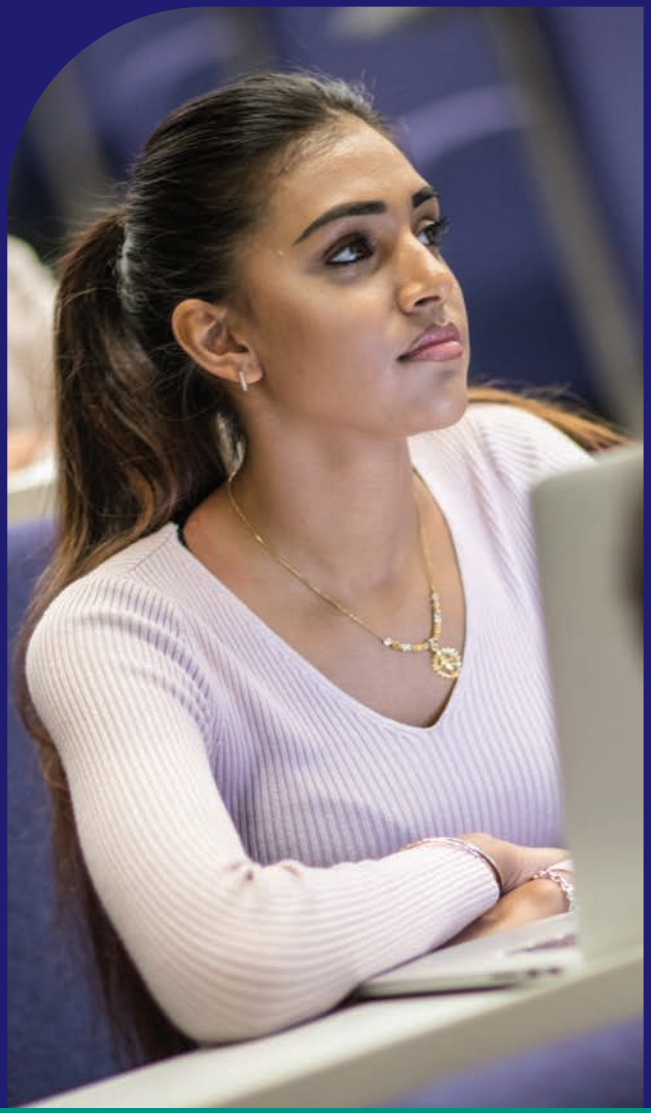
Achievement of objectives and outcomes

Objectives

- Develop a joint programme of study and create a common framework of content, quality, delivery, and assessment at global standards
- Share knowledge and understanding
- Create common plans for collaboration in teaching through different innovative TNE models
- Learn from students' experiences and incorporate features to enhance their experience

Outcomes

- Enable research and increase mobility
- Internationalise higher education
- Strengthen higher education systems and partnerships
- Enhance student outcomes
- Create plans to showcase the possibilities of skill acquisition through innovative TNE models



Achievement of objectives and outcomes across successfully completed EG and CG

The following activities helped achieve various objectives and outcomes of the successfully completed grants:

- Preliminary tests with a hand-held potentiostat 'Senseit Smart' have been conducted using funds provided by Biopanda Reagents, based in Northern Ireland, as in-kind contribution towards the project. A staff time of 480 hours has also been allocated to develop more than 500 slides on AMR/Biosensors.
- Two online workshops across two days have been conducted by University of Essex and Bennett University, focusing on film sales, distribution, marketing and festival industry.
- Face-to-face (LiFTS' students) and online (TSOM's students) film pitch forums, involving a panel of six industry experts, were created.
- Value Added Courses (VAC) on Industry 4.0 readiness was delivered in hybrid mode in March and April 2023 to 54 students in India by various UK and Indian academics as well as industry experts. The lectures and student testimonials are available on our website.
- A collaborative course on "Hybrid Electric Vehicles" has been prepared and offered to Masters students of Automotive Engineering by Aston University and Vellore Institute of Technology (VIT), India.
- On June 28, 2023, a one-day workshop on "Electric Vehicle Powertrains" was organised jointly by VIT, Aston University and Kings College London, for 69 undergraduate and postgraduate students of Mechanical and Automotive Engineering in VIT and other engineering institutions.
- A Skills Hub has been established at BNCA careers' centre to support employers and apprentices.

The achievements of Participating Institutions so far can be listed as follows:

- identified common research areas (8/13)
- developed joint research proposal papers and books with participating institutions (7/13)
- identified joint research funding opportunities; 3k fund supported for building applications and innovation (8/13)
- established joint research lab centres (2/13).

Outputs/outcomes achieved so far as per preliminary reports of EG-Top Up/IA grants are given as follows:

- developed and delivered certificate courses, course modules, and course portfolios
- 81 staff members benefited through IA grants-39 from the UK and 42 from India
- applied for research funding with participating institutions (3/13).

Incidental outcomes in the process

Enhanced body of knowledge in Higher Education (HE) sector

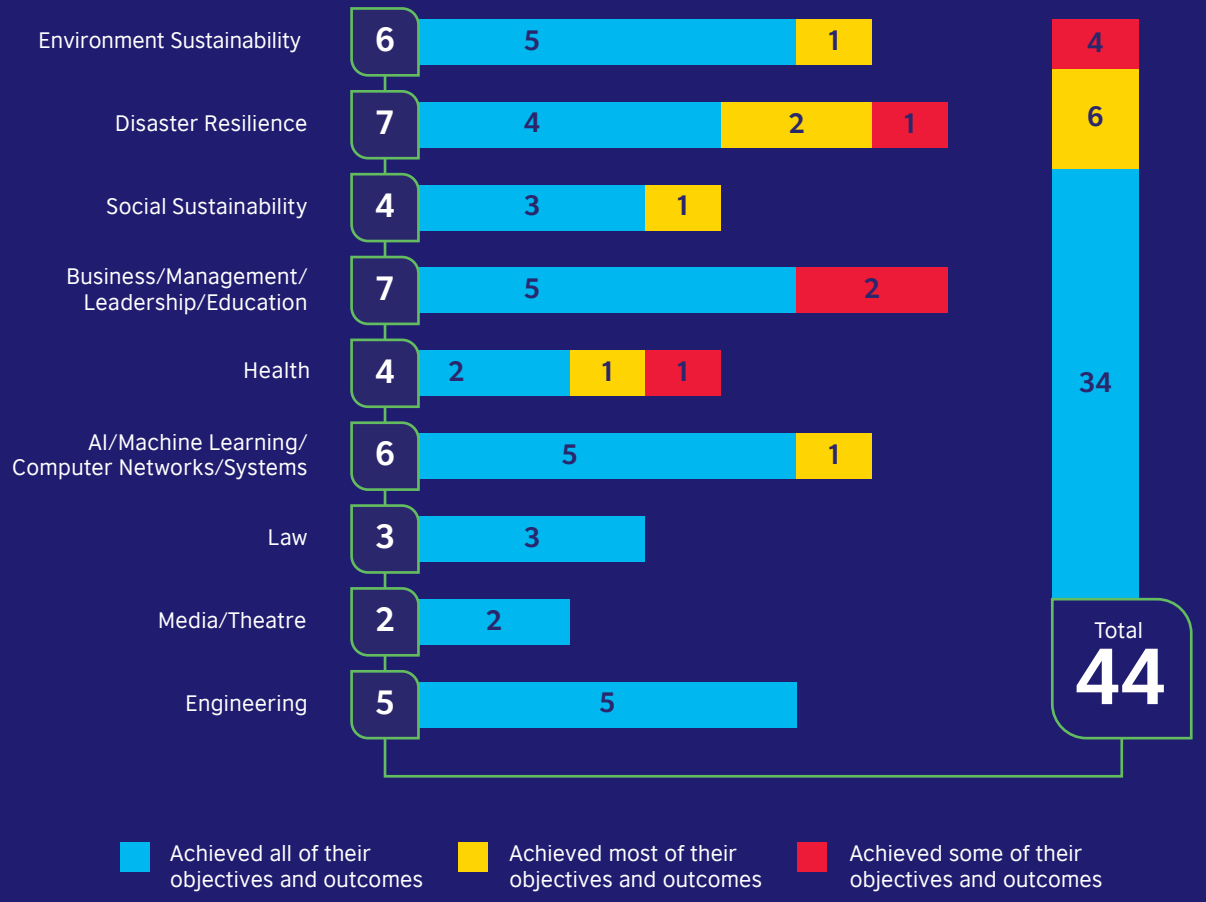
With the three primary policies responsible for the expansion of higher education in India and complete alignment of UK's international policy, the policymakers can now make informed decisions for promoting or implementing TNE programmes that can help realise their vision and achieve their goals of internationalising the HE sectors.

Strengthened partnerships between the partnering institutions

32 of the 44 partnering institutions stated they fully achieved the critical outcome of strengthening partnerships. Additionally, 12 partnerships believe that they mostly achieved this outcome.

Overview of objectives and outcomes achieved across EG and CG

Theme-wise achievement of objectives and outcomes across EG and CG



Development of courses

One of the key objectives of the Going Global Partnerships grants was to create joint programmes of study that would result in collaboration towards creating common frameworks of content, quality, delivery, and assessment in line with global standards.

Partnerships that successfully developed courses/modules across completed EG and CG

- 37 out of 44 partnerships successfully developed the course curriculum, with an additional five partnerships going through the validation stage.
- Due to the unprecedented impact of the Covid-19 pandemic, six partnerships are still developing their courses.
- All eight partnerships under CG have developed the course modules and some have delivered it too. One partnership has even gone through the validation stage.

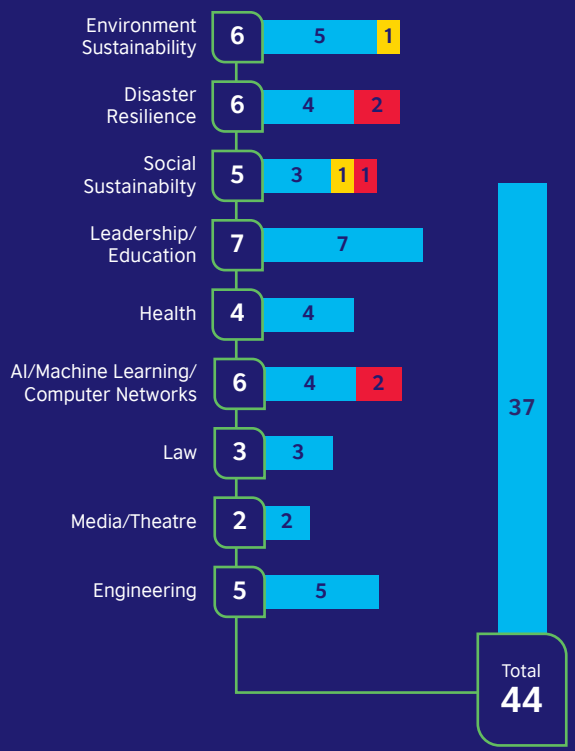
Partnerships that have already successfully developed courses/modules across ongoing EG-Top Up/IA grants as per interim reports

Out of 13 IA partnerships, three have developed and delivered their courses already. Most EG-Top Up applicants have completed the initial groundwork and necessary formalities towards developing/finalising structure, content, mode of delivery and validation of their courses. A total of 363 students and 103 staff members were directly targeted under these grants this year.

90 per cent of the partnerships have accomplished most of the following planned activities:

- conducted faculty visits and industrial visits
- organised summer schools pitch forums, podcast events, creation of project websites, and established Skills Hub
- conducted virtual business meetings and transnational meetings
- conducted academic development workshops and 'Train the Trainer' events
- conducted market research and competition/comparative analysis
- developed protocols for scoping review and products
- developed Memorandum of Associations (MoAs) on course development
- conducted preliminary testing of products/prototypes
- conducted Quality Assurance and Accreditation (QAA) trainings and compiled the best practices
- organised face-to-face and online symposia and panel discussions
- conducted the official launch of the project, pilot interviews and module deliver
- conducted student, marketing, and industrial surveys
- approved and delivered the courses in hybrid mode.

Development of courses/modules across EG and CG

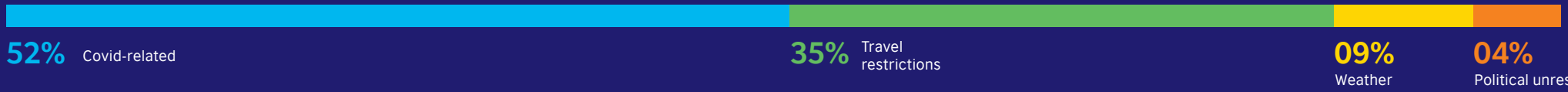


Risks and challenges faced

The entire process of creating high quality courses/modules in this unique pilot programme came with its own share of challenges and risks. Analysis of the risks and challenges faced can be especially useful in mitigating them by proactively thinking of viable solutions or anticipating them for better preparedness in the future phases of the programme.

Inherent differences between the UK & India

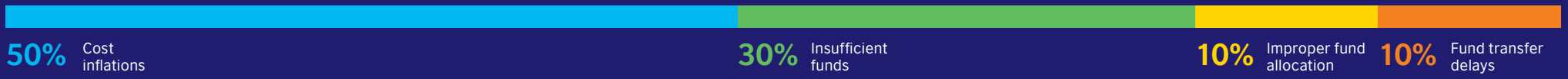
Circumstantial delays



Procedural delays

Time constraints

Financial constraints



Impact on students and staff

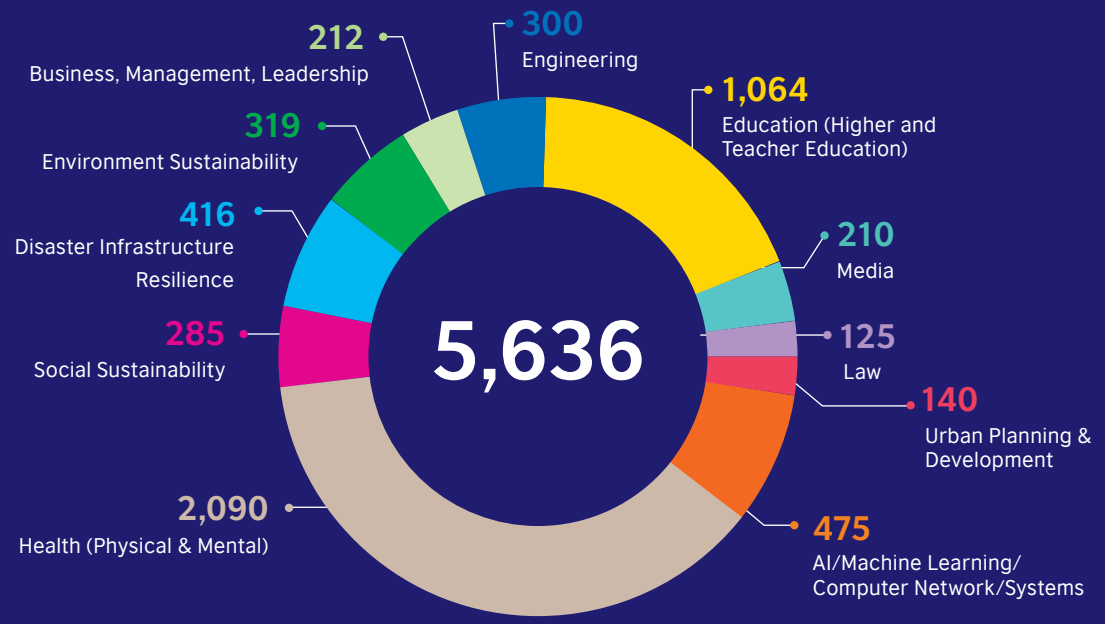
The Going Global Partnerships grants intend to enhance the experience of students and staff in international education by:

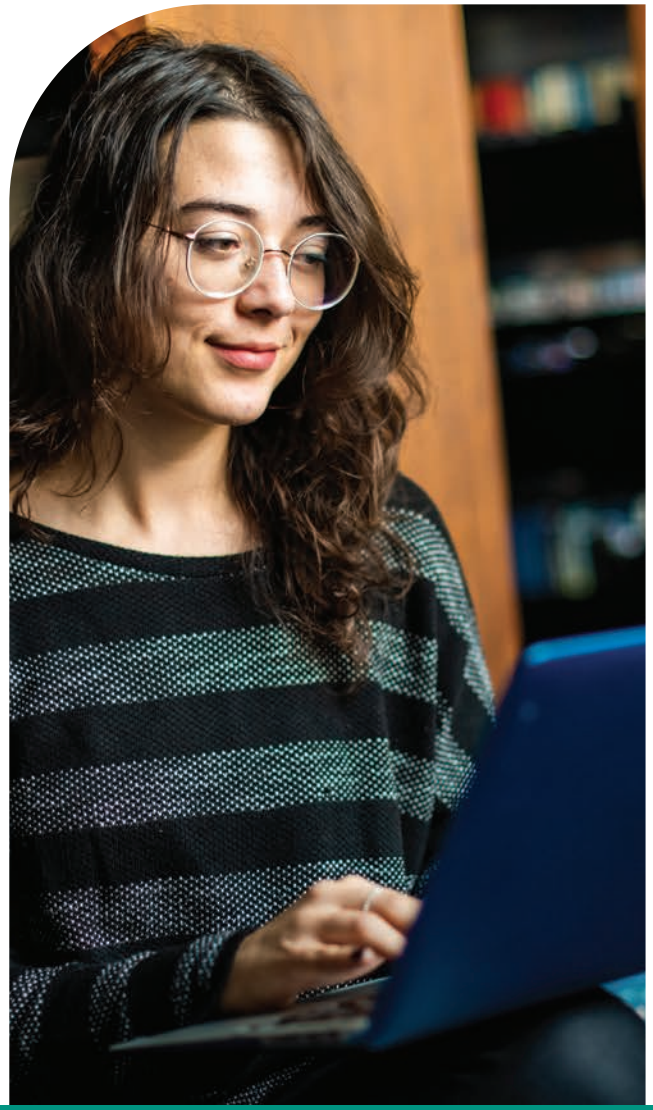
- exposing them to quality education, thereby improving the standard of global graduates (e.g. soft skills, employability, community outcomes)
- increasing mobility to and from the UK of students, graduates, and staff of Higher Education Institutions
- increasing the scale and effectiveness of joint teaching programmes, including virtual delivery and collaborative teaching.

Total students targeted

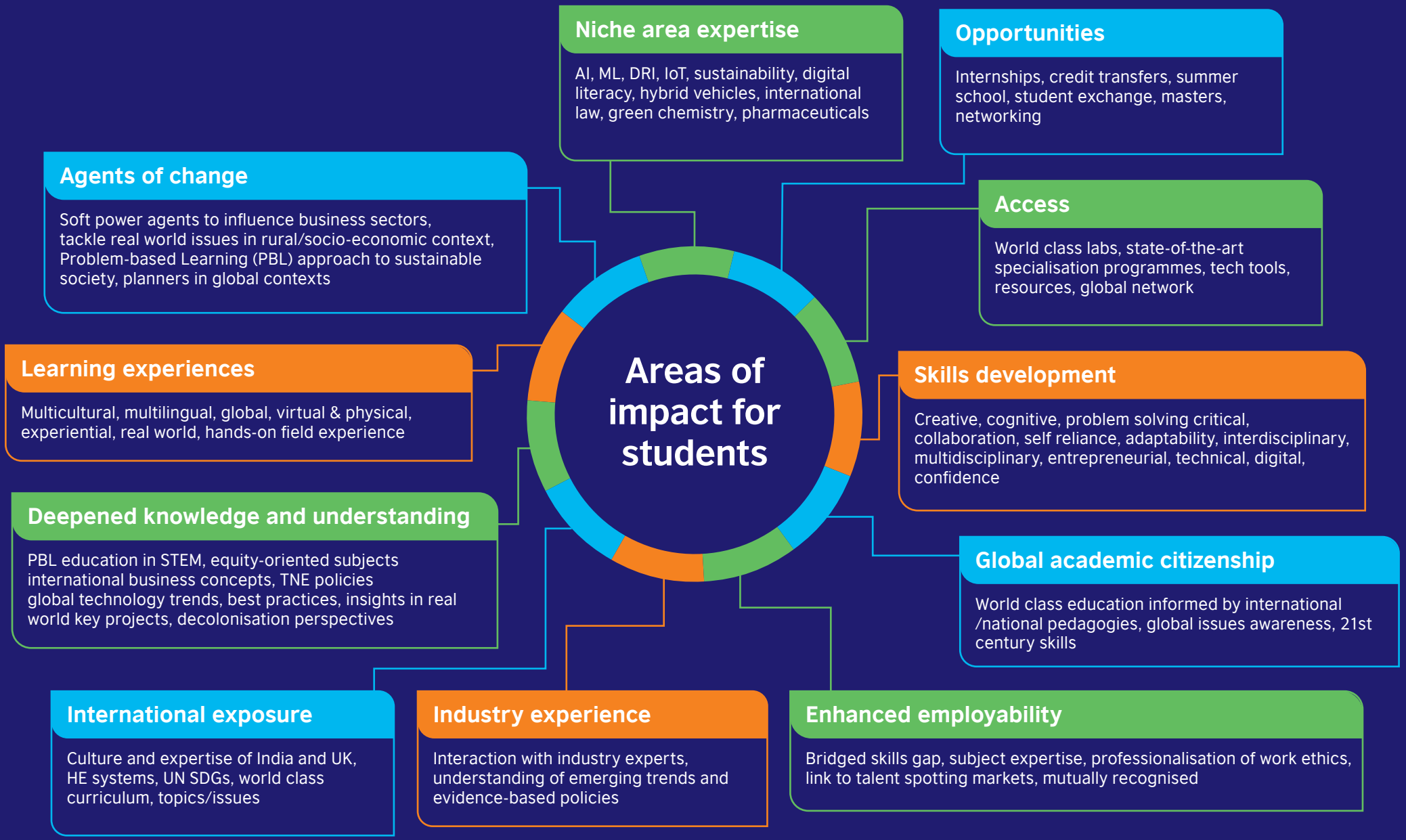
- More than 5,000 students were targeted by the grants in total.
- The EG-Top Up witnessed participation from 2,314 students.
- Health (2,090) and Education (1,064) themes had the maximum number of students across all grants.

Total students targeted across all grants





Benefits to students



Overall benefits to India

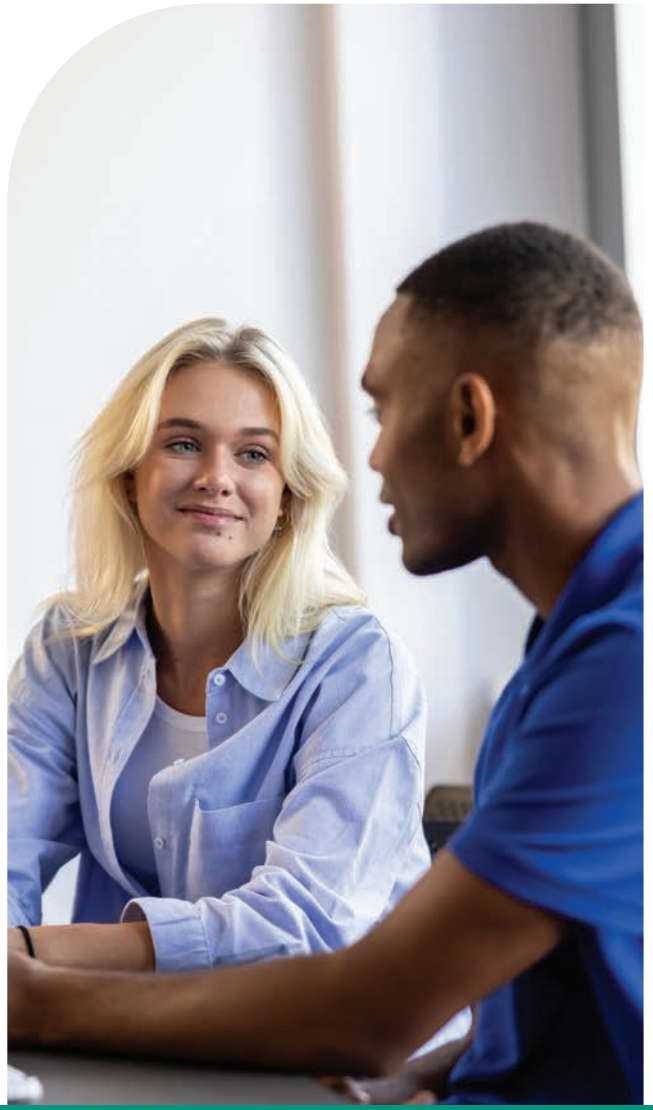
The Going Global Partnerships has been highly beneficial to India as it is:

- widening the TNE outlook and increased awareness of TNE policies
- addressing the employability gaps in niche sectors, skills gap, and inequality especially gender equality issues thereby enhancing the female employment market
- successfully implementing SDGs and enriching understanding of sustainability through global collaborations with increased awareness of best practices
- improving research capabilities through collaborations with increased agility of research funding
- helping develop expertise in conducting TNE workshops in problem-based learning, interdisciplinary, cross disciplinary, multidisciplinary, or transdisciplinary fields
- helping gain momentum to accelerate research in technology and compete with the rest of the world
- providing global education with exposure to all the rapidly growing industries, in line with NEP 2020
- addressing and promoting Indian government's startup policy with the help of these TNE courses and created
- strengthening industrial collaboration and remote partnerships for evidence-based policy-making on key issues like climate change
- addressing gaps in curriculum in specific fields such as DRI and tapping into the unrealised potential of HE
- addressing needs of future generations and designed curriculum to reflect areas of global concerns such as climate change, sustainability, and natural resources
- addressing complex issues of social, cultural, and economic concerns through innovative and transformative research
- enhancing international recruitment through better understanding of internationalisation of curricula, pedagogy, and deeper subject knowledge.

Overall benefits to the UK

The Going Global Partnerships has been highly beneficial to the UK as it is:

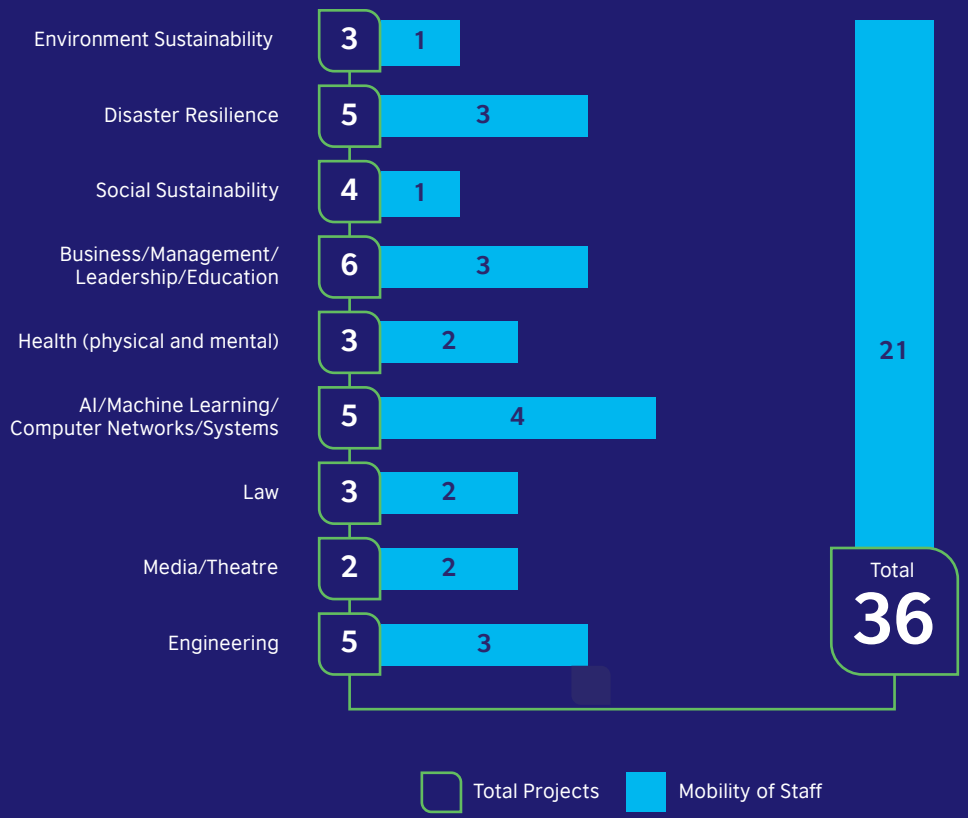
- providing valuable experience for exploring similar TNE projects with other countries, thereby enhancing the UK's profile on the HE TNE provider network
- enabling more TNE collaborations in India, with the ability to conform to UN SDGs 5, 8, and 17
- addressing Scotland's national policy in education, particularly in STEM, by adopting an equity-oriented integrated approach and opening up real-world opportunities
- strengthening industrial collaborations to promote evidence-based policy-making through partnerships
- offering a hands-on understanding of international business in both the UK and India
- facilitating the development of a new decolonised perspective with a diverse curriculum that promotes EDI and decolonisation as a positive step forward
- fostering workforce development through cross-collaborations, especially in niche industries like semiconductors
- facilitating collaborative course development, providing access to India's high-growth sectors like pharmaceuticals, with potential for commercial development
- enhancing research-based and research-informed teaching
- leveraging alums as soft power agents in furthering the UK's influence in business
- offering insight and experience into the core values of the Indian education system, creating avenues for global talent development and global development pathways in key areas
- aligning courses with the 'change the world' forward-looking ethos of UK universities
- improving the UK's human-centered approach to engineering worldwide
- helping achieve the UK's International Development Strategy and strengthened UK-India partnerships
- encouraging international teacher collaboration with a global outlook and internationalisation of the UK's HE sectors, with an understanding of access to foreign markets
- facilitating penetration into new international markets with groundbreaking knowledge and understanding in key sectors, particularly the environment.



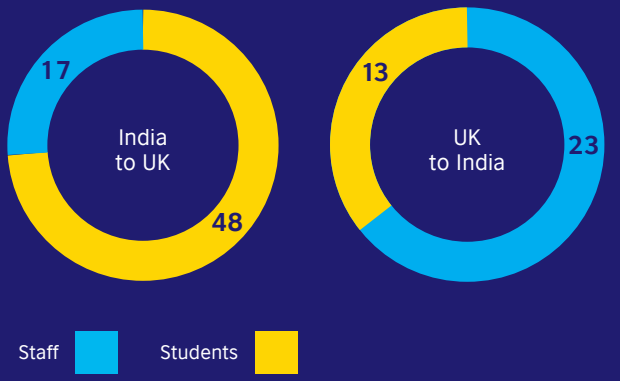
Mobility across all partnerships

Despite the travel restrictions and delays in receiving the visas caused by the pandemic, most partnerships witnessed significant mobility of staff between India and the UK.

Mobility of staff across different thematic areas across EG partnerships



Total mobility of staff and students across CG and IA grants

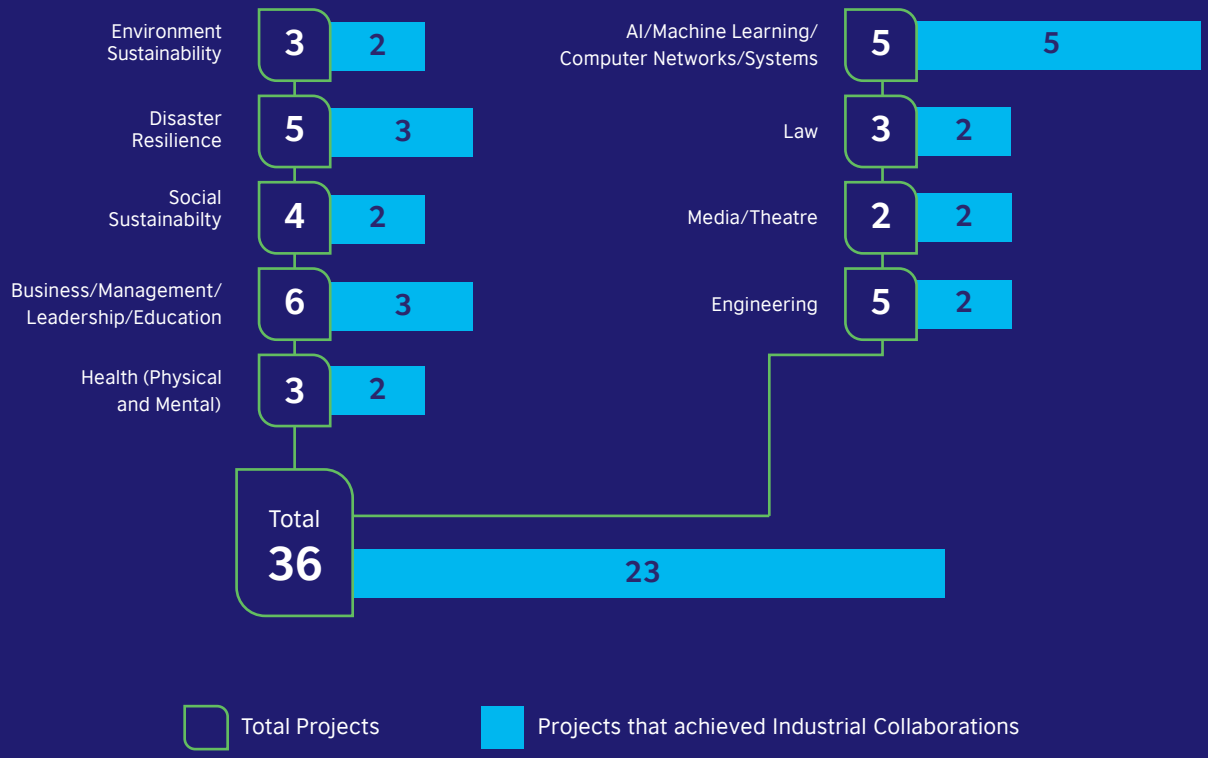


Gender representation in mobility

Industry collaborations

The Exploratory Grants have helped in creating feasible plans that showcase the possibilities of high-quality learning experiences and skill acquisition through innovative TNE models that would impact the students' and staff's soft skills, employability, and community outcomes. It is remarkable to note that out of the total 36 EG partnerships, 23 engaged in industrial collaborations. These collaborations took many forms. Some collaborations helped the partnerships review and assess the contemporary value and market demand of the courses. Some led to the involvement of experts from their respective fields to be consultants, resource persons, and future industry tie-ups.

Industrial collaborations achieved through EG partnerships



Key industries and organisations engaged through EG partnerships

Companies from India

TATA MOTORS, wipro, intel, CBRE, IBM, savills, Dr.Reddy's, algo, TATA HOUSING, Blackstone, tcs Research, GE, reckitt, Colliers

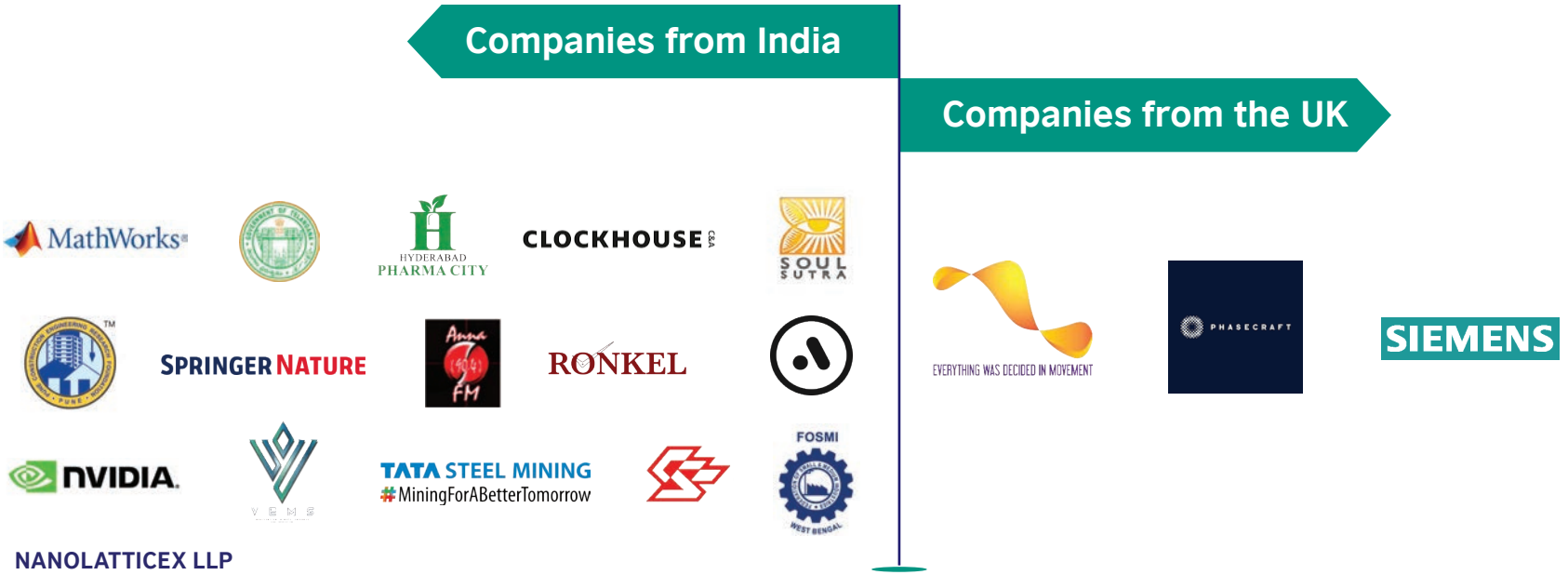
Companies from the UK

AIRBUS, Majestic, bimacademy, digitalenergy, Mechatherm aluminium casthouse solutions, Media and theatre professionals

Organisations engaged through partnerships

Indian Govt. Organisation	Pharmacy Council of India	National Disaster Management Authority	Ministry of Health and Family Welfare	Steel Authority of India	Agriculture Finance Corp. India Ltd.
Civil Society Organisation	UNEP	Medecins Sans Frontieres (MSF)	Coalition of Disaster Resilient Infrastructure	United Nations	Asian Development Bank
UK Govt. Organisation	Foreign Commonwealth & Development Office	Thales NDEC			

Key industries and organisations engaged through IA grant partnerships



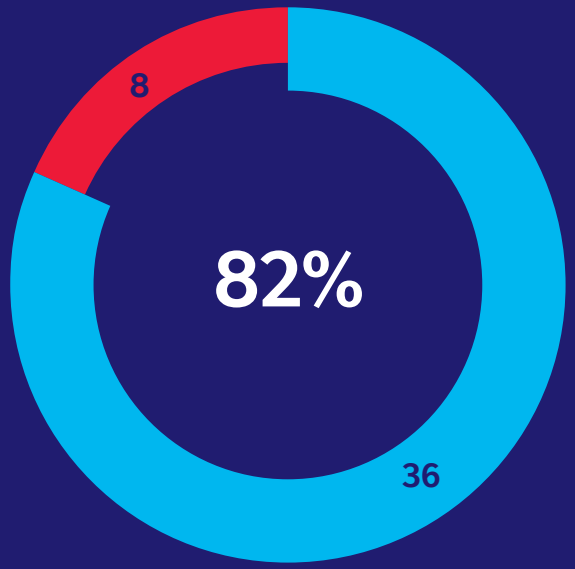
Organisations engaged through partnerships

MAIDS	ICMR_CCTU	ISWMAW	NIEPA	Manipal Institute
CRB	FOSMI	Sri City	CHRD-SAS	CCDC
KEM Pune	ESIC Faridabad	Dr. B R. Ambedkar Medical College and Hospital	HSRC South Africa	CSP

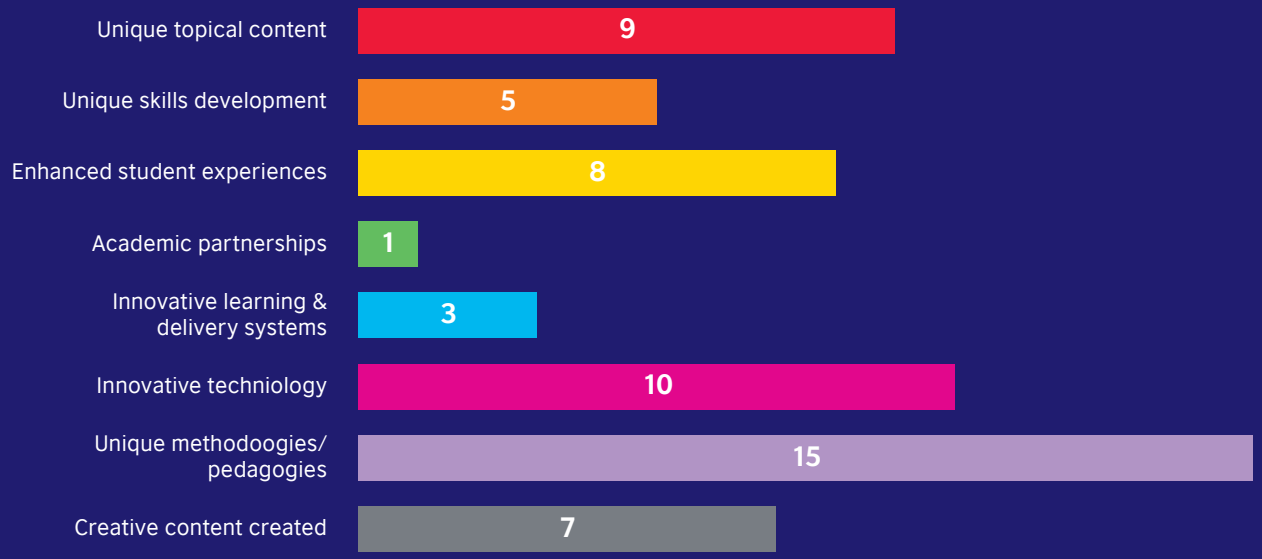
Areas of innovation by Participating Institutions

82 per cent of the EG and CG partnerships (36 out of 44 Participating Institutions) reported development of innovative systems, course content, resources, methodologies and/or unique student experiences/skills in the process of creating the courses/modules.

Percentage of EG and CG partnerships that innovated



Areas of Innovations by PIs



For students looking to enter the world of work a programme like this would give them access to 'real world' experience, professional tutors from that field, and assistance to help them structure their creative output and measure the objectives that they've set. A professional course, led by professionals from a British University, has a lot of value in the job market.

Sangeeta Pillai

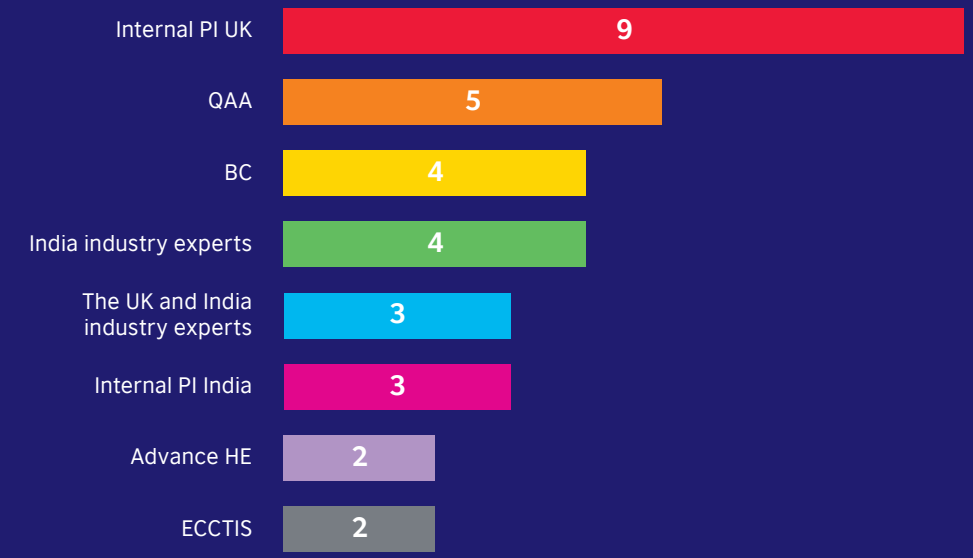
An award-winning podcast producer, who reviewed documentation for Birmingham City University and Anna University's proposed TNE course

Accreditations and quality checks

Support from the UK/India expert agencies across all grants

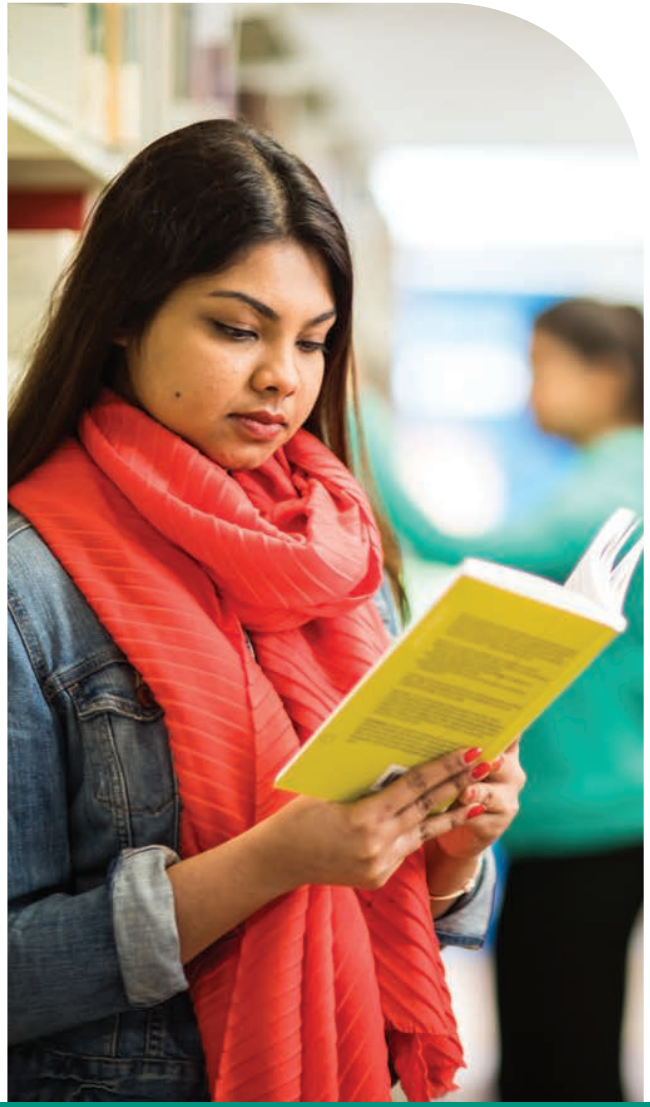
Though not a mandatory requirement, the Participating Institutions (PIs) were given a choice to take support from the UK external agencies like QAA/UKENIC if required, during the process of creating the course/module with a budget allocated for the same. Here is a representation of actual support taken by Participating Institutions from various expert agencies to ensure high quality courses were created at par with international standards.

Support taken by PIs from expert agencies

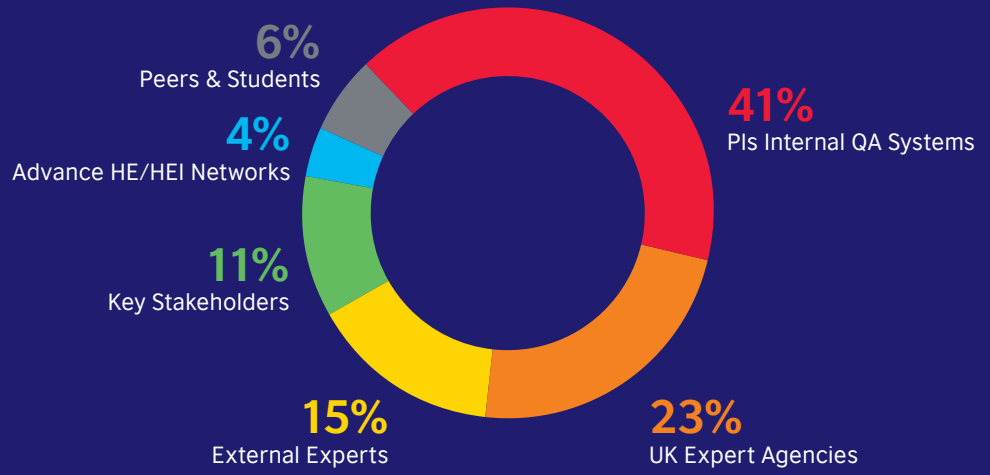


Quality measures followed by Participating Institutions across all grants

From the final/interim reports received by the Participating Institutions after the completion of the Going Global Partnerships programme, the data analysis is indicative of stringent quality measures in place during and post creation of the courses/modules. Participating Institutions relied most (around 27 per cent each) on their internal academic experts and pre-existent quality assurance policies. Some partnerships have also taken part in national and international evaluations, e.g. NIRF, QS University ranking.



Overall quality assurance measures taken by PIs



Project learnings and takeaways

Key takeaways

The Exploratory Grants programme perfectly aligns with the Government of India's vision of democratising higher education by:

- focusing on skill-based learning
- personalising tertiary level education with courses offering various certifications, diplomas, and degrees at multiple exits.

The programme also enables the Higher Education Institutions in the UK and India to strategically align themselves to global knowledge society standards.

Learnings

Development of international curriculum contextualized to global needs and vision

- Research-based approach to learning and teaching using high tech apps and technology for active learning
- Better understanding of HE sector especially course credit alignment between the UK and India
- Need for outcome-based education in India as per NEP 2020, with seamless integration with general electives that facilitate critical reflection
- Deep understanding of QA processes and best practices in developing modules/courses
- Understanding different perspectives of self-determination in modernising education
- Understanding of course structures and prerequisites for students

Annexure

List of selected applications under the Going Global Partnerships Exploratory Grants:

S.No.	Project Title	UK University	Indian University
1	Joint Law Masters (LLM) Module	University of Birmingham	O.P. Jindal Global University, Delhi
2	Integrated Course for Healthcare Professional Undergraduates on Understanding Health and Oral Health inequalities among Vulnerable Children	Queen Mary University of London	Guru Gobind Singh Indraprastha University, Delhi
3	Skilling the Agriculture Sector for Jobs and Sustainable Development through TNE	University of Portsmouth	Delhi Skill and Entrepreneurship University
4	Global Urban Planning Education Consortium	Newcastle University	Indian Institute of Technology, Roorkee
5	Electric and Hybrid Vehicle Technology	University of Leeds	Kumaraguru College of Technology, Coimbatore
6	Course Development in Edge Computing and Analytics	Cardiff University	Indian Institute of Technology, Ropar Indian Institute of Information Technology, Kottayam

S.No.	Project Title	UK University	Indian University
7	Enhancing Teacher Education in STEM through a linguistic lens: a cross curricula and transnational effort challenging gender stereotypes	University of Birmingham	Indian Institute of Science Education and Research, Pune
8	Pilot Postgraduate Course in Foundations of Data Analytics	Oxford Brookes University	National Institute of Technology, Calicut
9	Disaster Resilient Surface Transportation Infrastructure: A systems approach to managing the impact of climate change	University of Birmingham	National Rail and Transportation Institute, Vadodara
10	Short Course on Climate Justice and Climate Change Law and Policy	SOAS University of London	National Law University, Delhi
11	Green and Sustainable Chemistry Education Today for a Better Tomorrow	University of York	Hindu College, Delhi
12	Co-producing Transnational Learning to fill Built Environment Skill Shortages in India	Northumbria University, Newcastle upon Tyne	Amity University, Noida
13	Camūka: Media Training for Community Audiences	Birmingham City University	Anna University, Chennai
14	Higher Education, Urban Resilience and Infrastructure: How do we reimagine curriculum, content and delivery	University College London	Indian Institute for Human Settlements, Bangalore
15	Internationalisation of the curriculum for Pharmaceutical and Health-science	De Montfort University, Leicester	Institute for Technology & Management University, Gwalior
16	Industry-inspired Transnational Education in Artificial Intelligence & Machine Learning	Aston University, Birmingham	Symbiosis Institute of Technology, Pune
17	Development of Joint India-UK Learning and Teaching Programmes with Live-in-Labs® as a Cornerstone	University of Durham	Amrita Vishwa Vidyapeetham, Kollam

S.No.	Project Title	UK University	Indian University
18	Global Education Programmes	University of Lincoln	The IIS University, Jaipur
19	Fundamentals of Electronics Packaging and their Design	University of Greenwich	Indian Institute of Technology, Kharagpur Jadavpur University, Kolkata
20	Transnational Education (TNE) and Teaching Plan on Sustainable Development	University of Surrey	Indian Institute of Technology, Roorkee
21	Sustainable Transformation of Business	Anglia Ruskin University, Cambridge	Maulana Abul Kalam Azad University of Technology, Kalyani
22	Sustainable Transformation in Business Practice	Anglia Ruskin University, Cambridge	Dr B C Roy Engineering College, Durgapur
23	Creativity and Global Challenges: Creating Change through Making	University of the Arts London	National Institute of Design, Ahmedabad
24	Smart Grid for Sustainable Society	Glasgow Caledonian University	Chitkara University, Chandigarh Panjab University, Chandigarh
25	Internet of Things (IoT) for Intelligent Systems	James Watt School of Engineering, University of Glasgow	Indian Institute of Information Technology, Kottayam
26	Memory Studies in its National and International Contexts	University of St Andrews	Indian Institute of Technology, Madras

S.no.	Project Title	UK University	Indian University
27	Enhancing Commercial acumen and Organisational capability in Business (ECOBUSS)	University of Central Lancashire	Bhagini Nivedita College, Delhi
28	Developing Policy Inputs for Faster Economic Recovery while Promoting Disaster Preparedness via Artificial Intelligence	University of Southampton	Digital University, Trivandrum
29	Transnational Remedies for Environmental Harm with Clinical Legal Education	King's College London	O. P. Jindal Global University, Sonipat The WB National University of Juridical Sciences, Kolkata
30	Disaster Resilience Engineering Education, for A ProMising Future (DREEM)	University College London	Indian Institute of Technology, Mumbai
31	International Business Coil development proposal	University of Bristol	Narsee Monjee Institute of Management Studies, Mumbai
32	Building connections to Decolonise the Curriculum: A Collaborative Project	University of Exeter, Devon	Jadavpur University, Kolkata
33	Global Encounters in Theatre and Film	University of Essex	Amity University, Noida
34	Towards Resilient Automation in Industry 4.0 for Future Engineers - Specialisation Programme	Middlesex University, London	Indian Institute of Information Technology (IIIT) Sri City, Chittoor
35	The evaluation and achievement of Sustainable Development Goals across cultures	Oxford Brookes University, Oxfordshire	Amity University, Noida
36	A flexible micro-credential pathway to Higher Education Certificate in digital literacy, sustainability, inclusion, and 21st Century skills	Nottingham Trent University	O.P. Jindal Global University, Sonipat

List of selected applications under the Going Global Partnerships EG-Top Up:

S.No.	Exploratory Grant Application Unique ID	Title of the Proposal	UK University	Indian University	Status
1	877702743	Transnational Remedies for Environmental Harm with Clinical Legal Education	King's College London	Jindal Global Law School, Sonipat	Selected
2	877737539	Climate justice and climate law – Development of Joint Curriculum Towards Launch of Joint LLM	SOAS University of London	National Law University, Delhi	Selected
3	876757312	Co-producing transnational learning to fill built environment skill shortages in India	Northumbria University	Amity University, Noida	Selected
4	877735688	Disaster Resilience Engineering Education, for A Promising Future (DREEM)	University College London	Indian Institute of Technology, Bombay	Selected
5	877743201	Higher Education, urban resilience and infrastructure: how do we reimagine curriculum, content and delivery?	University College London	Indian Institute for Human Settlements, Bengaluru	Selected
6	877755219	Building connections to Decolonise the Curriculum	University of Exeter	Jadavpur University, Kolkata	Selected

S.No.	Exploratory Grant Application Unique ID	Title of the Proposal	UK University	Indian University	Status
7	877752482	Towards Resilient Automation in Industry 4.0 for Future Engineers- Specialisation Programme	Middlesex University	Indian Institute of Information Technology, Sri City	Selected
8	878160215	Integrated Course for Healthcare Professionals on Oral Health Inequalities and Strategic Leadership	Queen Mary University, London	Guru Gobind Singh Indraprastha University, Delhi	Selected
9	877673443	Development of a TNE dual award: MSc in Data Science	Oxford Brookes University	National Institute Technology, Calicut	Selected
10	877721075	Global Encounters in Theatre and Film	University of Essex	University of Amity, Noida	Selected
11	877761698	Addressing skills gap, low productivity and sustainable development issues in Indian agriculture through TNE and international research partnerships	University of Portsmouth	Delhi Skill and Entrepreneurship University, Delhi	Selected
12	877774858	ADM5001 Live Project ("Samugam/Camulka")	Birmingham City University	Anna University, Chennai	Selected
13	877629610	Industry-inspired Transnational Education in Artificial Intelligence/Machine Learning	Aston University	Symbiosis Institute of Technology, Pune	Selected

List of selected applications under the Going Global Partnerships Collaboration Grants:

S.No.	Project Title	UK University	Indian Universities
1	Pilot for Masters in Circular Economy	Aston University, Birmingham	Gandhi Institute of Technology and Management, Visakhapatnam Pandit Deendayal Energy University, Gandhinagar K J Somaiya Institute of Management, Mumbai Indian Institute of Technology, Kharagpur Jadavpur University, Kolkata

S.No.	Project Title	UK University	Indian Universities
2	Climate-Resilient, Energy Secure and Healthy Built EnvironmenTs (CREST)	University of Bath	Indian Institute of Technology, Roorkee School of Planning and Architecture, Bhopal School of Architecture and Planning, Chennai Indian Institute of Technology, Madras Maulana Azad National Institute of Technology, Bhopal School of Planning and Architecture, Delhi
3	Responsible Research and Innovation in India's Energy-Water-Food-Health Nexus	University of Edinburgh	Indian Institute of Technology, Kharagpur Vellore Institute of Technology, Vellore SRM Institute of Science and Technology, Kattankulathur Midnapore College, Midnapore

S.No.	Project Title	UK University	Indian Universities
4	Global Teacher Education Policies and Practices for Equitable and Quality Education	University of Sussex, Brighton	Tata Institute of Social Sciences, Mumbai Dr B.R Ambedkar University, Delhi National Institute of Educational Planning and Administration, Delhi Jamia Millia Islamia, Delhi
5	Strategic Networks and Computing	Queen's University Belfast	Dibrugarh University, Dibrugarh Tezpur University, Tezpur Badoland University, Kokrajhar
6	A Co-created Internationally Delivered Masters in Disaster Management and Recovery	Teesside University, Middlesbrough	SRM Institute of Science and Technology, Kattankulathur Sanjay Ghodawat University, Kolhapur Ajinkya D.Y Patil University, Pune

S.No.	Project Title	UK University	Indian Universities
7	Training the Next Generation of Indian Clinical Trialists	University College London	Translational Health Science & Technology Institute, Faridabad Christian Medical College, Vellore
8	Intellectual Property for Sustainability	University of Cambridge	Indian Institute of Science, Bangalore Birla Institute of Technology and Science, Pilani

List of selected applications under the Going Global Partnerships Industrial Academia Grants

S.No.	Project Title	UK University	Indian University	Industry Name
1	Design and development of bio/chemical sensors to address antibiotics abuse in India	University of Ulster	Bhagini Nivedita College (University Of Delhi)	Nanolatticex LLP
2	Circular economy (CE) in small and medium sized enterprises (SMEs) to combat climate change issues	Aston Business School, Aston University	Jadavpur University, Kolkata	Federation of Small and Medium Industries (FOSMI)
3	Strategy to reduce the environmental and health impacts of domestic cooking applications by replacing traditional cookstoves with clean and efficient ones	Coventry University	Indian Institute of Technology, Delhi	Swami Samarth Electronics Pvt. Ltd.
4	Internationalising Higher Education in Science Journalism and Science Communication	University of the West of England, Bristol	Indian Institution of Science Education and Research (IISER), Pune	Springer Nature India Pvt. Ltd.
5	Designing and Analysing quantum materials using optimised algorithms on analogue and digital quantum computers	The University of Nottingham	Indian Institute of Science Education and Research, Pune	Phasecraft Ltd.
6	Certificate Programme in Technology-based Social Entrepreneurship	Strathclyde Business School, University of Strathclyde, Glasgow	Tata Institute of Social Sciences, Mumbai	Mylab Discovery Solutions Pvt. Ltd.

S.No.	Project Title	UK University	Indian University	Industry Name
7	Framework for development of CDIO (conceive, design, implement and operate) module on Electric Vehicle Powertrains	Aston University	Vellore Institute of Technology, Vellore	Ather Energy Private Limited, Banagalore, India
8	Industry Academic Co-operation for a Sustainable Built Environment Ecosystem	Liverpool John Moores University	Dr. Bhanuben Nanavati College of Architecture for Women	Pune Construction Engineering Research Foundation (Construction)
9	Co-designing a 'Smart curriculum and personalised method of delivery' for Inclusive Value-Added Courses on Industry 4.0 Technologies	Nottingham Trent University	Vellore Institute of Technology, Vellore	VEMS Business Services Private Limited
10	Mining, Business and Sustainability	SOAS University of London	National Law University, Delhi	Tata Steel Mining Ltd.
11	Co-producing transnational learning to fill innovation management skill shortages in India	Birmingham City University	Indian Institute of Management, Raipur	Ronkel Media Education and Research Institute (Creative and Cultural Industry)
12	Processes of International Film Festivals and Co-productions	University of Essex	Bennett University, Greater Noida	EWDIM Industry, UK Film & Television Production/ Festival Programming
13	Hyderabad Pharma City: Enhancing eco-system development and sustainability through transnational education and innovation partnership	King's College London	HPC University Foundation	Hyderabad Pharma City Limited

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