

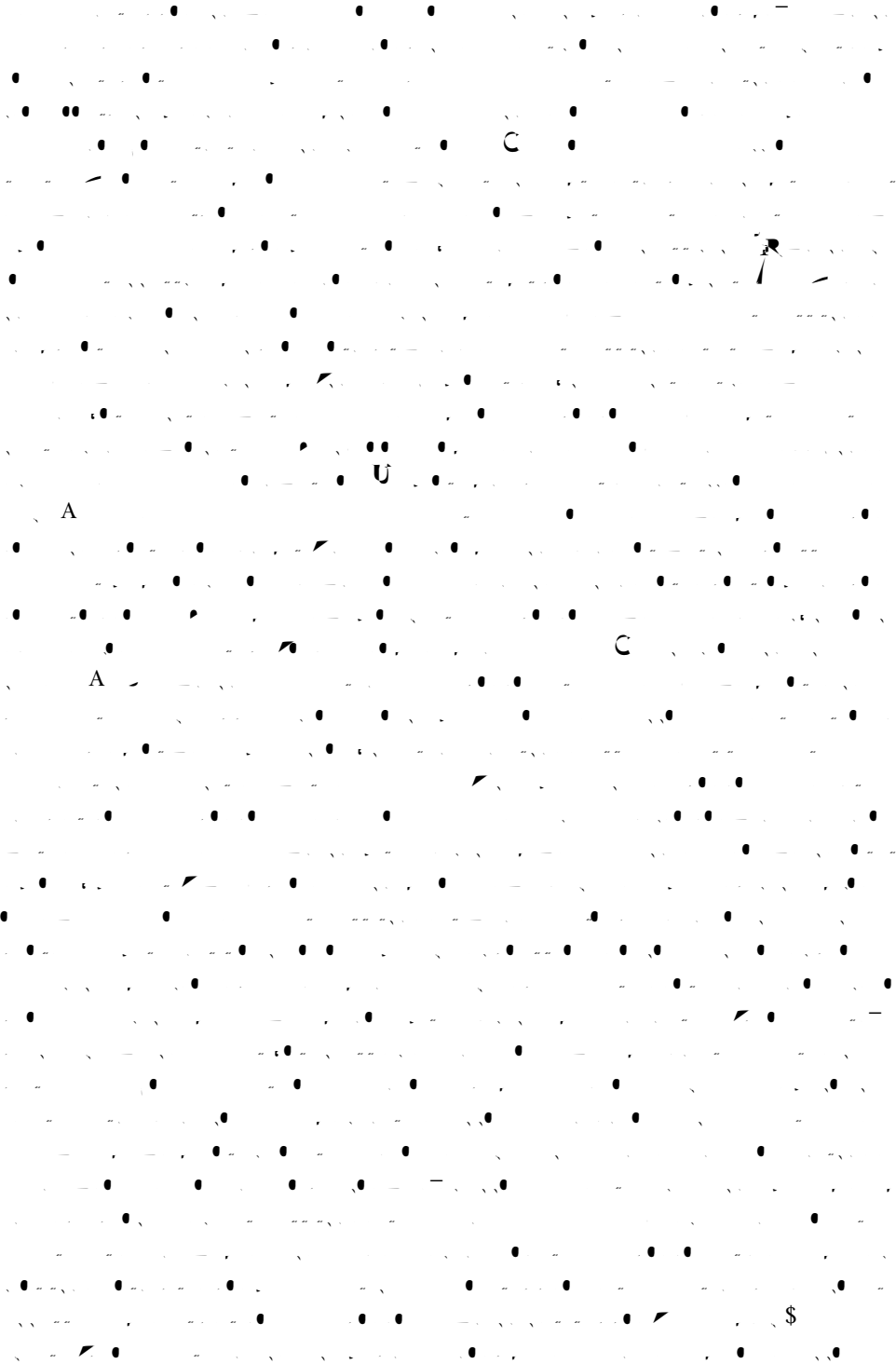
One Aspirational Future for India's Higher-Education Sector



Table 1. n n

<p>A</p> <p>Established in Sonapat, Haryana, in 2014 through collective philanthropy. A non-profit university sponsored by the International Foundation for Research and Education with 1,603 students pursuing bachelor's degrees, 524 students pursuing master's degrees, 83 doctoral students, and 209 full-time faculty members with PhDs.</p> <p>Disciplines include liberal arts, economics, biology, computer science, physics, chemistry, math, political science, and English.</p> <p>Global academic collaborations include King's College London, Connecticut College, University of Cambridge, and Duke University.</p>
<p>K</p> <p>Established in Sri City, Andhra Pradesh, in 2018 through collective philanthropy. A nonprofit university sponsored by the Institute for Financial Management and Research with 435 students pursuing bachelor's degrees, 363 students pursuing master's degrees, 20 doctoral students, and 74 full-time faculty members with PhDs.</p> <p>Disciplines include humanities, natural and social sciences, literature, arts, and business.</p> <p>Global academic collaborations include (South Asia), Yale University (Inclusion Economics), King's College London, and University of Chicago.</p>
<p></p> <p>Established in Mohali, Punjab, in 2021 through collective philanthropy. A non-profit university sponsored by the Reimagining Higher Education Foundation with 86 students pursuing bachelor's degrees, 50 students pursuing master's degrees, 1 doctoral student, and 20 full-time faculty members with PhDs.</p> <p>Disciplines include engineering, entrepreneurship, and leadership.</p> <p>Global academic collaborations include University of California, Berkeley; Purdue University; and University of California, San Diego.</p>

The first three schools represent institutions with models that do not fit the collective governance of the schools profiled in this essay. The latter four represent a wave of more recent entrants, mostly driven by newer age entrepreneurs. Dates when the schools were established begin from the year the first batch of students was admitted. Source: Data for St. Stephen's College, Azim Premji University, and Shiv Nadar University were compiled from the latest information available on their respective websites, institutional brochures, and India's Ministry of Education's National Institutional Ranking Framework 2023. Data for Indian School of Business, Ashoka University, Krea University, and Plaksha University have been sourced and verified directly from the institutions. See "National Institutional Ranking Framework 2023," Ministry of Education, Government of India, <https://www.nirfindia.org/2023/Ranking.html> (accessed February 23, 2024).



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Table 2. Innovation

<p>G A C</p> <ol style="list-style-type: none"> 1. Institutions build academic partnerships with top international universities to drive faculty exchange, program design, and collaborative branding. 2. Global partnerships create opportunities for international student exchanges, as well as research collaborations.
<p>G</p> <ol style="list-style-type: none"> 1. State governments liberalize policies that enable private players to establish educational institutions, seeing new universities as investments to generate employment and improve the state's image. 2. State governments offer land and other resources at subsidized rates to the founders of educational institutions, often the result of interstate competition to attract such institutions.
<p>E</p> <ol style="list-style-type: none"> 1. Institutions continue to experiment with nonaccredited models that have successfully coexisted with accredited programs. 2. Institutions create alternate models in undergraduate and graduate program structures to give students flexibility to design their own academic journeys. For example, undergraduate programs not limited to the traditional three-year bachelor's degree, returning graduate programs, and the like. 3. Institutions adopt diverse, flexible, and liberal admission processes aligned with central and state regulatory policies that allow them to cater to a wider candidate pool. 4. Regulators allow some of these innovations to thrive despite not coming under their control, viewing them as experiments that could lead to more formal solutions for the country's future educational needs.

Source: Author's compilation of data.

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author's note

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- ⁵ “Genesis,” University Grants Commission, <https://www.ugc.gov.in/Aboutus/Genesis> (accessed February 16, 2024).
- ⁶ A parallel organization, the All India Council for Technical Education (AICTE), was founded in 1945 to oversee technical education in fields such as engineering, management, pharma, computer science, applied arts, architecture, and hotel management; see “History,” All India Council for Technical Education, <https://www.aicte-india.org/about-us/history> (accessed February 16, 2024). AICTE oversaw the establishment of technical institutions and the introduction of new courses, and monitored capacity intake. Over time, these rules have been relaxed; for example, the universities described in this essay (Ashoka, Krea, Plaksha) do not have to get AICTE approval.
- ⁷ I was one of four members of the Empowered Expert Committee, led by former Chief Election Commissioner of India Gopalaswami Needamanglam.
- ⁸ R. Radhika and Aeshwarya Tiwari, “IITs, IIMs, and JIITs: Public Institutions of Eminence Have Got under 50% of Promised Funds,” Careers360, May 1, 2023, <https://news.careers360.com/institutes-of-eminence-ioe-status-iit-bombay-delhi-madras-du-bhu-uoh-under-50-percent-funds-list-india>.
- ⁹ *National Education Policy 2020* (New Delhi: Ministry of Human Resource Development, Government of India, 2020), https://www.education.gov.in/sites/upload_files/mhrd/files/nep_2020_in_english_0.pdf.
- ¹⁰ The Gross Enrollment Ratio (GER) measures the number of students enrolled in higher education as a percentage of the population in the age group eighteen to twenty-three years old.
- ¹¹ “Higher Education in India: Vision 2047,” *Parthenon Higher Education in India: Vision 2047 Report*.
- ¹² “Majority of Indian Colleges Are Run by Private Sector, Govt Tells Rajya Sabha,” Live

¹⁸ *Ibid.*, 25–39.

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of the Expert Committee on Innovation and Entrepreneurship (New Delhi: NITI Aayog, 2015), <https://smartnet.niua.org/sites/default/files/resources/report-of-the-expert-committee.pdf>. See also “About AICTE,” Atal Innovation Mission, <https://aim.gov.in> (accessed February 23, 2024).

³¹ “Krea Mission,” Krea University, <https://krea.edu.in/about> (accessed February 23, 2024).

³² Krea University, *Annual Report 2019–2020* (Sri City, India: Krea University, 2020), https://krea.edu.in/wp-content/uploads/2020/11/Annual-report-05102020_w-ofinancials.pdf.

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