Confederation of Indian Industry

Taking Stock

A sector wide scan of Higher Education in India

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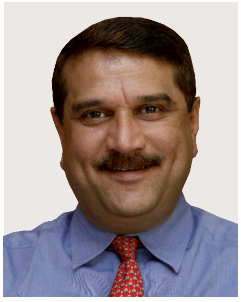

Dhiraj Mathur
Executive Director and
National Leader for the
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The work place – spanning across sectors and industries – has become increasingly complex and technology driven. The internet and other medium have made communication instant and shrunk the globe. Traditional business models and practices are becoming redundant and employees and managers need the education, skills and training to be able to respond to the challenges of a dynamic and increasingly competitive economy. This places a huge task and responsibility on the higher and vocational education institutions to change and impart education and training that is relevant to industry needs. Sadly, the majority of educational institutions are still mired in arcane syllabi and teaching methods invariably divorced from the changed environment. The time has therefore come to acknowledge and encourage the active participation of industry and the private sector in creating all-round success in the higher education sector, especially the engineering and technical education sectors. The Indian Government, the UGC and in particular the AICTE, are increasingly promoting investments and involvement of the private sector in higher education through a wide range of channels, including direct investments into the education sector (though on a not-for-profit basis), industry investments into education and training, industry collaborations, joint-ownership and partnerships between public and private sectors (PPP), private sector investments into supplementary sectors (e.g. information and communication technologies) and others.

This report is a sector-wide scan of the legal and regulatory framework, the reform initiatives of the Government, opportunities for private sector participation, and the role of information and communication technology as an enabler for quality and market-responsive higher education. It highlights the prospects of enhancing the quality of higher engineering education to comparable international standards through progressive and positive involvement of the private sector, across all facets of engineering and technology education in India. The key messages captured in the report include: (i) The government's acknowledgment of the legal and regulatory constraints of the sector which hinders active involvement of the private sector and its proactive reform efforts to promote active collaborations, partnerships and investments; (ii) prospects and benefits of active industry-institution collaboration and its ability to equip and elevate the Indian education system to become market-relevant and aligned to international standards; and (iii) the critical role of information and communication technology (ICT) to enhance access, governance, administration and the delivery of quality educational services. In the second part of this report we present the results of a survey conducted by the All India Council for Technical Education (AICTE) and the Confederation of Indian Industry (CII) to showcase best practices of industry partnerships across AICTE approved engineering institutes in India in six basic streams-Chemical, Civil, Computer & IT, Electrical, Electronics & Communication and Mechanical Engineering.

As the knowledge partner, PwC has conducted a detailed analysis of the survey results to identify the key characteristics/best practices of the institutes featuring at the top of the scoring ladder and to identify areas of concern/common traits among those lower down the ladder. We have brought our key findings in the second report titled 'AICTE- CII Survey of Industry-linked Engineering Institutes'. The report concludes by identifying a three stage process of movement towards establishing a strong industry-institute linkage based on an understanding of the identified relationships. We trust our efforts and findings will provide a meaningful contribution to the national goal of providing industry relevant and quality education to the children of India.

Foreword

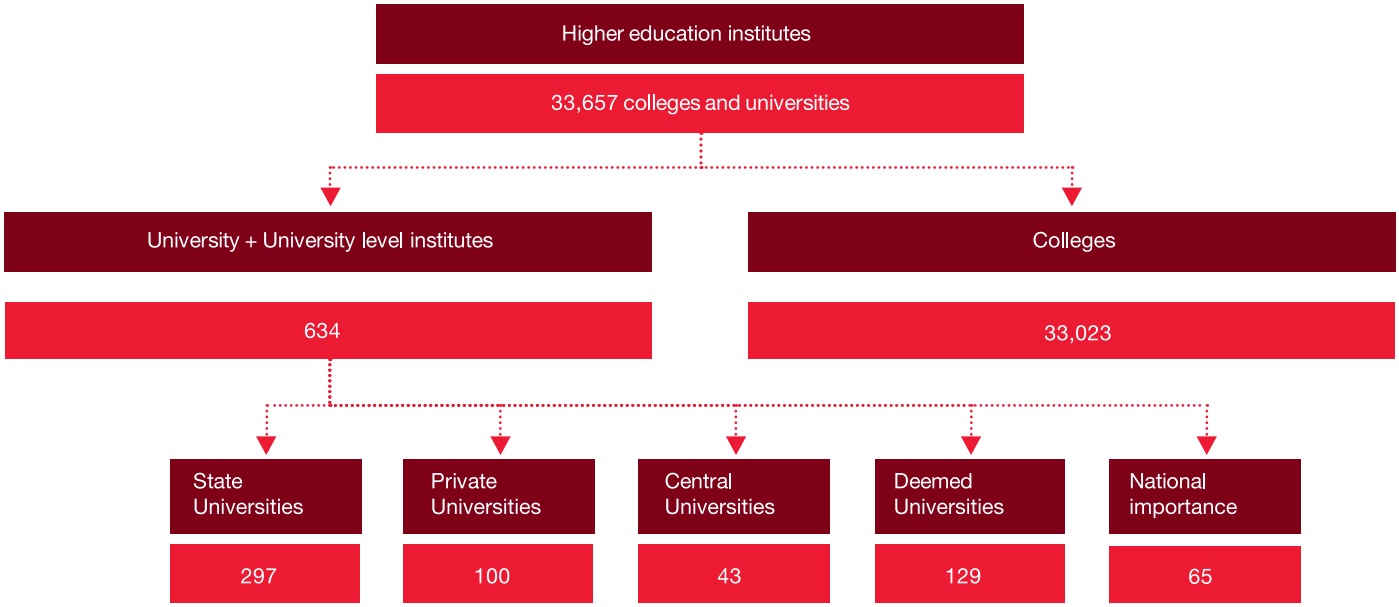
Chandrajit Banerjee
Director-General
Confederation of Indian Industry

Higher education is a growing and complex maze of regulations and opportunities in India. It takes an expert to decipher the nuances of this sector and I am happy that we have a comprehensive ready-recknor in the shape of this report which will help all those who plan to make investments in higher education, both from within the country and abroad.

In recent years CII's efforts in higher education have attracted significant attention from both government and industry. There are a number of significant initiatives and policies which we are helping the government implement with the support of industry. With private sector participation increasing in higher education, CII sees itself as an important catalyst and change agent in improving not just access but also equity and quality in higher education. I hope this report will be an important step in that direction.

Sector overview

Expansion, inclusion, and excellence along with equity and quality have been the overarching goals of the government in the education sector. Several new initiatives were taken up by the central government during the Eleventh Plan (2007-12). The emphasis has been on enhancing supply and increasing access to quality education. Consequently, the Indian higher education system is one of the largest in the world with over 600 universities and university level institutions and more than 33,000 institutes[1].



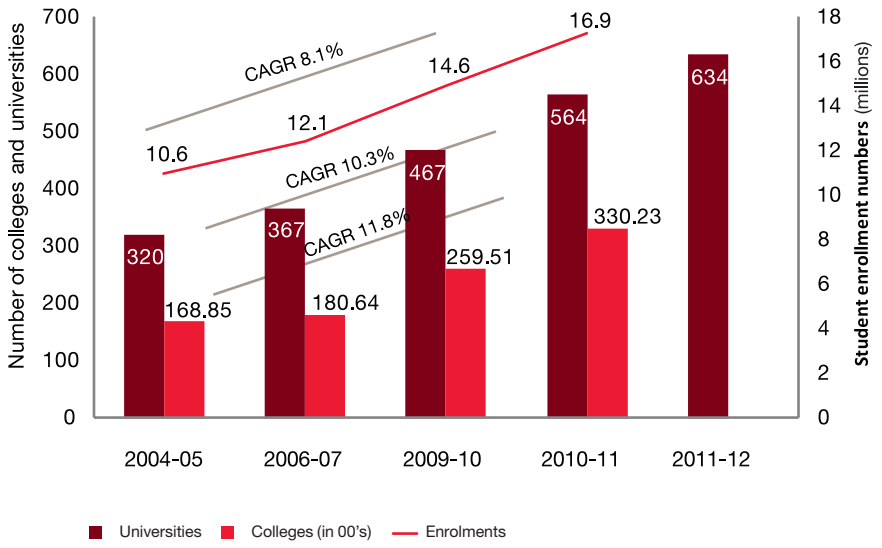
1 UGC report 'Higher education in India at a Glance' February, 2012

Education is in the 'concurrent list'. Over time, while the role and responsibility of the States' has remained largely unchanged, the Union Government has accepted the larger responsibility of reinforcing the national and integrated character of education, maintaining quality and standards including those of the teaching profession at all levels and the study and monitoring of the educational requirements of the country

At the national apex level, the University Grants Commission (UGC) lays down standards, advises the government and helps in coordination between the centre and the state governments. The technical education system in the country covers courses in engineering, technology, management, architecture, pharmacy, etc. The AICTE is the apex body which approves the setting up of new technical institutions, courses as well as the curriculum, standards, norms etc

The gross enrolment ratio (GER) in higher education, as per the all India survey on higher education released by MHRD, stands at 18.8%[2] but all those who enrol may not pursue studies to get final degrees. A comparison of the growth patterns of the rising number of universities and institutes on the one hand and the increasing student enrolments on the other indicates that the sector has attracted investments from both the public and private sectors. For instance, the number of institutes has nearly doubled from 16,800 to 33,000 at a CAGR of more than 11% between 2004-05 and 2011-12. The student enrolment numbers, during the same period, have also increased from 10.6 million to 16.9 million at a CAGR of 8%. However, despite a significant growth in enrolments, the GER in higher education in India is still lower than the world average (24%), and much lower than that of developed nations (58%)[1]. Clearly, there is a long way to go to achieve the GER target set by the MHRD of 30% (by 2020).

Growth in universities, colleges and student enrolments



Sources: UGC report on 'HE in India Strategies during 11th plan (2007-2012) for Universities and Colleges', UGC Report on 'Higher Education at a Glance February 2012', UGC report on 'Inclusive and Qualitative Expansion of Higher Education 12th Five-Year Plan, 2012-17', industry discussions and PwC analysis

2 As published on the Press information Bureau website, government of India. The figure is taken from the provisional estimates as per the All India Survey on Higher Education (AISHE) released by the Union Minister of Human Resource Development recently. The report (although not available in public domain) contains countrywide estimates of GER on the basis of data collected till July 31, 2012, from the Higher Education (HE) institutions of the country

Regulatory and Tax Regime

Regulatory framework

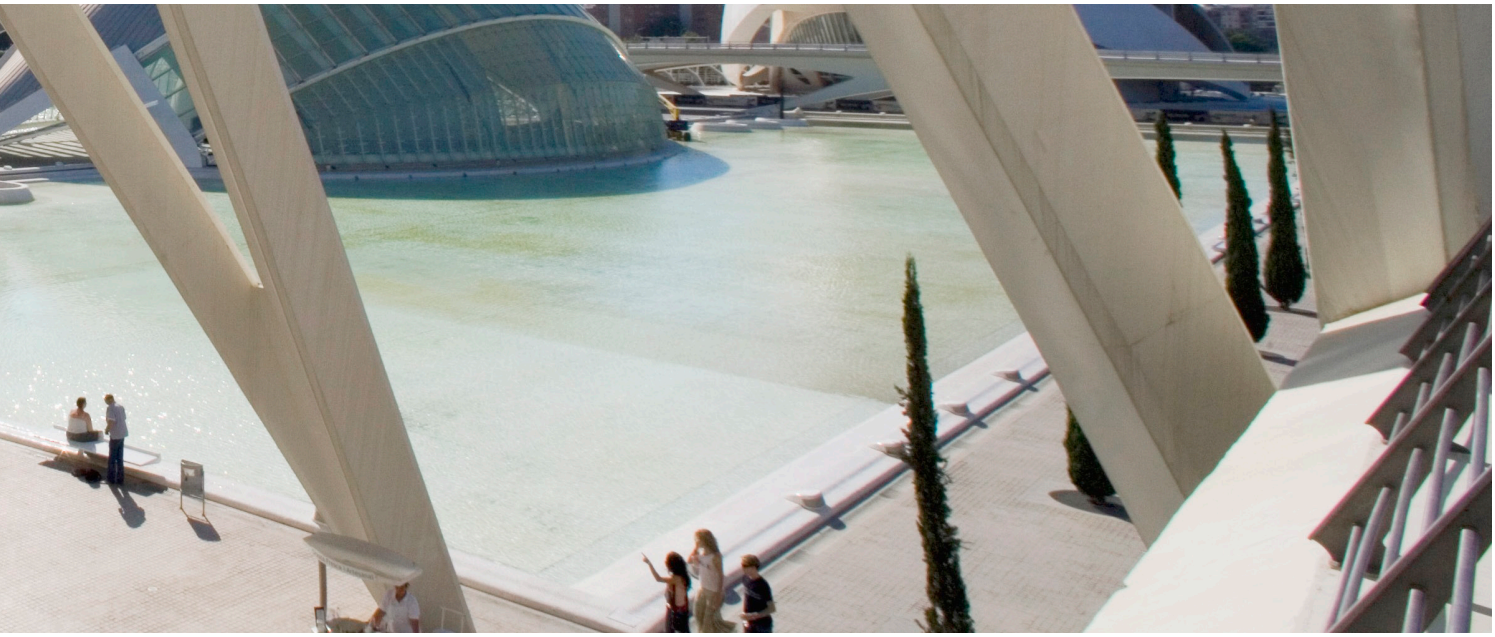
For the purpose of analysis, the higher education (HE) sector in India has been divided into regulated and unregulated parts. The former includes all formal institutes of HE that impart recognised degrees, diplomas or certificates. The unregulated segment includes the large number of educational services provided both as horizontal services to formal institutes as well as stand-alone verticals directly to students through legitimate corporate structures

Often regarded as over-regulated and under-governed, the Indian formal HE sector is plagued by several regulatory restrictions that act as entry barriers for investors. There are multiple regulators at the central and state level such as AICTE, MCI, DCI, ICAR, state governments, etc that focus on specialised areas. Each has its own set of regulations that govern admission procedures, fees, number of seats, and the like. These institutions also issue licences, control curriculum and standards and regulate operations through inspections and reporting requirements. The approval procedures are cumbersome as there are multiple agencies involved. This over-regulation is a deterrent to quality foreign institutes that see them as an infringement of their academic freedom.

Regulated *(Formal Education)*	***Un-Regulated*** *(Non-Formal or Semi-Formal Education)*
Central & State Universities Private Universities Technical Institutions Private/Professional colleges Research Institutions	Vocational training Finishing schools Professional development Training & coaching classes

In addition, education in India has always been regarded as a not-for-profit activity. Currently, only registered societies or trusts and in certain cases, not-for-profit companies registered under Section 25 of the Indian Companies Act (not permitted to distribute dividends) are allowed to establish formal educational institutes. The spirit behind this ideological and legal position has been the belief that education is a charitable enterprise which would be tainted if profit-making is allowed. This may well be the reason for the tax exemptions allowed to educational institutions. However, this position has constrained the growth of quality institutions. The key challenge to expanding the higher education sector is the high capital expenditure (capex) involved in setting up an institution – land, building and physical infrastructure. The not-for-profit status prevents both recovery and returns on the capex. Consequently, only large corporations with deep pockets and a philanthropic mindset can set up higher education institutes keeping out entities that have a genuine interest in the sector but lack the resources.

To better understand the dynamics of the Indian education and training sector, the charts below compare the extent and intensity of restrictions that the existing regulations place



Regulated ◀ ▶ ***Un Regulated***

Regulated Sector

Multiple agencies regulate higher education at the federal level, in addition to those at the state Government level and these are listed below

University Grants Commission (UGC) - Governs Universities

- Coordination, determination and maintenance of standards in Universities
- Prescribes conditions that university/colleges must fulfill
- Provide funds to institutions of higher education

All India Council for Technical Education (Governs Technical Institutes)

Responsible for maintenance of standards of technical education which currently includes education research and training in:

- Engineering
- Technology including MCA
- Architecture
- Town planning
- Management
- Pharmacy
- Hotel management & catering technology
- Applied arts and crafts

Specialised Professional Bodies

Responsible for determining standards and granting approval for Establishing institutes

- Medical council of India
- Dental council of India
- India nursing council
- Council of architecture
- Bar council of India
- Pharmacy council of India
- Indian Council for Agricultural Research
- Central council of homeopathy
- Central council of Indian medicine
- Veterinary council of India

Unregulated Sector

Provision of innovative services to educational Institutions (School, higher and vocational) as well as students and corporations is a rapidly growing area of opportunity. There are a number of private companies operating in this sector, some of which are listed. There have also been a number of M&As in this sector. Provided that such institutions do not provide education leading to award of a degree or certificate, they can be incorporated as a company, are beyond the regulatory regime described earlier and can distribute profits, Examples of such institutions include:

- Language training
- Tutorials/coaching
- Education services companies
- Content providers
- Corporate training
- Test preparation and administration

Indian education sector regulatory heat map[3]

	K-12	Higher education	Professional education	Vocational training	Skill development	Support services
Comprises of	Schools • Affiliated to an Indian board • Affiliated to an international board (IB)	• University • College • Distance education • Research	• Technical education • Professional courses	• ITIs, ITCs • Private vocational colleges and unregulated vocational courses	• Unregulated vocational courses (languages, training, Finishing school)	• Tutoring • Course content • Multimedia • Test preparations • Infrastructure books
Regulatory Control	• Central & State government • Affiliating board (CBSE/ ISCE etc • IB -Respective Board	• UGC • AICTE • State laws	• AICTE • Statutory authorities (BCI, MCI, NCI, DCI , DGCA etc)	• DGET • Various ministries/ dept of vocational education	Not regulated	Not regulated
Choice of entity	• CBSE – society/ trust/ section 25 • ISCE – society / trust/ section 25 • IB –subject to State laws	• Society • Trust • Section 25	• Society/ trust / section 25 • (AICTE & MCI recently allowed Companies)	• Typically society/ trust if regulated • Unregulated in certain trades	Not regulated	Not regulated
Some Additional Conditions	• Minimum land requirements	• Minimum infrastructure requirements • Fee regulation	• Minimum infrastructure requirements • Fee may be regulated	• Minimum infrastructure requirements	None	None

Highly regulated ■ Greater autonomy ⁝⁝ Unregulated

3 PwC analysis

Need of the hour: Regulatory reforms

The not-for-profit stipulation combined with over-regulation has the twin effect of keeping out both genuine entities as well as reputed foreign academic institutions. Recognising the urgent need for reform, the government introduced a large number of legislative and administrative measures. It has had limited success on the legislative front. Among the plethora of Bills presented, five important bills that were aimed at reducing multiplicity of regulators, creating transparency, replacing licensing with self-disclosure and punitive measures for false representations and addressing issues of quality are briefly described below. These had the potential to lay the foundation for a robust and transparent regulatory regime in the higher education sector allowing the participation of public, private and foreign investors. Regrettably, all these are still pending in Parliament. Faced with legislative paralysis, the government has opted for, wherever possible, regulation instead of legislation to achieve the objectives of these bills[4]

Bills	Summary of the bill	Status
The Education Tribunals Bill, 2010	The Bill seeks to set up educational tribunals to adjudicate disputes involving teachers, employees of higher educational institutions, students, universities and statutory regulatory authorities	**Legislative status:** Was passed in Lok Sabha last year and has been held up in Rajya Sabha. Cabinet recently cleared amendments made to the bill in August 2012 and the bill awaits passage in the Lok Sabha. **Alternate route taken:** AICTE recently notified 'Establishment of Mechanism for Grievance Redressal Regulations, 2012' for the purpose of redressal of grievances of students with each technical institution appointing an Ombudsman. Regulations also mention the consequences of non-compliance which include withdrawal of AICTE recognition. In addition, press articles also suggest that UGC has decided to draft similar regulations in which an ombudsman position will be created in all higher education institutes. This ombudsman will look into issues such as complaints on delay in holding examinations or declaration of results beyond the time specified in academic calendar and also denial of quality education promised during admission or required to be provided
The Foreign Educational Institutions (Regulation of Entry and Operations) Bill, 2010	To include within its ambit all foreign education institutions (FEIs), whether existing and proposed, set up independently or in collaboration with an Indian partner	**Legislative status:** The Bill was tabled in parliament in 2010 and met with lot of resistance during the UPA 1 term. It was subsequently sent to the parliamentary standing committee, which submitted its report in May 2011 recommending major changes. There has been no progress after that. **Alternate route taken:** UGC has drafted regulations that allow twinning arrangements between foreign universities and their Indian counterparts. The official copy of the regulation is not available in the public domain and information available through various media sources indicate that the new regulation, apart from being onerous, stipulates the following: • Only top 500 foreign institutions in Times Higher Education World University Ranking or Shanghai Jiaotong ranking will be allowed to collaborate with Indian educational institutions • Only those Indian institutions that have got highest accreditation grade from NAAC or NBA are eligible for a tie-up with a foreign institution • The Indian and the foreign institution will have to enter into an agreement that will have to be approved by the UGC before it is implemented • Existing collaborations will have to get UGC approval in 6 months' time • No franchise agreement will be permitted In addition, in its handbook for 2013-14, AICTE has also revised its own guidelines on twinning programs between Indian and foreign universities. Some of the key changes include: • Offshore campus of Indian AICTE approved institutions offering Indian degrees and diplomas are now eligible to enter into such collaborations • To ensure the intake of students who fail to secure VISA into a similar program being conducted by the Indian partner institution, the Indian university/ institution needs to enter into 2 separate bipartite agreements with the Foreign institution as well as the affiliating university/ board of technical education in the respective states

Bills	Summary of the bill	Status
The Prohibition of Unfair Practices in Technical Educational Institutions, Medical Educational Institutions and Universities Bill, 2010	To introduce greater transparency and governance through mandatory disclosures regarding faculty, fees and infrastructure	**Legislative status:** Introduced in Lok Sabha in May 2010 and referred to Standing Committee in HRD which submitted its report in May 2011. The cabinet approved the amendments submitted by the Standing Committee and there has been no progress after that. **Alternate route taken:** As per the Appendix V mentioned in AICTE Public Grievance Redressal Mechanism available on the AICTE website, institutes are required to publish key information on their websites as well as their brochures. This information is intended to provide important information to students and enable them to take informed decisions before enrolling themselves. The information to be provided includes: • Name and details of the affiliating university, directors and board of governance • Details pertaining to the programs rolled out by the institutes that include fees, duration, AICTE approval information, Accreditation information, admission criteria, placement details etc. In addition, UGC, through its letter No. F. 6-1(7)/2006(CPP-I) dated 7th August 2009 has asked deemed to be universities to disclose the following information in public interest: • Information regarding details of faculty positions in each of the schools along with the photographs of such faculty members and the nature of their employment • Information relating to availability of infrastructure and physical assets • Information regarding grants-in-aid provided by the Central Government or the State Government • Information regarding the fee structure, study centers, academia curricula etc
The National Accreditation Regulatory Authority for Higher Educational Bill, 2010	To make accreditation by independent agencies mandatory for higher educational institutions, educational programs, and infrastructure	**Legislative status:** Cabinet recently cleared amendments made to the bill in August 2012. Bill currently awaiting passage in Lok Sabha **Alternate route taken:** Recent press articles have suggested that UGC has expressed intentions to made accreditation mandatory for HE institutes if they are to receive UGC grants. In addition, UGC has also proposed to introduce an action plan for academic and administrative reforms through its letter issued to institutes in October 2012. This action plan will be linked to the accreditation process and UGC funding provided to the institutes.
Higher Education and Research Bill, 2011	The Bill seeks to establish the National Commission for Higher Education and Research (NCHER) to facilitate determination and maintenance of standards of higher education and research in all areas except agricultural education. The University Grants Commission Act, 1956; the All India Council for Technical Education Act, 1987; and the National Council for Teacher Education Act, 1993 shall be repealed within a year of this Act coming into force	**Legislative status:** Introduced in the Rajya Sabha in December 28, 2011 by the HRD Minister. It was referred to the Standing Committee on Human Resource Development which was scheduled to submit its report by 2012

4 Secondary research, press reports and PwC analysis

Other regulatory developments

- ***AICTE allows industry to set-up technical institutions:*** Private limited or public limited company or industry having a turnover of at least 100 crore INR per year for the previous three years shall be eligible to set-up technical institutions.
- ***AICTE permits section 25 company:*** In December 2010, the AICTE notified regulations for grant of approval of technical institutions. The AICTE permitted section 25 company to act as a sponsoring body of a technical institute with the rider that no foreign investment (directly or indirectly) will be permitted in such a company. While FDI policy permits 100% FDI in the education sector, this conflict has resulted in barring foreign investment in the AICTE-regulated technical institutes in the country
- ***AICTE handbook 2013-14:*** As part of its annual review, the AICTE recently released the Approval Process Handbook 2013-14 (Handbook) with updates of the norms to be followed by technical institutes. Some of the key changes and additions include the following:
  - Private limited or public limited company or industry having a turnover of at least 100 crore INR per year for the previous three years shall be eligible to set-up technical institutions.
  - Revised guidelines on twining programmes between Indian and foreign universities:
    - Offshore campus of AICTE-approved Indian institutions offering Indian diplomas are now also eligible to enter into twinning collaborations. Earlier, the handbook permitted only degree offering offshore campuses of Indian, AICTE approved institutions.
    - Other miscellaneous additions:
      - List of approved nomenclature of courses as per Appendix 2 has been expanded substantially in the handbook.
      - Duration and entry-level qualifications for grant of full-time UG degree and diploma programmes in town planning have been introduced.

With the possibility of a single regulatory authority almost nil, it is important to create synergies among the large number of regulators as well as the regulatory regimes. For instance, there needs to be greater synchronisation between the recently released (yet publicly unavailable) UGC guidelines on twinning programmes and the revised AICTE guidelines. Press reports suggest that UGC guidelines lay down mandatory accreditation requirements on the part of the Indian institute to be eligible for twinning. The guidelines also mention that only the top 500 foreign institutes shall be eligible for collaborating and will have to necessarily obtain UGC approval for every MOU they sign with the Indian institutes. No such requirements are mentioned in the AICTE revised handbook.

Another example of differing regulations is the ambiguity over minimum qualifications for hiring faculty because AICTE and UGC lay down different requirements. While the UGC stipulation is that a candidate holding a master's degree with 55% marks in the appropriate branch of engineering and technology is eligible for appointment as assistant professor, the AICTE norm is that a candidate must possess a BE/B.Tech and ME/M.Tech in relevant subjects with first class or equivalent either in BE/B.Tech or ME/M.Tech.

- ***Amendment in rules under the Foreign Contribution (Regulation) Act (FCRA):*** A recent change in these rules now requires that foreign investments in section 25 companies will now attract the provisions of the FCRA. The FAQs on FCRA posted on the website of the Ministry of Home Affairs (MHA) state that the infusion of foreign share capital in a company registered under section 25 of the Companies Act, 1956 is treated as a foreign contribution. This is legally, theoretically and practically an incorrect stipulation.

  Foreign contribution as defined under FCRA includes a donation, delivery or transfer of an article not being a gift, currency or a security. In other words, while making a foreign contribution, the intent of the foreign source is to merely transfer, deliver or donate the contribution so intended and not to actually receive any equivalent consideration against such an act of transfer or donation. However, investment in the equity share capital in a section 25 company does involve a return consideration, namely the issue of shares of the company to the foreign investor. Subscription to the equity of a section 25 company by a foreign investor is foreign direct investment (FDI) regulated by the FDI policy that allows 100% FDI in the education sector under the automatic route. Given this background, if the MHA believes that a security clearance is necessary prior to the infusion of FDI in a section 25 company engaged in education services (or any other sector(s) for that matter), then that should be done through a stipulation under the FDI policy (as is the case in many sectors), not through the FCRA. This approach is legally ambiguous as well as practically unwarranted as it would significantly delay and impede FDI in education.
- ***Private universities acts and amendments passed by states:*** The state of Punjab has released the Punjab Private Universities Policy in 2010. This is a welcome move since Rajasthan, Chhattisgarh, Haryana, Gujarat, Madhya Pradesh and Himachal Pradesh have already passed similar acts and policies to encourage private

sector investments in higher education. A brief comparison of the acts across these states indicates that governments are becoming sensitive to some of the challenges faced by investors. For instance, the costs of land and building constitute a significant portion of the capital expenditure for a private university and pose a challenge because formal educational institutes have to be run on a not-for-profit basis. In this scenario, the initial capex becomes a sunk cost as it is not possible to recover it. Keeping that in mind, some state governments (such as Haryana and Gujarat) have relaxed the land ownership requirement to encourage private investors to enter without having to write off the large capex as sunk costs.

Other initiatives

- National Vocational Education Qualification Framework (NVEQF): This was launched in 2012 to provide competency based skill learning through short duration, focused and modular programmes. NVEQF is expected to cater to at least five million students for vocational degrees and diplomas every year. The AICTE will provide the requisite statutory approvals to any institute wishing to conduct these programmes.
- Meta university: The MHRD has plans to set up meta universities in India. These universities are given the freedom to collaborate and identify the courses and areas to be offered through the meta university. These universities will allow flexibility of the learning system for students, with a blend of theory and practical hands-on experience in the course content, internships and group-based activities.

Tax framework

- Conducive tax environment: As discussed earlier, entities in the regulated higher education sector have to be set up as not-for-profit organisations as education is considered a charitable activity. The Income-tax Act, 1961 provides for exemptions from income tax under section 10(23C (vi)) or section 11 for charitable purposes, which include education and accordingly provides a conducive environment for setting up educational institutes. There are no income tax incentives for the unregulated sector which largely includes training, coaching classes, curriculum development, etc. However, the existing players or the new entrants in the unregulated sector (including foreign investors) can explore the option of registering themselves as a limited liability partnership (LLP)
- New tax-efficient form of presence for non-regulated sector: An LLP form of entity combines the advantages of both a partnership firm (management/ organisational flexibility) and a private limited company (separate legal identity, limited liability of partners, etc). From an income tax and company law perspective, a LLP has the following key advantages:
  - No dividend distribution tax (currently 16.22%) on the distribution of profits to partners
  - Profits exempt in the hands of partners in India
  - No cash trap on account of statutory transfer to general reserves on the distribution of dividend as in case of a private limited company
  - No mandatory requirement to provide for depreciation (before profit distribution) as in the case of a private limited company

- In 2011, the Indian government liberalised the FDI norms so as to allow FDI in the LLP form of entity (under the government approval route), with certain conditions which inter alia cover the following:
  - The LLP should be engaged in activities which fall within the automatic FDI route with no sectoral or FDI linked conditionalities.
  - An LLP cannot raise foreign currency loans.
  - An LLP cannot make downstream investments.
- This liberalisation has opened the doors for foreign investors in the education sector to benefit from this flexible and tax-efficient new form of entity. While an LLP cannot be considered by the foreign investors for entering the regulated sector on account of the requirement to be either a trust, society or section 25 company, it can well be used in the unregulated education arena.
- Exemption from service tax, aiding reduction in cost of education: Even the indirect tax framework has been quite supportive in the field of education as services by an entity registered under section 12AA of the Income-tax Act by way of charitable activities is exempt from service tax levy. The exemption is available to the following specified charitable activities:
  - Activity in relation to advancement of educational programmes or skill development relating to the following:
    - Abandoned, orphaned or homeless children
    - Physically or mentally abused and traumatised persons
    - Prisoners
    - Persons over the age of 65 years residing in a rural area
- Certain services by educational institutions and service providers (which fall under non-regulated sector) are currently not subject to service tax. These are as follows:
  - Specified services relating to education under the negative list: 'Services' by way of pre-school education and education up to higher secondary school or equivalent, education as a part of an approved vocational education course, education as a part of a curriculum for obtaining a qualification recognised by any law for the time being in force
  - Services by way of training or coaching in recreational activities relating to arts, culture or sports covered under the mega exemption list
  - Services provided to or by an educational institution (in respect of education exempted from Service Tax) like renting of immoveable property and certain auxiliary education services such as services in relation to imparting any skill, knowledge or education, or development of course content, or any other knowledge-enhancement activity, whether for the students or the faculty, or any other services which educational institutions ordinarily carry out themselves but may obtain as outsourced services from any other person including services relating to admission to such institution, conduct of examination, catering for the students under any midday meals scheme sponsored by the government, or transportation of students, faculty or staff of such institutions

Opportunities for private participation

The government of India has consistently emphasised the development of science education in the country. There has been increasing budgetary allocation over the various plan periods for higher and technical education. Between the 1st and the 6th Five Year Plans, there was a 20-fold increase in allocation (from 38 crore INR to 764 crore INR) for higher and technical education. Similarly, there was a 12-fold increase between the 6th and 10th Plans (8,877 crore INR) and a 9-fold increase between the 10th and 11th Plans (84,943 crore INR). The 12th Five Year Plan has proposed an outlay of 184,740 crore INR. The share of higher education in the total budgetary allocation for education is 11.89%, while the share of technical education is 4.78%. The 12th Plan approach paper has set a target of spending 25% of the total budget on higher and technical education. Similarly, the approach paper also mentions a target of spending 1.0% of GDP on higher education and 0.5% of GDP on technical education.

Yet these allocations will not be sufficient to expand access to quality higher education across the country. India needs over 150 billion USD worth of investments in the higher and technical education, over the next decade. The government of India (as well as many states) has recognised the need and importance of private-sector participation to meet the overall demands in the higher and technical education sector. In the past few years, the government is also facilitating the adoption of various public-private partnership models.

In the PwC report titled *'Emerging opportunities for private and foreign participation in higher education'* in July 2010, it was anticipated that the private sector could, and would, participate in the delivery of higher education through the following channels:

Directly running universities on a not-for-profit basis

This is the route through which the private sector has traditionally participated in the higher education sector. Both small and large industrial houses, as well as their promoters acting in their individual capacities, have established trusts and other non-profit bodies to build and run universities and institutes in accordance with the current regulations governing the higher education sector. However, the reliance on philanthropy as opposed to true investment has restricted this form of capacity addition.

Delivering educational services on a for profit basis to students

Responding to the opportunities for providing a variety of services both as standalone enterprises as well as to formal educational institutions, a large number of entrepreneurs have entered this sector focusing on training, skill development, and employability enhancement – areas that are outside the ambit of regulations governing education. This chapter will focuses on the various sub-sectors within the education industry that have witnessed private investments/deal activity

The PPP model in education

The K.B. Pawar Committee constituted by the University Grants Commission (UGC) has recommended the following four models of PPP in higher education:

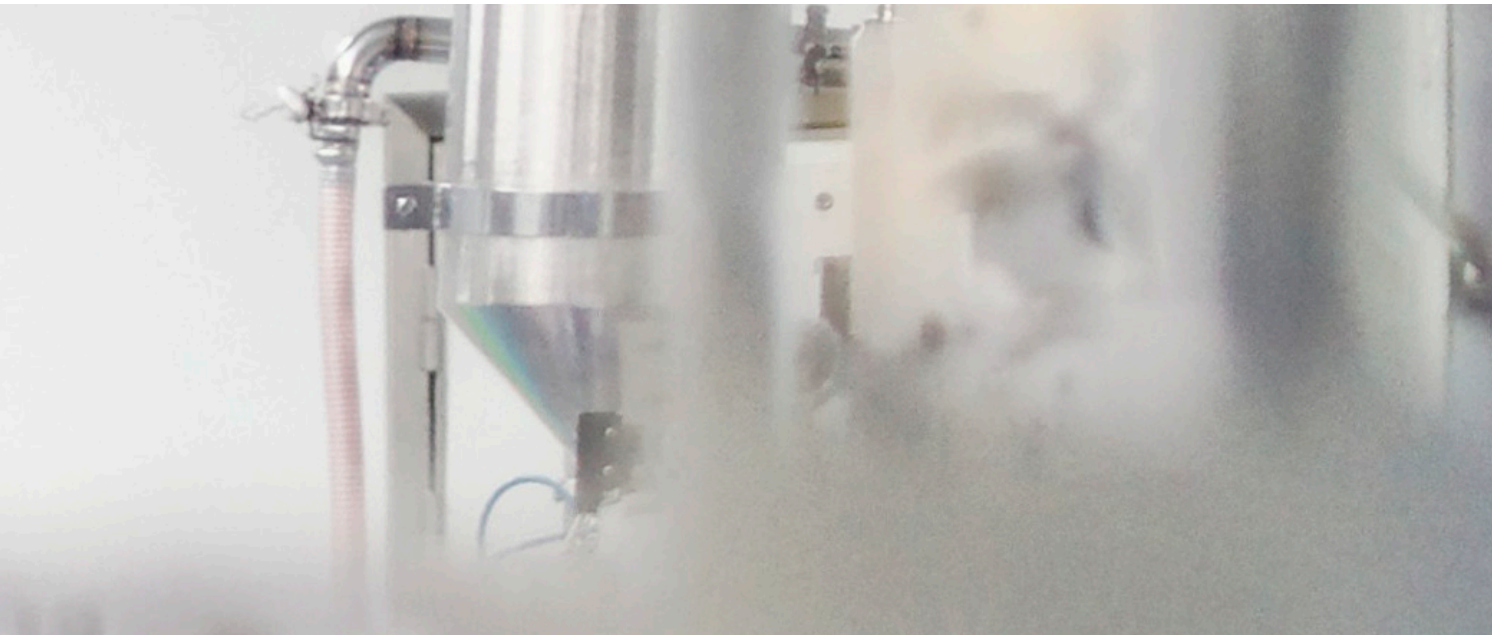
Model I – Basic infrastructure model
The private sector invests in infrastructure while the government retains the responsibility for operations and management of the institutions and makes annualised payments to the private investors.

Model II – Outsourcing model
The private sector invests in the infrastructure and also has the responsibility of operations and management of the institutions, while the government pays the private investors for the specified services.

Model III – Equity or hybrid model
Investments in infrastructure are shared between the government and the private sector, while operations and management are with the private sector.

Model IV – Reserve outsourcing model
Government invests in infrastructure and the private sector takes the responsibility of operations and management.

While there has been considerable amount of experimentation with some success stories in school education and in the vocational-education and skill-development sectors, very few PPP models have been tried out in the field of higher education. In this sector, government-aided institutes are one of the conventional forms of PPP. However, their impact has been felt primarily in addressing issues of access and expansion, with limited or no impact on quality. The government of Assam has recently attempted a lease-based approach for

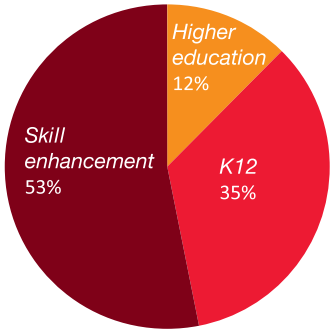


establishing an engineering institute, and the government of Kerala is in the process of establishing a professional institution under the PPP model. At present, the higher education department has initiated a new PPP scheme for setting up 20 IIITs. MHRD has already announced establishing 14 Innovation Universities, mainly through the PPP model.

Investment overview

The developments in the past two years corroborated the predictions in the earlier PwC report that private investments will flow into innovative services delivered to formal educational institutions as well as directly to students through legitimate for-profit entities. The private sector participation has predominantly been involved in training and providing a variety of services to students and educational institutions, mainly because these segments are not covered by regulations that restrict profit making or distribution.

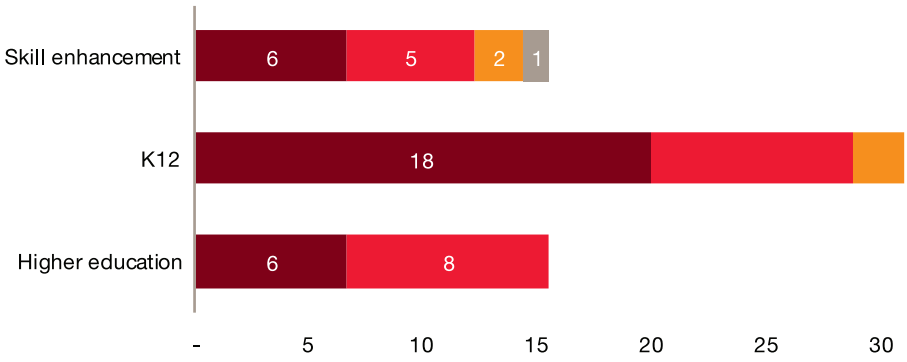
Investments in education sector in 2010 and 2011 (1281 mn USD)*



Note: The above values are based on the deals whose values were available. The graph does not exhaustively represent the deals in 2010 and 2011

Source: Mergermarket, Emerging Markets Information Service, PwC analysis

Number of transactions in the education sector in 2010 and 2011



Source: Mergermarket, Emerging Markets Information Service, PwC analysis

While the primary and secondary education segment witnessed the highest number of transactions in 2010 and 2011, some large transactions took place in the skill enhancement segment (such as Cox and Kings' strategic outbound deal with UK-based Holidaybreak worth 520 million USD), resulting in this segment accounting for 55% of investments. No strategic cross-border transactions were witnessed in the tertiary education sector. However, the sector witnessed the highest number of transactions in the strategic domestic category.

In the first eight months of 2012, there have been an additional 23 M&A and private equity (PE) transactions in the education sector with a total value of 218 million USD recorded across 20 transactions. In addition, there was one IPO – that of MT Educare – in April 2012.

Tertiary and higher education sector

Over the last two years, tertiary education has witnessed a fair amount of activity. This includes increasing interest among foreign universities to invest in India, increasing investments by private equity funds in vocational training and ancillary services segment, and setting up of new institutes and universities by individuals and industrial houses. Further, the union cabinet has also given its nod for the merger of two government schemes – the National Mission on Education through Information and Communication Technology (NMEICT) and National Knowledge Network (NKN).

There have been several investments in the higher education sector primarily through 'not-for-profit' and 'for-profit' routes.

'Not-for-profit' route

As stated earlier in the overview section, the number of institutes has nearly doubled from around 16,800 to about 33,000 at a CAGR of more than 11% between 2004-05 and 2011-12. The student enrolment numbers, during the same period, have also increased from 10.6 million to 16.9 million approximately at a CAGR of around 8%. Although non-profit entities have continued to invest in higher education and set up new institutions, such institutions are primarily facing following two issues.

Quality issues

Many new institutions are under-funded or established by inexperienced promoters. As a result, the quality of education provided can vary across institutions. Graduates of many institutions find it difficult to find employment due to the poor quality of education being imparted; as a result, students tend to gravitate towards a few recognised institutions. While leading institutions, for most disciplines or programmes, attract multiple applications per available seat, others often find it difficult to fill their available capacity and an increasing number of professional institutions have closed in the past three years. News reports indicate that 138 institutes applied for approval to discontinue operations since the beginning of 2012.

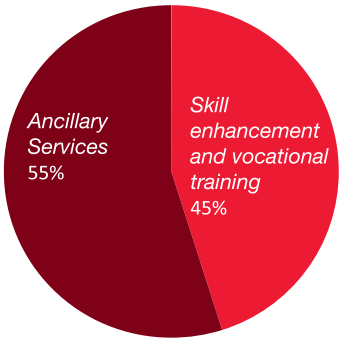
Debt funding

Non-profit entities are allowed to raise debt to fund their infrastructure investments. However, since the assets are typically held in charitable trusts and other non-corporate entities, their use as collateral is restricted and banks are sometimes unwilling to lend large sums of money to these entities.

'For-profit' route

The 'for-profit' route witnessed a total of 14 transactions in 2010 and 2011 ranging between 10 million and 40 million USD. Investments through the 'for profit' route can be classified into ancillary services and skill enhancement and vocational training. While investors demonstrated more interest in ancillary services with 11 of the 14 transactions, the skill enhancement and vocational training segment witnessed some large transactions increasing its share of investment over the two-year period to 45% by value.

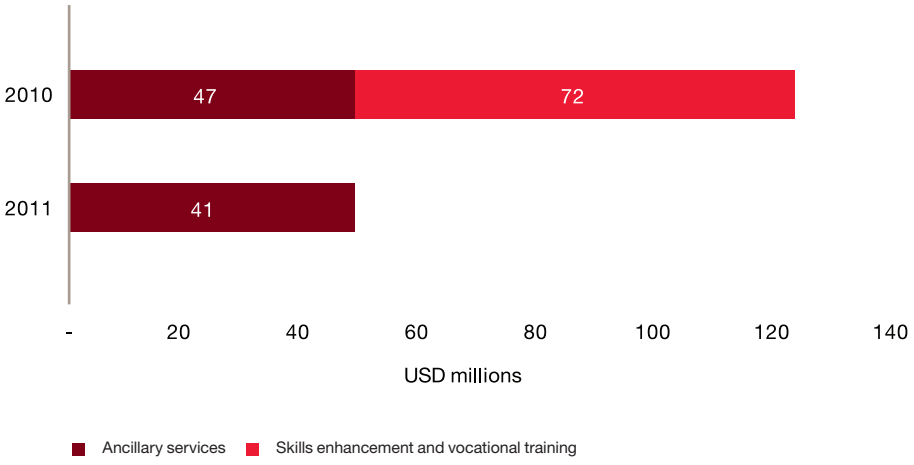
Investments through 'for profit' route in 2010 and 2011 (159 mn USD)*



Note: The above values are based on the deals whose values were available. The graph does not exhaustively represent the deals in 2010 and 2011

Source: Mergermarket, Emerging Markets Information Service, PwC analysis

Investment trends in higher education in 2010 and 2011



Note: The above values are based on the deals whose values were available. The graph does not exhaustively represent the deals in 2010 and 2011

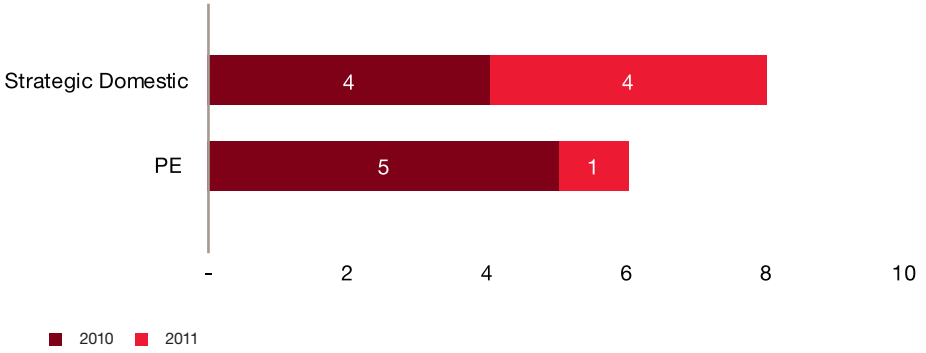
Source: Mergermarket, Emerging Markets Information Service, PwC analysis

Ancillary services continued to attract investments. There were five transactions in 2011 worth 41 million USD and six transactions in 2010 worth 47 million USD that focused on ancillary services including technology, teaching aids, coaching and content. This trend has continued this year, with nine investments worth 14 million USD taking place till August 2012.

The ancillary services segment has witnessed active participation by both PE and strategic players, with investments being made in test preparation platforms, multimedia and other services in the last two years. In ancillary services, PE investors have invested in scalable business models to help them build presence across segments in the education space spanning from K-12 to higher education. Ancillary services businesses providing a range of services to private institutions and universities have also attracted some PE interest as there is a demand-supply gap in the higher education space and successful players have an opportunity to grow rapidly. The lack of major players in the vocational training space has limited private equity investments in this space. Investment by Premji Invest in Manipal Education was one of the few large transactions in that space. Manipal, however, has a highly diversified portfolio of businesses across the education sector. Sequoia's investment in Edusys, a provider of IT certifications, has been, at 7.5 million USD, one of the larger transactions in education in 2012. Strategic investments into skill enhancement and vocational training institutes have been driven by companies attempting to broaden their offerings in the tertiary education space and targeting a larger number of functions and industries.

Strategic investors have also shown an interest in highly focused businesses that enable them to scale up either vertically or horizontally; for example, Educomp Solutions' deal with Gateforum catering only to GATE preparation.

Number of deals by type of investor in 2010 and 2011



Source: Mergermarket, Emerging Markets Information Service, PwC analysis

Opportunities for foreign universities in India

While 100% FDI in companies engaged in higher education is allowed under the automatic route, regulatory issues have constrained the actual flow of FDI. The 'not-for-profit' principle and lack of clarity on existing regulations are the major bottlenecks.

The foreign educational institutions (Regulation of Entry and Operations) Bill, 2010 which was introduced with a view to regulate the entry and operation of foreign educational institutions seeking to impart higher education, is still pending before the Indian Parliament for the past two years. Accordingly, as an alternate route, the UGC recently gave an in principle approval to regulations on twinning arrangements as discussed in the earlier part of the report. The AICTE has also prescribed regulations for foreign universities undertaking twinning programmes.

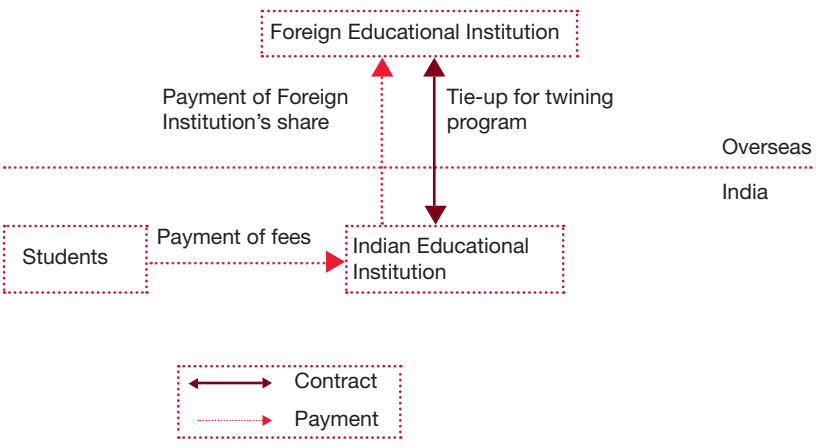
The aforesaid regulatory environment has encouraged foreign universities to look for twinning arrangements with Indian educational institutions. This may be the reason for the exponential growth in the number of twinning arrangements forged between Indian institutions and foreign universities in recent times in India, as also the huge interest being shown in this area.

Keeping in consideration the parameters of the extant regulatory regime, there are a variety of opportunities for foreign universities in India. The following list, though not exhaustive, illustrates the different models that exist. It is based upon our experience in the sector as well as media reports:

- Tie-ups with Indian educational institutions for twinning programmes
  - There could be several variations of twinning programmes. Generally, a twinning arrangement operates with a student undertaking a study course at an institution in India for a prescribed period and then subsequently spending equivalent time in the overseas institute.
- Tie-ups with Indian educational institutions for providing services
  - Foreign universities can enter into tie-ups with Indian educational institutions for providing expertise and services like faculty for teaching, curriculum, affiliations, etc.
- Tie-ups with Indian educational institutions for distance education programmes
  - Another common mode of operation is the e-learning or the distant education programme offered by many foreign universities to Indian students. Here, foreign universities deliver their teaching, often on an individual basis, to students who are not physically present in a traditional educational setting such as a classroom, using technologies like the Internet. Distance education in India is regulated by the Distance Education Council, which was established under the Indira Gandhi National Open University Act, 1985.
  - Setting up entity in India or entering into arrangements with Indian parties for assistance with student recruitment activities – where the objective is to attract students from India and encourage them to enrol with the overseas universities
- Tie-ups with Indian educational institutions for student exchange programmes
  - With an intention to enhance cross-cultural exposure and so as to provide a global perspective to students, these programmes encourage Indian students to spend short time periods generally ranging from two weeks to a term or semester at the campus of a foreign university.
- Tie-ups with Indian educational institutions for faculty exchange programmes
  - These programmes are devised with the intent of enabling the teaching staff to teach or conduct research for short periods at the campus of the counterpart university or institute. This is often a win-win situation for both the institutions as the teaching staff can benefit tremendously from exposure to a culturally varied and diverse faculty make-up, with an opportunity to exchange ideas and observe a variety of styles.
- Tie-ups with Indian educational institutions for joint research programmes
  - The purpose of these programmes is to advance collaborative research between excellent researchers in

foreign universities and Indian institutes, while providing opportunities for young researchers to hone their skills. These programmes are typically carried out in cooperation with overseas science-promotion organisations so as to respond to the global development of scientific research activities.

India has a fairly liberated economy with no regulatory restrictions on payments made outside India for services. Thus, there is a great opportunity for provision of innovative services. Given the lack of infrastructure and severe competition for quality education, amongst others issues, there is a large and rapidly growing market for coaching and tutoring services imparted through new and innovative means, particularly the Internet. Another recent trend that is catching up is that Indian companies are increasingly looking to outsource skill-training activities to specialised institutions abroad. An illustrative operating model used by some foreign universities in relation to courses offered in India has been enumerated below:



Any operating model proposed to be adopted by the foreign universities has to be cautiously designed to ensure that it is regulatory compliant and tax optimised. Usually, the foreign universities are exempt from paying tax and hence all tax outflows tantamount to cash outflows. It is important to determine the tax status of the university in India, eligibility of the claim of tax treaty benefits, taxability of incomes earned from India, amongst other issue, while planning any arrangements with Indian parties.

There can also be tax issues around unincorporated joint ventures in case of programme tie-ups or joint programmes. Unincorporated joint venture is a unique concept under the Indian tax law. It is typically characterised by two or more persons coming together with the intention of producing income by a common action (amongst others). It is treated as a separate taxable entity for Indian tax purposes and may have adverse tax implications including exposure of unavailability of tax treaty benefits, higher tax rate (as high as 40% on net basis) on the entire income of joint venture.

India offers a huge opportunity to foreign universities for collaboration in various areas, and the regulatory environment is expected to be more conducive towards foreign universities entering India. The need of the hour is to plan an operating model that is tax efficient and regulatory compliant from an India perspective so that any potential adverse exposures in India are mitigated.

Mechanics – Roles of the two parties

- *Twining program of 2 years: 1st year in India and 2nd year overseas*
- *Degree to be awarded by Foreign Educational Institution at end of program, overseas*
- *Faculty for teaching: of both Foreign Educational Institution and Indian Educational Institution*
- *Services of Indian Educational Institution availed for collection of fees from students and remittance overseas*

Technology trends

Governments and educational institutions are looking for innovative ways to increase access to higher education and improve the quality of their programmes and courses in a bid to improve their competitiveness. Given the resource and physical constraints in expanding the conventional education infrastructure, the government is increasingly looking at technology as a means for expanding access as well as maintaining quality. While the positive impact of information and communication technology (ICT) in the areas of delivery and collaboration has been long established, higher educational institutes are increasingly experiencing the benefits of using IT tools for student and administrative management.

Key trends in usage for ICT in higher education:

Some initiatives underway to promote ICT in the higher education sector in India are as follows:

- *Content adaptation (including personalised learning)*
  Creation of high-quality interactive simulation environment such as (i) the impact of plastic on environment in the long run, (ii) simulation for the Indian environment, culture and language, (iii) global warming, (iv) the effect of population increase, and (v) online labs (Olabs) for school lab experiments. Such content is increasingly being adapted and included in curriculums as a part of e-learning, to increase the reach and penetration.
- *Cloud solutions*
  E-learning solutions combined with cloud solutions are increasingly being used to enhance the use of advanced web based tools at an affordable cost.
- *Open educational resources (OER)*
  ICT can also be used for locating the right content. The focus should be set towards quality, standards, accreditation of e-learning courses and industry acceptance to enable the learner to gain employment opportunities. Groups working extensively in the area of open source and open content will play a crucial role in e-learning in the future
- *Low-cost tablets*
  The Aakash initiative was launched in 2010. Such low-cost access devices are welcome and will enable the students to undertake e-learning

Some success stories of ICT

Symbiosis Centre of Distance Learning (SCDL)[5]

- With over 200,000 active distance learners, the Symbiosis Centre of Distant Learning (SCDL) faced many constraints and challenges in trying to deliver education to students across India and in other countries.
- SCDL experimented by introducing two learning aids, namely, e-learning courseware and pre-recorded lecture DVDs. Both were developed in-house. Over the past six years, SCDL has pioneered the development of such ICT-based learning tools which have benefited the student community.
- A recent survey of over 16,000 SCDL students found such modern technology-based learning aids useful and interesting. The e-learning courses act as supplementary learning tools and form an integral part of blended learning programmes. The e-learning courses are interactive and based on case studies, examples and scenarios, thereby providing an enjoyable learning experience for students.
- The courses are available both through the SCDL website as well as on CDs for those who may not have access to the Internet. They are popular learning aids as they enhance understanding of the subject matter rather than reiterating theory or definitions. The SCDL E-learning Department develops these high quality e-learning page courses with the help of subject matter experts.
- SCDL has capitalised on ICT to address and overcome constraints and challenges. The outcomes and impact of the various approaches and solutions have yielded the following results:
  - Student-satisfaction ratios have increased.
  - Drop-out rate amongst distant learners enrolled with the institute has decreased.
  - Student data related to academics, fees and administration can be tracked accurately.
  - Relevant data to assist management in taking key decisions can be easily provided.
  - Costs and overheads associated with manpower, administration, etc. have been reduced.

5 UNESCO Bangkok (Asia and Pacific Regional Bureau for Education): ICT for higher education: Case studies from Asia and the Pacific http://www.icde.org/filestore/Resources/Reports/ICTforHEUNESCO.pdf

ICT infrastructure and knowledge management at the Indian Institute of Management, Calcutta (IIMC)[6]

- For a higher education institute located in one of the biggest cities in India, IIMC has a fairly large campus of approximately 130 acres. The setting demands a dedicated team of professionals to provide and maintain good ICT resources and their coverage. The ICT environment on campus has multiple layers. At the simplest level are the computers and related hardware in faculty offices, labs and student hostels. At the second layer is the information exchange mechanism through the telephone system and the Internet. Classroom infrastructure is the third component.
- Elite higher education institutions in India are increasingly grappling with two major problems. First, their financial reliance on the government has been reduced and second, they have to reach out to the masses. There is usually a direct trade-off between finances and expansion for social inclusivity, since higher education is typically very expensive in terms of human, operational and capital expenditure.
- IIMC has found ICT to be very effective in dismantling this trade-off and turning it into a positive relationship. The embodiment of this newer format of curriculum delivery and revenue generation are the long duration programmes (LDPs).
- LDPs are long-distance programmes in which the IIMC faculty members teach management theories to students dispersed throughout the country. Students are linked to each other and the professor in a virtual classroom. The ICT backbone and infrastructure is provided by third-party vendors. The duration of the LDPs is approximately one year. Unlike the regular postgraduate programmes conducted on campus, these are designated as certificate courses, i.e. they do not grant diplomas as in the main residential programmes, and thus have lower market value. Nevertheless, the LDPs are very popular among working professionals to whose needs they are tailored.
- The model was a pioneering effort by IIMC, and its structural and operational aspects make it an interesting study. The institute itself does not have the technological wherewithal to run the programmes independently, so vendors provide the ICT infrastructure on a revenue-sharing basis.
- Further, IIMC does not oversee the marketing of the LDPs at all, which is completely the responsibility of service providers. This arrangement takes into consideration the additional human resources that IIMC would have required otherwise.

6 UNESCO Bangkok (Asia and Pacific Regional Bureau for Education): ICT for higher education: Case studies from Asia and the Pacific http://www.icde.org/filestore/Resources/Reports/ICTforHEUNESCO.pdf

Key challenges of ICT usage in higher education

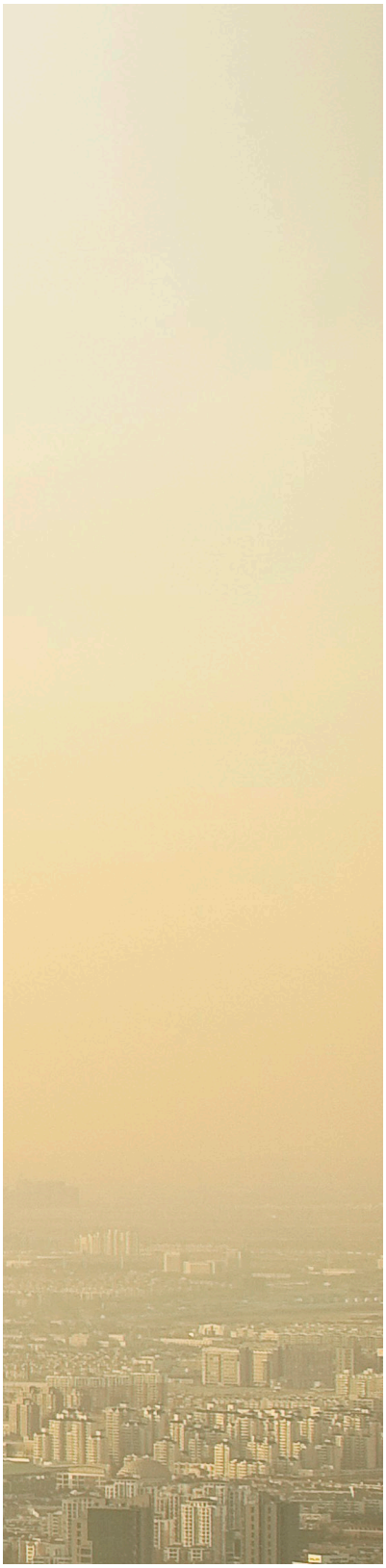
While there is an upward trend in acceptance of ICT in higher educational institutes, India still has to traverse a long path. Typical challenges of ICT usage in higher education are as follows:

- *Absence of effective e-content in regional languages*
  Most of the content available is in English or Hindi. India is a country with more than 20 major languages. Regional language computing continues to be handicapped due to the absence of script-level and font-level standardisation. As a result, the availability of e-content in regional languages is limited.
- *Low penetration*
  ICT in higher education institutes is largely limited to Tier I cities or major central or state government institutes. There is very little usage of ICT infrastructure in rural areas and Tier II and III cities.
- *Lack of ICT infrastructure in majority of higher education institutes in the country*
  Major central and state government institutes and some leading private institutes have set up excellent ICT infrastructure in the country. With wireless access in campuses, 1:1 student-computer ratio and access to online databases, these institutes are the leaders in ICT usage in the country. However surveys have shown that such institutes are in a minority. A large majority of the institutes are severely lacking in ICT infrastructure. Coupled with low level of Internet penetration in the country, majority of the institutes are yet to benefit from ICT usage.

- *Funding*
  Budget constraints have led to limited implementation of ERP or student lifecycle management systems in higher education institutes. Many institutes have not been able to measure benefits from implementation of IT applications for administrative functions.

As shown above, it is quite clear, that the development and increasing use of ICT in education is facing many challenges. However, one can transform these hurdles into opportunities by giving top priority to the development of ICT and telecommunication infrastructure (computers with internet access and broadband connectivity) in order to provide universal and affordable access to information to people and institutions in all areas of the country. The government can achieve this aim as follows:

- *Development and research in mobile education*
  With such a huge penetration of mobile network in India, this will be an effective media for disseminating education to the distant corners.
- *Government funding to increase connectivity*
  Apart from the National Knowledge Network (NKN) connecting all universities and institutions, other modes like broadband should be promoted so that all panchayats are connected and every student can avail virtual classrooms.
- *Quality in education*
  Reputed Private firms can partner with National Assessment and Accreditation Council (NAAC) to create quality benchmarks and provide accreditation
- *Central repositories*
  Portals should be created where education institutes can upload authenticated examination results, students' information, and details of subject and courses. These portals can be accessed by any parent to get first-hand information on future education for their children.
- *e-text books*
  Publication of high quality e-text books and e-journals should be given to three or four agencies on a public-private partnership model.



Glossary

AICTE	All India Council for Technical Education
AISHE	All India Survey on Higher Education
BCI	Bar Council of India
CAGR	Compound Annual Growth Rate
CAPEX	Capital Expenditure
CBSE	Central Board of Secondary Education
CII	Confederation of Indian Industry
DCI	Dental Council of India
DGET	Directorate General of Employment & Training
FCRA	Foreign Contribution Regulation Act
FDI	Foreign Direct Investment
GATE	Graduate Aptitude Test in Engineering
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
HRD	Human Resource Development
IB	International Board
ICAR	Indian Council of Agricultural Research
ICT	Information and communications technology
IIIT	International Institute of Information Technology
IIMC	Indian Institute of Management, Calcutta
ISCE	Indian School Certificate Examinations
ITC	Industrial Training Center

ITI	Industrial Training Institute
LDP	Long Duration Programmes
LLP	Limited liability partnership
MCA	Ministry of Corporate Affairs
MCI	Medical Council of India
MHA	Ministry of Home Affairs
MHRD	Ministry of Human Resource Development
MoU	Memorandum of understanding
NAAC	National Assessment and Accreditation Council
NBA	National Board of Accreditation
NCI	National Cancer Institute
NKN	National Knowledge Network
NMEICT	National Mission on Eduction through Information and Communicaton Technology
NVEQF	National Vocational Education Qualifications Framework
OER	Open educational resources
PPP	Public Private Partnership
SCDL	Symbiosis Center For Distance Learning
UG	Under Graduate
UGC	United Grants Commission
UPA	United Progressive Alliance
USD	United States Dollar

PwC value proposition

Your requirements	*What PwC brings*
Demand Assessment & Feasibility studies • Market assessment & feasibility analysis • Project Viability/ Business Models • Implementation Plans	• PwC has worked with national and international governments, multilateral agencies, and private sector partners in conducting large scale evaluation and assessments and developed specialized tools and methodologies to conduct quick turn around studies. We also bring long years of experience in preparing detailed project viability reports, monitoring & evaluation tools, feedback & control systems.
Joint venture partner search • Financial / Technical	• PwC has extensive experience in assisting clients to identify suitable JV partner. Our financial advisory services team through its strong industry expertise and competencies has successfully executed large deals in the past.
Transaction support • Due diligence of JV partner (Financial, Legal and Tax) • Collaboration Agreements	• We have worked alongside clients over many years to provide financial, legal and tax due-diligence on transactions. Our approach to due diligence and related transaction advisory services is tailored depending on our clients' objectives and rationale for "doing the deal". • We have an in-house legal team which would draft the collaboration and related agreements and help with finalization of the same based on negotiation discussions for which we would also provide support
Implementation assistance • Structuring • Entity registrations • Regulatory Approvals • Tax compliance and litigation	• We have an established team of tax and regulatory experts who can provide advice on tax efficient and regulatory compliant structuring of operations. Our regulatory experts will provide complete handholding support in entity registration (Trust, Society, Sec 25 company) and obtaining regulatory approvals from AICTE, UGC and statutory authorities such as Bar Council of India, Medical Council of India etc. Our team has developed excellent relationships with various Government bodies.
Information Technology Enablement • ERP Implementation like PeopleSoft, Microsoft and SAP • Training to ensure "Industry readiness" of students • Content management and archiving system • Data security, mining and MIS	• PwC brings expertise and experience in implementation of campus solutions (Peoplesoft, MS SAP) and customising solutions to meet the specific needs of an educational institution. PwC has rich experience of working with global educational institutes to successfully execute Information Technology engagements. PwC's service offerings cover all aspects of a business enterprise and over the years alliances with leading vendors in the ERP, IM, ESB, SOA and BPM market space have proved invaluable for our clients

Your requirements	*What PwC brings*
Policy, Vision and Strategy • Sector and Institutional Vision • Sector Policy, HR Policy, Training Policy, etc. • Concept Institutions, Centres of Excellence, etc. • Sector Strategy, Programme Strategy, Institutional Strategy, etc.	• PwC is well versed in enabling clients and stakeholders to think beyond the usual, and facilitate conceptualising and envisioning a competitive future. PwC develops operational strategies and supports in effective implementation. PwC also supports clients in developing policies and programmatic interventions that enable 'performance excellence'
Reform and Restructuring • Sector Reforms • Institutional Reforms and Restructuring • Process Re-engineering • Governance Reforms, Management Information System, etc.	• PwC supports its clients to build on its 'founding principles' while enhancing its 'responsiveness' to the emerging opportunities and evolving challenges, through 'reformation', 'reengineering', 'automation' and 'innovation'. PwC helps strengthen processes, procedures and reporting.
Public-Private Partnerships • Opportunity Assessment • Business to Government (B2G) Services • Bid Process Management	• PwC has long-experience of advising Governments and Private Sector Corporates on collaborative initiatives. We have extensive experience in providing end-to-end solution in facilitating partnerships.
Monitoring, Evaluation and Learning (MEAL) • Field Studies and Surveys • Baseline Assessment Studies • Mid-term and Ex-post Evaluations • MEAL Framework Development • MEAL System Development	• PwC has expertise in developing comprehensive monitoring and evaluation frameworks, setting up monitoring systems and operations. PwC has extensive experience of conducting field studies and surveys, capturing expectations and experience of stakeholders, and in measuring impacts of institutional and programmatic interventions.

About CII

The Confederation of Indian Industry (CII) works to create and sustain an environment conducive to the growth of industry in India, partnering industry and government alike through advisory and consultative processes.

CII is a non-government, not-for-profit, industry-led and industry-managed organisation, playing a proactive role in India's development process. Founded over 117 years ago, it is India's premier business association, with a direct membership of over 7100 organisations from the private as well as public sectors, including SMEs and MNCs, and an indirect membership of over 90,000 companies from around 250 national and regional sectoral associations.

CII catalyses change by working closely with government on policy issues, enhancing efficiency, competitiveness and expanding business opportunities for industry through a range of specialised services and global linkages. It also provides a platform for sectoral consensus building and networking. Major emphasis is laid on projecting a positive image of business, assisting the industry to identify and execute corporate citizenship programmes. Partnerships with over 120 NGOs across the country carry forward our initiatives in integrated and inclusive development, which include health, education, livelihood, diversity management, skill development and water, to name a few.

The CII theme for 2012-13, 'Reviving economic growth: Reforms and governance,' accords top priority to restoring the growth trajectory of the nation, while building global competitiveness, inclusivity and sustainability. Towards this, CII advocacy will focus on structural reforms, both at the centre and in the states, and effective governance, while taking efforts and initiatives in affirmative action, skill development, and international engagement to the next level.

With 63 offices including 10 centres of excellence in India, and seven overseas offices in Australia, China, France, Singapore, South Africa, the UK, and the US, as well as institutional partnerships with 223 counterpart organisations in 90 countries, CII serves as a reference point for the Indian industry and the international business community.

About PwC India

PricewaterhouseCoopers Pvt Ltd is a leading professional services organisation in India. We offer a comprehensive portfolio of Advisory and Tax & Regulatory services; each, in turn, presents a basket of finely defined deliverables, helping organisations and individuals create the value they're looking for. We're a member of the global PwC Network.

Providing organisations with the advice they need, wherever they may be located, PwC India's highly qualified and experienced professionals, who have sound knowledge of the Indian business environment, listen to different points of view to help organisations solve their business issues and identify and maximise the opportunities they seek. Their industry specialisation allows them to help create customised solutions for their clients.

We are located in Ahmedabad, Bangalore, Bhubaneshwar, Chennai, Delhi NCR, Hyderabad, Kolkata, Mumbai and Pune.

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AK 410 - October 2012 Taking stock: A sector wide scan of Higher Education in India.indd
Designed by: PwC Brand and Communications, India