



# The Tech Tale Of Progression - Need For Academic Collaborations And Tie-Ups

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## ARTICLE INFO

## ABSTRACT

The pace of internationalization is rapidly rising thanks to unfettered communication channels and affordable travel. To take advantage of the potential this presents, institutions all around the world are establishing international partnerships and developing relationships with other universities. International collaboration in higher education fosters knowledge growth, open transfer of ideas, and enduring connections between institutions of higher learning. Collaborations between international and Indian educational institutions have definite advantages. Two major shortcomings in India's current educational system have to be corrected for the New Education Policy (NEP) 2020 to succeed. The first is flexibility in terms of subject options, course length, organization, and other factors. The second involves integrating top-tier foreign institutions and resources into Indian society. In this context, the researcher wants to discover what edupreneurs think about these partnerships and collaborations and wants to promote them throughout all of their universities. Therefore, the researcher takes 245 sample edupreneurs from four sides of India which states contain the highest private universities as of 25-01-2023 i.e., Gujarat (West side), Rajasthan (North side), Karnataka (South side), Jharkhand (East side). He gathers their perspectives on the necessity of academic partnerships (both national and international) and tie-ups for Indian higher education using a questionnaire and analyses their opinions through factor analysis, multiple linear regression analysis, and ANOVA.

**KEYWORDS:** Higher Education, Private Universities, Academic Collaborations, Tie-ups

## 1. INTRODUCTION:

India is a nation that ranks well in the pursuit of education. It is working to overtake the top position in the industry while reforming it and incorporating new developments that offer it a tough competitive edge over institutions across the world and standards of teaching. This is followed by giving students greater control over their education and equipping them with a system that is more organized and capable of assisting with employment progress. The educational system is becoming more aware of the conventions of communicating with students and effectively transferring knowledge in a world where change is the only constant.

Educational institutions are becoming more aware of the need to rethink teaching methods and learning environments to accommodate a variety of cultural perspectives. Due to the pandemic's disruption and the effects of digitalization, the existing situation is changing. Distances have shrunk, facilitating greater dialogue among people from different backgrounds. Thus, to keep up with the modern system, it is essential to restructure the education system and bring back the maxim "Think global; act local."

Let's discuss academic alliances and partnerships in greater detail.

### Different types of Partnerships:

#### a) Academic Tie-Up:

The University Grants Commission (UGC) permitted academic cooperation between Indian and international educational institutions in the year 2022. Three different degree options will be available via the cooperation.

- *Dual Degree*: In a dual degree program, the candidate studies a topic for a degree in that subject from both an Indian and a foreign institution.
- *Joint Degree*: The curriculum is created by both partner universities, and up to 30% of the coursework may be performed abroad.
- *Twinning Programme*: The degree is completed in two halves, with the first half taking place at an Indian university and the second half abroad. The percentage of credits from international colleges will not exceed 30%.

#### b) International Collaborations:

Academic institutions can work with other organizations or higher education institutions on several international activities, programs, or projects. These are well explained:

- *Exchange Programmes*: There are different standards and considerations to consider for faculty, graduate, and undergraduate exchange programs.
- *Collaborative Education Initiatives*: These initiatives can promote faculty research cooperation, boost universities' profile in other nations and with other international institutions of higher learning and provide chances for student recruitment. Any of the following options may be taken into consideration by academic institutions to broaden their global engagements. The table below provides a detailed explanation of them.

**Table 1: Different types of Collaborative Programs**

Types of dual/joint degrees:		
<i>Dual undergraduate degree (2+2)</i>	<i>Dual master's degree (1+1)</i>	<i>Joint degrees</i>
Concurrent enrollment in undergraduate programs, with specified courses counting toward degrees conferred by both the institutions. Students must complete at least 50% of all credit hours required for the degree while in residence University.	Concurrent enrollment in master's degree programs, with specified courses counting toward degrees conferred by both the institution.	Only one academic unit offers a joint degree. Concurrent enrollment at any of the partner institutions with specified courses completed at each institution counting toward the established requirements for the joint degree. Students receive one diploma.
Types of cooperative education (transfer) programs:		
<i>Undergraduate transfer</i>	<i>Undergraduate master's (3+2)</i>	<i>Undergraduate master's (4+1)</i>
Students complete one or two years at their home institution and transfer to a Foreign University for completion of an undergraduate degree. Students must complete at least 50% of all credit hours required for a degree at Foreign University.	Students complete three years at their home institution and transfer to Foreign University for completion of a master's degree.	Students transfer graduate level credits to completed in the fourth year at their home institution and finish the remaining credits for a master's degree at Foreign University.

**Table 2: Other types of collaborative education programs**

*Visiting Student Programs:* Students from an international university spend a semester or academic year at the University as full-time non-degree seeking students or as participants in special short-term programs (for credit or non-credit). Student must be admitted in the University and meet all admissions standards, including English language proficiency.

*Summer Research Experience:* Undergraduate students from a partner institution come to university, typically after their third year, for a research experience, ranging from a six-week summer to a full semester placement, in a lab setting (commonly in the hard sciences, though not limited to those disciplines). Departments and/or labs at University may provide funding for the participating students, or alternatively, require registration in research/internship credit.

*Certificate Programs:* Academic institutions may collaborate with international institutions or organizations for the purpose of offering an existing certificate or designing a new one.

*Micro-credentials:* Academic institutions may offer more targeted “bite size” chunks of supplemental education in collaboration with international institutions or organizations that address an identified skills or knowledge gap in a particular profession or field. This may be stackable, and they may include work-based or experiential learning models.

## 2. REVIEW OF LITERATURE:

The importance of international partnerships and global exposure is crucial for students and universities in this age of globalization. Academicians, writers, and other experts all have a distinct method of explaining this circumstance. Here, the researcher provides a quick explanation of a few of them.

According to Hussein Dr. Abid, (1997), in his article “Report on Launching of Employment Oriented Courses” - he provides the following justifications for the necessity of cooperation for increased job opportunities: The multicultural variety and sensitivity are no longer sufficient to support one's personality or professional growth. The standard protocols, formats, and prerequisites must be understood to build a skill set that is useful not just in India but also internationally. Nearly with 50 central universities, 409 state universities, 127 deemed universities, 349 private universities, and 50,000 colleges and independent institutions, India is home to almost 935 universities. It is prudent for the education sector to ingrain new rules that reflect international recognition. Students may get over geographical limitations and learn from experts around the world thanks to international fellowship programs and collaborations with Indian universities. International alliances help to strengthen the potential pillars of the Indian economy and secure the nation's future by ensuring a seamless transition for aspirants following their passion and choosing their various professions and vocations after completing their education.

Husain, Z.; Pathak, R. D.; & Tripath, S. (1998), in their paper ‘Technological Response of Indian Industry to Globalization and Liberalization’ explain the need for globalization and its thinking. *The idea behind Think Global, Act Local:* In the context of today, this sentence has taken on a new meaning. A student must be able to communicate with individuals from diverse cultures, religions, and nations to function in today's society. To succeed in our quick-paced, ever-shrinking world, a person needs the correct kind of exposure and awareness. Without the proper exposure provided by faculty or an international education, it could be difficult for pupils to study the material on their own. With the motto “Think global, act local,” today's aspirants are better able to recognize the professional and cultural distinctions that exist across borders and learn to appreciate them by choosing a communication style that is acceptable to both participants, maintaining decorum, and keeping their nation's dignity.

Sanat Kaul (2006) in his paper “Higher Education in India: Seizing the Opportunity” enumerated that *Global associations changing the landscape of Indian education*. Although the pandemic epidemic may have initially impacted the education industry, universities have established a path for growth thanks to their rapid thinking

and strategic development. Massive Open Online Courses (MOOCs) are widely available to students nowadays, minimizing any educational lag while also allowing professors and lecturers to update their skill sets to accommodate the new teaching methods. International partnerships are working as a vehicle of collective progress for all three parties, including universities and instructors, the respective nations, and students. They embrace novel techniques and break down conventional barriers.

Jalote, Pankaj, (2013) in his paper “Challenges in Industry-Academia Collaboration”, stated that collaborations as *The tech tale of progression* - Understanding technical variety is just as vital as understanding cultural diversity and internationally recognizable forms. Students need early exposure to the many technologies that different nations are adopting to best fit their way of life. Exposure to the offerings of many nations may be quite beneficial for pupils. For instance, the United States is at the forefront of AI technology, Germany is outstanding in the field of automotive technology, and Russia is far ahead in the field of agriculture technology. Students' education will be fully completed if they get the chance to use these technologies firsthand and collaborate on research and projects with universities across the world. This will allow them to learn about global realities and strategies for improving their own nation's skills.

M.M. Gandhi (2014) in his paper “Industry-academia collaboration in India: Recent initiatives, issues, challenges, opportunities and strategies” explains *The Mixed Approach of collaborations* - International partnerships are paving a new path to progress for everyone by integrating global knowledge with local upskilling and scaling of the national economy. Universities are aiming to collaborate internationally with organizations or instructors to assist students in developing global thinking skills and gaining a broader perspective on life. Students will ultimately prove themselves as competent professionals, and along the way, they may run across various challenges. But with educational institutions supporting global initiatives, students will undoubtedly be far more prepared to handle whatever life throws at them. It is the responsibility of educators to shape students into autonomous, self-assured adults, and worldwide associations support institutions in this endeavor.

The researcher has identified a gap regarding the higher education institutions' requirement for partnerships and cooperation on the national and worldwide levels to offer students an education of the highest Caliber. The researcher tried to obtain the entrepreneurs' opinions in this context to find out about their willingness to implement directly in their institutions. Accordingly, he formulates the study's goals and research questions.

### **3. OBJECTIVE/AIM OF THE STUDY:**

- To study the different types of academic partnerships and their advantages as well as the challenges.
- To study the need for academic collaborations and tie-ups of the higher education institutions/universities in India.

### **4. RESEARCH QUESTIONS:**

- a) What are the different types of partnerships available in the education market?
- b) What is the need for national and international collaborations and tie-ups?
- c) What is the necessity of world-class education for Indian students?
- d) What is the essentiality of the universities to make these partnerships?
- e) How do these collaborations strengthen Indian higher education?

### **5. NEED OF COLLABORATIONS:**

Academic cooperation at the national and international levels provides students and instructors a singular chance for global exposure and intellectual horizon expansion. These partnerships' projected educational cooperation focuses on summer schools, cross-cultural exchange, student and teacher interchange, academic support for doctorate research students, and cooperative research programs. For research and academic cooperation, many institutions and universities seek out their overseas counterparts. These collaborations can help educational institutions strengthen their international ties and pursue shared objectives. The UGC's updated policies have also made it simpler for Indian and international universities to work together on academic projects.

The university benefits from what is excellent for the students. The number of students opting to study abroad is steadily rising, thus it seems to sense that colleges would wish to boost internationalization and draw in more international students. The partnership between Indian and international universities benefits not only the students but also the partner institutions. International academic collaborations provide students access to a wider world. They can interact and share ideas with academics and students from other countries. It fosters a multicultural worldview and broadens one's perspective on issues. These colleges provide advantages to their



students, including placement opportunities with overseas firms. Universities should make investments in cross-cultural university relationships if they want to remain competitive.

## 6. ADVANTAGES OF COLLABORATIONS AND TIE-UPS:

Universities that collaborate internationally benefit everyone, including faculty, students, and the global community. Below is an extensive description of the advantages of international collaboration for universities and students.

**Wide-ranging Subject Knowledge:** Adopting worldwide university partnerships is one of the key traits that attracts applicants from all around the world. This is because they have a better chance to advance their careers through such partnerships. For instance, Sangam University, one of the best universities in Rajasthan, recently collaborated with the National Taipei University of Business, which is a great accomplishment for them. As a result of this collaboration, students now have a better chance to learn more and develop relationships that will be helpful to them in the future.

**Astonishing Learning Chance:** Each university has a distinct goal and vision. It encourages them to forge solid links with other institutions that support student research and excel in other ways. Collaboration between foreign universities is crucial in this situation. It provides incredible learning possibilities for both domestic and foreign students who wish to explore the world through various exchange programs while continuing their education. The learner gains the advantage of learning about and experiencing other people's cultures as a result.

**Programs for an Opportunity to Study Abroad:** Partnerships with foreign universities provide a variety of options for both staff and students. They offer tools for learning about and appreciating culture. Institutions also provide international chances, such as staff exchanges and study abroad programs, which are highly helpful for faster development.

**Talks from Prominent Faculties:** On-campus faculty talks from renowned faculties on contemporary topics are another fantastic benefit that students receive through worldwide collaborative collaborations. The best aspect is that students who participate in seminars and other programs with the cooperating university receive financial help as well.

**Academic and Scientific Advancement:** International university cooperation also makes significant contributions to these fields of study. Additionally, a significant amount of study at foreign universities has focused on long-term health difficulties, environmental challenges, and other problems affecting students' lives. For a student attending that particular institution or university, this is also a huge perk.

**It facilitates student enrollment in two ways:** For domestic students, it provides the chance to travel abroad through any exchange programs that may have been set up, and for students at associated universities, it does the same. Additionally, it helps colleges understand different cultures better, which helps them advertise more successfully in other countries. Additionally, the preparation it provides for life in the working world is perhaps the biggest benefit of pursuing higher education. International collaboration programs support students in the globalized world we live in by enabling them to study, work, and travel abroad.

**Benefits to researchers and, on a global scale:** One in five scientific publications published worldwide include several foreign authors. Academics and researchers are finding it simpler than ever to interact with their overseas colleagues because of the development of communication techniques and the accessibility of international travel, which makes the exchange of academic ideas much easier to plan. Academic and scientific success depends on the capacity to analyze, discuss, and exchange experience. They must be developed via constructively questioning established beliefs and concepts, which is made easier through multinational cooperation. Such collaborations have continuously advanced academia and science.

These are just a few of the incredible advantages of working with top colleges throughout the globe to develop an international partnership that not only helps students advance their careers but also helps them learn new things. Both the students and the professionals teaching there have a lot of opportunities after graduating from such institutions. As a result, if students want to improve their future as well, then should think about these criteria and select the university appropriately.

## 7. CHALLENGES OF FORMING COLLABORATIONS:

In addition to the above-listed benefits Universities have several difficulties while forging partnerships. Here is a basic explanation of those:

Due to how difficult it is to establish university collaborations, only those that have been determined to be long-lasting should be actively pursued. Successful connections take time to build; from knowing each other's organizations' cultures and aims to make sure that their ethics and standards are compatible, it can be difficult to establish a solid bond.

This is even before considering how cooperation may be influenced over time by changes affecting particular colleges (like staffing and financing) or changes affecting nations (like changes to legislation and government). This makes it essential to make sure that any university cooperation can adapt and persist under a range of circumstances. According to studies, successfully building these relationships typically calls for a personal touch. The employees are once more the biggest benefit in this situation.

One study found that staff interactions were the best for fostering connections through meetings, exchanges, and academic events. In actuality, it was found that after the initial contact, the relationship-building process only became more practical, with efficient communication being crucial for success. Regardless of the method used, a partnership's durability is most likely dependent on an alliance of ideas and goals. This entails thoroughly screening the institutions with whom to work and ensuring that everyone involved in the collaboration is on the same at all times.

The researcher gathered representative viewpoints from educators to challenge the aforementioned idea. He establishes the methodology—that is, the questionnaire, sample selection, data collection, and statistical analysis—for that purpose in the following sections.

## 8. METHODOLOGY:

A survey approach was used for gathering primary data from the Edupreneurs and a research questionnaire was used for data collection. The sample was taken from four sides of India which states contain the highest private universities as of 25-01-2023 i.e., Gujarat (West side), Uttar Pradesh (North side), Karnataka (South side), Jharkhand (East side). The questionnaire was designed using a 5-point Likert Scale.

Most of the Private universities are established under trusts. The sample edupreneurs (known as trustees or promoters) have come from different sectors i.e., Academicians, Industrialists, and Corporates. A total of 320 Questionnaires were distributed online to the Edupreneurs who started and ran the private universities in the sample states. Of those, 270 respondents sent their opinions, but they did not respond to all the questions in the questionnaire. Only 245 respondents responded their opinion to all questions. The response percentage is more than 70 which is the acceptable sample. So, the researcher has taken those 245 valid responses to use for analysis purposes. The statistical analysis was done through Factor Analysis which consists of Regression Analysis, ANOVA, etc.

**Table 3: Details of Sample Size**

S. No.	Name of the State	No. of Private Universities (as of 25.01.2023) <sup>1</sup>	No. of Questionnaires distributed	Response %	No. of Sample Respondents
1.	Gujarat	60	129	73%	94
2.	Uttar Pradesh	32	103	76%	78
3.	Karnataka	25	60	75%	45
4.	Jharkhand	16	38	74%	28
	Total	133	320		245

<sup>1</sup> Source: <https://www.ugc.gov.in/oldpdf/consolidated%2olist%20of%20all%20universities.pdf>

**Table 4: Descriptive Analysis of the Demographic Variables of the Sample**

Age		Gender		Education		Experience	
21-30 years	40	Male	186	Primary School	8	1-5 years	60
31-40 years	58	Female	69	High School	13	6-10 years	64
41-50 years	72			Professional Diploma/Certificate	19	11-15 years	46
51-60 years	45			Bachelor Degree	80	15-20 years	39
Above 60 years	30			Master Degree	105	20 and above years	36
				Doctorates	20		
<b>Total</b>	<b>245</b>		<b>245</b>		<b>245</b>		<b>245</b>

**DATA ANALYSIS:**

The below table illustrates the sample respondents' opinions on Academic Collaborations (National and international), and Tie-ups through Higher Education Institutions for world-class education in India.

**Table 5: Opinion of the respondents on Academic Collaborations (National & International), and Tie-ups**

Q. No.	Academic Collaborations (National & International), and Tie-ups	SA	A	N	DA	SDA	Mean
1.	Need to promote collaboration between Indian higher education institutes and top International Institutes.	27 (35.5%)	33 (43.5%)	7 (9.2%)	7 (9.2%)	2 (2.6%)	4.04
2.	Must generate linkage between national research laboratories and research centers of top institutions for better quality and collaborative research.	18 (23.7%)	40 (52.6%)	10 (13.2%)	7 (9.2%)	1 (1.3%)	3.89
3.	There is a need to implement an innovative and transformational approach at the higher education level to make the Indian educational system globally more relevant and competitive.	17 (22.4%)	33 (43.4%)	11 (14.4%)	10 (13.2%)	5 (6.6%)	3.66
4.	Higher educational institutes need to improve quality and reputation.	13 (17.1%)	33 (43.4%)	19 (25.0%)	10 (13.2%)	1 (1.3%)	3.62
5.	Private universities can tie up with reputed international universities through exchange programs.	47 (27.7%)	55 (32.4%)	51 (30.2%)	17 (10.1%)	1 (0.6%)	3.78
6.	Making enterprise education and entrepreneurship programs increases the employability of the graduates.	30 (17.7%)	65 (38.5%)	37 (21.9%)	24 (14.2%)	13 (7.7%)	3.44
7.	Students build stronger relationships and increase mutual understanding through international conferences, workshops, and seminars.	66 (39.0%)	70 (41.4%)	18 (10.7%)	13 (7.7%)	2 (1.2%)	4.09
8.	International tie-ups enable debate and dialogue with other countries of the world.	62 (36.7%)	74 (43.8%)	21 (12.4%)	5 (3.0%)	7 (4.1%)	4.06
9.	For more academic advantage the edupreneures as well as the students are supporting the establishment of private universities through the BOOT model.	51 (30.2%)	82 (48.5%)	16 (9.5%)	17 (10.1%)	3 (1.8%)	3.95

#### Analysis of the opinions on the statements:

Q1. "Need to promote collaboration between Indian higher education institutes and top International Institutes" – 35.5% of the respondents strongly agree and 43.5% agreed, only 11.8% disagreed with the above statement. The mean value of 4.04 indicates that the majority of the respondents' institutions collaborate with top international institutions through course tie-ups, conferences, symposiums, internships, etc.

Q2. "Must generate linkage between national research laboratories and research centers of top institutions for better quality and collaborative research" – 76.3% of the respondents agree with the above statement. 13.2% of the respondents were neutral on this and only 10.5% disagreed with this statement. The mean value of 3.89 indicates that most of the sample edupreneures provide collaborative research with national and international laboratories.

Q3. "There is a need to implement an innovative and transformational approach at the higher education level to make the Indian educational system globally more relevant and competitive" – 22.4% of the respondents strongly agree, 43.4% agreed with the above statement, and only 19.8% disagreed and strongly disagreed with the above statement. The mean value of 3.66 indicates that many of the respondents provide world-class education to the students in their multidisciplinary private institutions.

Q4. "Higher educational institutes need to improve quality and reputation" - 17.1% of the respondents strongly agreed and 43.4% agreed with the above statement. Only 14.5% of the respondents disagreed and 25.0% were neutral on this statement. The mean value of 3.62 indicates that the majority of the respondents provide quality education in their private institutions.

Q5. "Private universities can tie up with reputed international universities through exchange programs" – 27.7% of the respondents strongly agreed and 32.4% agreed with the above statement. 30.2% of the

respondents were neutral, 10.1% disagreed, and 0.6% strongly disagreed with this statement. The mean value of 3.78 indicates that most of the respondents' institutions tie up with international universities with exchange programs.

Q6. "Making enterprise education and entrepreneurship programs increase the employability of the graduates" - 17.7% of the respondents strongly agreed and 38.5% agreed with the above statement. 21.9% of the respondents were neutral, 14.2% disagreed, and 7.7% strongly disagreed with this statement. The mean value of 3.44 indicates that most of the multidisciplinary private universities encourage and give provision to employability to the students through their entrepreneurship education and programs.

Q7. "Students build stronger relationships and increase mutual understanding through international conferences, workshops, and seminars" - 39.0% of the respondents strongly agreed and 41.4% agreed with the above statement. 10.7% of the respondents were neutral, 7.7% disagreed, and 1.2% strongly disagreed with this statement. The mean value of 4.09 indicates that the majority of the sample multidisciplinary private universities build strong relationships between national and international students.

Q8. "International tie-ups enable debate and dialogue with other countries of the world" - 36.7% of the respondents strongly agree and 43.8% agreed with the above statement. Only 3.0% of the respondents disagreed, 4.1% strongly disagreed, and 12.4% were neutral on this statement. The 4.06 mean value indicates that more than 3/4<sup>th</sup> of the respondents opined that international tie-ups allow international students interaction and exposure to the globally.

Q9. "For more academic advantage the educators as well as the students are supporting the establishment of multidisciplinary private universities through the BOOT model" - 30.2% of the respondents strongly agree and 48.5% agreed with the above statement. 9.5% of the respondents were neutral, 10.1% disagreed, and 1.8% strongly disagreed with this statement. The 3.95 mean value indicates that the majority of the respondents i.e., nearly 80% of the sample edupreneurs promote the BOOT model for academic advantage of the students' point of view.

From the above analysis, the researcher wants to know about the relationship between the independent variable (Academic Collaborations (National and international), and Tie-ups) with the demographic variables (Age, Gender, Education, and Experience). For that, he applies the Multiple Linear Regression (MLR) and ANOVA which was clearly explained in the next sections.

#### **Regression Analysis:** *'Academic Collaborations (National & International), and Tie-ups' vs. Respondents' Age, Gender, Education, and Experience*

Multiple Linear Regression (MLR) tests were taken to examine and find the association among the independent variables of sample respondents (Age, Gender, Education, and Experience) and dependent variable 'Academic Collaborations (National and international), and Tie-ups'.

**Table 6: Regression Analysis of 'Academic Collaborations (National & International), and Tie-ups' vs. Respondents' Age, Gender, Education, and Experience**

Model Summary <sup>b</sup>				
Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate
1	.305 <sup>a</sup>	.093	.042	.7819
<sup>a</sup> Predictors: (Constant), Age, Gender, Education, and Experience				
<sup>b</sup> Dependent Variable: Academic Collaborations (National & International), and Tie-ups				

The R-value shows that the demographic variables (Age, Gender, Education, and Experience) explain 30.5% of variation on the factor "Academic Collaborations (National & International), and Tie-ups".

**Table 7: Coefficients of 'Academic Collaborations (National & International), and Tie-ups' vs. Respondents' Age, Gender, Education, and Experience**

Predictor	Coef	SE Coef	T	P
Constant	4.942	0.702	7.044	0.000
Age	0.038	0.020	1.945	0.036
Gender	0.123	0.246	0.500	0.546
Education	0.069	0.041	1.677	0.048
Experience	0.036	0.049	0.743	0.039

In the table, the P-value (0.000) indicates that the model calculated by the regression method is statistically relevant at  $\alpha = 0.05$  points. From the above table, it is concluded that the respondents' opinion on the dimension "Academic Collaborations (National & International), and Tie-ups" does vary by their Gender (0.046) at a 5% level of significance. But the remaining three independent variables Age (0.036), Education (0.048), and Experience (0.039) p-values are less than 0.05 which shows a significant impact on this dimension at a 5% level. So, the participant's responses on 'Academic Collaborations (National & International), and Tie-ups' varied by their Age, Education, and Experience of the respondents. Thus, for these variables, the ANOVA test is performed to check which category of respondents gave a more positive opinion on this dependent variable.



**Table 8: ANOVA test for ‘Academic Collaborations (National & International), and Tie-ups’ vs. Respondents ‘Age’**

Education	N	Mean	SD	F value	P value	Decision
21-30 years	40	3.722	.6545	0.685	0.029	Significant
31-40 years	58	3.846	.6613			
41-50 years	72	3.621	.6406			
51-60 years	45	3.665	.7222			
Above 60 years	30	3.712	.6381			
Total	245					

For the factor “Academic Collaborations (National & International), and Tie-ups”, the ordinary opinion score of the respondents who belong to ‘31-40 years of age’ (3.846) respondents’ are given more optimistic opinions than the remaining four categories of the Age. As per the significant p-value (0.029) of the ANOVA test (0.685) mentioned above i.e., this particular category respondents have a significantly more positive opinion on the assertions associated to ‘Academic Collaborations (National & International), and Tie-ups’ when relating with other classifications at a 5% level of significance.

**Table 9: ANOVA test for ‘Academic Collaborations (National & International), and Tie-ups’ vs. Respondents ‘Education’**

Education	N	Mean	SD	F value	P value	Decision
Primary School	8	3.150	.6545	0.645	0.038	Significant
High School	13	3.216	.6113			
Professional Diploma/Certificate	19	3.700	.6206			
Bachelor Degree	80	3.725	.6125			
Master Degree	105	3.912	.7721			
Doctorates	20	3.579	.6323			
Total	245					

For the factor “Academic Collaborations (National & International), and Tie-ups”, the ordinary opinion score of the respondents who belong to ‘Master Degree holder’ (3.912) respondents’ are given more optimistic opinions than the remaining four categories of the education qualification. As per the significant p-value (0.038) of the ANOVA test (0.645) mentioned above i.e., this particular category respondents have a significantly more positive opinion on the assertions associated with ‘Academic Collaborations (National & International), and Tie-ups’ when relating to other classifications at a 5% level of significance.

**Table 10: ANOVA test for ‘Academic Collaborations (National & International), and Tie-ups’ vs. Respondents ‘Experience’**

Experience	N	Mean	SD	F value	P value	Decision
1-5 years	60	3.440	.6245	0.695	0.034	Significant
6-10 years	64	3.886	.6013			
11-15 years	46	3.789	.7206			
15-20 years	39	3.495	.6825			
20 and above years	36	3.212	.6421			
Total	245					

For the factor “Academic Collaborations (National & International), and Tie-ups”, the ordinary opinion score of the respondents who are belonging to ‘6-10 years of experience’ (3.886) respondents’ are given more optimistic opinions than the remaining four categories of the experienced ones. As per the significant p-value (0.034) of the ANOVA test (0.695) mentioned above i.e., this particular category respondents have a significantly more positive opinion on the assertions associated to ‘Academic Collaborations (National & International), and Tie-ups’ when relating with other classifications at a 5% level of significance.

**Findings of the study:** From the above ANOVA tables, concluded that the majority of the respondents particularly 31-40 years age respondents, Master's Degree holder respondents as well as 6-10 years of experienced respondents strongly accepted the assertions associated with the ‘Academic Collaborations (National & International), and Tie-ups’ when compared to other categories respondents. So, most of the edupreneurs opined that ‘Academic Collaborations (National & International), and Tie-ups’ are very needful as well as useful to Higher Education development. So, the statements related to ‘Academic Collaborations

(National & International), and Tie-ups' are accepted by the majority of the respondents and they recognize the need for it.

## 9. CONCLUSION:

The collaborations put a special emphasis on developing students' talent and igniting their individuality with well-appreciated rules. They motivate students to choose their favourite among a variety of programs and learn about the organization's inner workings. The worldwide affiliations are giving students a leg up in their chosen fields and businesses, assisting them in succeeding. Internships abroad, lectures at renowned schools throughout the world, and seasoned instructors are revolutionizing education and giving students more influence than ever. Students' futures are being shaped by incorporating a modern perspective, bolstering the education sector, and exposing them to a worldwide audience. The solution to their professional development and accomplishment is to prepare them to become successful professionals with a firm grasp of their field, financial security, and exposure to other countries.

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