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Abstract

Globalization has effected dramatic changes in social, economic and cultural habits of people the world over. In era of globalization, even the education structure is changing. Since accumulation of knowledge is not restricted by distance, the students community have benefited from globalization. With globalization, India will attempt to bring the best foreign universities here and due to competition with these foreign education providers our own institutions will strive to raise their quality and standard of education. This will on one hand, reduce the charm of going abroad, and may attract foreign students to our shores, on the other. But all this would require reforms in our education system, increased use of information technology, and more emphasis on research and developmental activities. The paper examines how India can benefit from globalization of higher education .

Keyword: globalization, higher education

Objectives of the Study

The following are the main objectives of the present study:

- 1) To explain the term ‘globalization’ and its implications for higher education.
- 2) To study Foreign Education Institutions Bill 2010.
- 3) To take note of how other developing countries are coping with GATS.
- 4) To identify the likely benefits as well as risks for our educational system.
- 5) To highlight the need for a strong regulatory and monitoring mechanism for foreign providers of education.

Methodology of the Study

The author conducted his research studies on the basis of secondary sources of data. The methodology of the study also includes the thoughts and writings of various authors in the stream of academic, research & corporate industry.

Introduction

Many nations' economy were destroyed as a result of World War II. The General Agreement on Tariffs and Trade (GATT) was established in 1948 by 23 nations with the goal of reviving their ailing economies (GATT). The General Agreement on Tariffs and Trade (GATT) was abolished in 1995 and replaced with the World Trade Organization (WTO), It was originally signed by 118 nations, but the number of signatories increased to 144 countries later on. The GATS encompassed 116 services, which included higher educational institutions. In accordance with the GATS, its members are required to decrease public spending on education since it amounts to an unfair subsidy. An exemption from GATS must be given completely free of charge—that is, it must be fully funded by the government. The majority of nations throughout the globe, including India, do not have complete public authority over their educational systems. Organizations from both the public and private sectors coexist. As a result, the GATS regulates all aspects of education. Tariffs, visa restrictions, and other trade barriers, among other things, must be eliminated by the governments. India, as a member to the World Commerce Organization and the General Agreement on Tariffs and Trade, is obligated to open its educational market to foreign trade, since higher education in India is not provided free of charge. Students are required to pay tuition in order to get an education. The International Trade Organization and the General Agreement on Trade in Services (GATS) have successfully globalised world economies. Globalization has ushered in the free movement of commerce, technology, information, and other goods and services across nations. The primary goal of the GATS is to establish an open, global market in which services such as education may be sold on the same terms as any other commodity.

I Transition in higher education

Higher education has already shifted from being an elite pursuit to becoming a mass or universal education in certain nations. In certain nations, the demand for higher education is growing at a rate that is much greater than the rate of development in educational capacity. For a long time, higher education has included the practise of crossing national boundaries in order to acquire a degree. In order to satisfy the growing demand for higher education, private higher education institutions have been established in several nations.

GATS' Requirements and Modes of Trade

In accordance with GATS requirements, members must submit their schedules under five subsectors of education and four modalities of education delivery. Elementary and secondary education, adult education, and other types of education are the five sub-sectors of the education industry. The four modes of trade in higher education are as follows:

1) Consumption Abroad: Creating education centres in other countries in order to attract students from other countries to their own institutions. The United States Information Agency (USIA) is now engaged in this endeavour. In addition, the United Kingdom, Canada, and Australia have advertised for and appointed local "education brokers" who are paid substantial commissions to recruit students for their respective nations' institutions. These foreign nations are also actively involved in enticing our students to study in their country.

2) Commercial presence: This refers to the establishment of an institution or centre in a foreign nation, either via the award of a franchise or by the establishment of a collaborative agreement, sometimes known as a "twinning" arrangement, with a local institute or organisation. It is the starting university that enrolls the students and makes decisions regarding the courses, faculty members, assessment processes, and other aspects of the student's education. For a portion of their education, some institutions make arrangements for students to visit the originating university, which serves as a component of their overall curriculum. Because higher education in the Middle East and Eastern Europe is underdeveloped, the United States has built a large number of campuses in these regions. Some Indian institutions have also established campuses in these nations, as have some foreign universities.

3) Cross-border Supply: This method of operation refers to the functioning of virtual campuses via the use of satellites and information superhighways. These colleges accept students from all around the globe and provide course materials to them via their websites or through e-mail to their students. Students may communicate with faculty members by sending them e-mail messages. Virtual universities are growing more popular and are posing a significant threat to traditional institutions. Students may access education from the comfort of their own homes and at any time that is convenient for them. The delivery of educational services across the world has been transformed by electronic technology.

4) Movement of Natural Persons: Many teachers, research scholars, and other experts go abroad on assignment. Mobility of educational personnel should be facilitated by concerned governments.

II Foreign Education Institutions Bill 2010

The Foreign Education Institutions Bill aims to regulate the entry and operation of foreign institutes in India. The Bill is a key legislation to encourage private sector participation in India, given the absence of any regulatory framework for FEIs.

Key features:

- ▶ Regulation of campuses as well as collaborations of FEIs with Indian institutes
- ▶ Prior track record of 20 years in home country required with a minimum corpus of INR500 million

Expected outcome:

- ▶ Mechanism to ensure that only reputed institutes operate in India
- ▶ Significant quality improvement due to increase in competition as well as partnerships and collaborations

III Globalization of Education

Students' choices for higher education are no longer restricted to those available inside their own country. Innovative types of transnational education, such as internet-based distance learning and branch franchising, have greatly increased the number of possibilities for students to study and learn outside of their home country. Furthermore, there is now growing worldwide competition for the finest and brightest students across the world.

Operations in some Developed Countries

The industrialised nations, with the United States at the head of the list, have been reaping enormous profits from the trade in higher education. The emerging and under-developed nations are putting out every effort to enhance their higher education systems while also generating some financial gain. China has been the most aggressive in its pursuit of globalisation in order to take advantage of GATS rules. China has made it a requirement for international institutions to cooperate with Chinese counterparts on a regular basis. China also offers appealing facilities to internationally famous academics, allowing the Chinese research programme to thrive alongside their own. Overall, China has established stringent regulations for the supervision and monitoring of the activities of foreign educational institutions.

Until now, the Al-Ahram Canadian Institution in Egypt has been Canada's first and only example of a Canadian university actively financing the creation of a new international university outside the country.

Globalization and Indian Higher Education

Our educational system is incapable of providing a high-quality education to all of the millions of students who want to pursue a degree. According to the National Knowledge Commission (2009), our nation would need the construction of 1500 institutions over the next ten years in order to meet the demand for higher education while also maintaining economic development. No amount of money can be invested by our government to meet the enormous financial demands of our education system. According to a UNESCO12 study, India's public expenditure on higher education (measured in terms of dollars spent per student) is among the lowest in the world.

Globalization will, ideally, give India with the essential foreign investment in higher education that it requires. In addition to partially solving the issue of enrollment, it will also encourage many students to pursue further education in India itself, thus saving valuable foreign currency. In India, a few international institutions are currently in operation, and more are likely to open in the coming months. In addition, India should encourage top-tier international universities to establish campuses in the country. With more competition on the horizon, Indian institutions will seek to enhance the quality of their education, as well as their infrastructure and technology. Our open universities have the potential to alleviate some of the problems associated with India's ever-increasing demand for higher education. India, second only to China in terms of the number of open universities, has one of the world's biggest networks of open universities. The Indira Gandhi National Open University (IGNOU) is the country's biggest distance education institution, with over a million students. Over sixteen lakh students registered at open universities in India during 2009-10, with the IGNOU leading the list with six lakh students enrolled in the academic year 2009. The National Knowledge Commission anticipates that 400 million students will enrol in higher education during the next ten years. Open Universities are the fastest growing educational system in our nation, and they have the potential to satisfy the increasing demand for higher education in our country.

Conclusion

The world of higher education in the twenty-first century has the potential to really be a borderless world of information and ideas, with mutually beneficial outcomes for all countries. Rather than a single, straightforward route to achieving this new global future, there are many paths leading to 'a globe in one nest,' as the phrase suggests. Globalization has the potential to deliver enormous benefits to India. Although the present educational landscape is not very promising in terms of

infrastructure, faculty quality, and curricular flexibility, it is improving. The globalisation of higher education is in full swing all around the globe at the moment. India cannot afford to stay aloof and must take advantage of the available possibilities. India should encourage internationally renowned foreign institutions to establish campuses in the country. It will raise the quality of our educational standards while also addressing the growing issue of under-enrollment. With a cheap cost of living in comparison to other developing nations, India may become a favoured destination for students from many developing countries. In order to accomplish our lofty objectives, India need a robust regulatory framework, which should be in place very soon, if not sooner. As the cost of higher education continues to rise, the role of the government becomes more important. There is no way we can ignore the importance of social and human sciences in today's consumerist culture. Education in moral science and ethics must be given the attention it deserves. Educational administrators must speed up the reform process and promote innovation in all areas of education, including curriculum, teaching, learning, and research, to ensure that students benefit from their efforts. The regulatory system must be robust enough to detect and prohibit substandard foreign institutions from operating in the United States. Of course, leading universities in the western world and the United States should be permitted to cooperate with Indian institutions in teaching and research. Foreign providers have the potential to broaden the scope and expand the reach of higher education. It may also spur change and development by setting a good example and engaging in healthy competition. To summarise, we may argue that exposing Indian higher education to international competition would be beneficial to us and will help to accelerate our development.

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