CHAPTER -6

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The phenomenon of globalization which transformed world trade, communications and economic relations in the later part of the 20th century, is having a similarly profound effect on education at the start of 21st century through GATS. The impact of GATS on higher education is likely to be multidimensional. It will have a dramatic effect on the very system of higher education. Specifically it is likely to cover (a) The higher education policy, programmes and its implementation. (b) The structure, function and structure-function relation. (c) The role of regulating bodies. (d) The accreditation and assessment of higher education. (e) The individual institutional policy and programmes. (f) The acts and statutes of university and state education acts.

In present chapter an attempt has been made to assess the likely impact of GATS on universities as viewed and understood by the university teachers and administrators in Gujarat. Secondly it was tried to analyze in general how GATS will affect the performance in general in universities of Gujarat. Lastly it was tried to know specific positive and negative impacts on stakeholders of higher education i.e faculty, students, college or department as institution, and society at large. The results and findings based on the information collected from respondents has been presented below.

Once universities are subjected to international academic market place regulated by WTO, they would be swamped by overseas institutions and programmes with an intent on earning profit. They will have less concentration on national development.

GATS is expected to facilitate educational products of all kinds to be freely exported from one country to another. Copyright, patent and licensing regulations which are already part of international treaties would be further reinforced in the area of educational services as well. Those wishing to engage in such imports and exports would have recourse to international tribunals and legal actions. However it would become very difficult to regulate the trade in academic institutions, programmes, degrees or products across international borders. At present the jurisdiction over
higher education is entirely in the hands of national authorities, both with the central
government and state government.

Some of the positive impact of GATS are: Innovation development in higher
education, greater student access, increased economic gain, fusion of culture through
mobility of people, efficiency improvement, use of technology, accreditation and
competition leading to marketing and even branding of universities and institutions of
higher education.

Some of the negative impact of GATS are: Sovereignty of the country will be
at stack, according to some it may lead to larger socio-political turbulence due to
widening gap among public and private resources, erode autonomy of universities and
the academic freedom of university teachers, depriving the poor from developing
countries the benefits of higher education and benefiting mainly upper middle and
rich class, only professional courses will find favour and preferred in education
system, government may be forced to reduce subsidies, threat to long term
sustainability or cultural and linguistic diversity.

Impact of GATS on Indian universities as also on other underdeveloped
countries would be different from developed countries. India is yet to achieve full
literacy and thus yet to provide access to higher education to its relevant age group
population. India is yet to establish institutions for promoting variety of programmes
of interdisciplinary and multidisciplinary nature catering to changing need of
economy. Besides the government suffers from shortage of resources to modernize
and expand universities and other such institutions for promotion of research and
innovation in India.

Thus this necessitates restructuring of present higher education system, not
only to cater to the new set of international regulation, but also to cater to
international market place and continue to meet human capital needs of the economy.
In India as in most of the countries in the world, providing education is considered as
a social activity to be performed by government. With implementation of GATS, how
government provides for education of women, socially backward population and
regions will be a challenge.
Findings

The faculty respondents from all selected universities were of the view that GATS will have both positive and negative impact on the universities as well as the stakeholders of higher education. The respondents however differed in their views on the degree of positive and negative impact the GATS will have on various stakeholders. The likely consequences and impact as emerging from the views of respondents on various stakeholders has been presented below.

FACULTY

1. There is fear of job security among faculty. Instability state will be generated in mind. Stress, pressure, depression will be created.
2. There will be chance for competent faculty to go abroad.
3. Competent teachers will be rewarded in all possible ways.
4. Shall inject more attempt to update and upgrade in the specific and general field.
5. More opportunities.

STUDENTS

1. Students will have to pay higher fees.
2. Will have wider exposure.
3. More and more information will be available.
4. Inclination of students towards job oriented courses will result into lack of scientists, artists, engineers and basic workers and there may be overcrowding of managers and computer people.
5. Will get global exposure.
6. Will understand the real value of education. The sense of global competition will keep them on toes.

UNIVERSITY

1. Due to competition, traditional universities will have to improve.
2. To maintain excellence, faculty and college facilities will have to improve.
3. The entry of foreign universities will provide a new impetus and vigor.
4. Shall be more responsible in imparting knowledge towards goal.
5. Good student and good faculty will create very good environment for education at all levels.

6. If sufficient funds, resource persons(faculty), infrastructure and library facilities are made available, the performance due to competition will improve.

SOCIETY

1. Shall not remain dependent upon government based monotonous structure of education in relation to time, course and place.

2. May take time to accept wider changes and may come in the form of cultural shock.

3. Will get better employee with current knowledge.

4. Economic imbalance and insecurity in the same society leading to the economic dependence.

5. Improvement in quality of life due to better services.

6. Established system, traditional values and ethics are already deteriorated. These will reach to the base by increase in money minded thinkers/people.

7. Very difficult to sustain self identity due to attack on culture and heritage.

Conclusion

Thus it is clear from the study of respondents that various stakeholders are likely to have a mixed impact of GATS implementation. On the one hand efficiency related benefits will be reaped but competition will be bed as well for some and it can get expensive as well for the society. It was revealed that GATS will have both positive and negative impact on all the stakeholders of higher education. GATS is a reality and opting out of globalization is not a viable option. Present day universities need to stay and win. They are required to evolve an appropriate framework to reap maximum benefits out of GATS agreement benefiting all the stakeholders. This requires action on two fronts. Firstly, reforming the trade system in such a way that developing countries can get the full benefits of international trade. Secondly, Universities must take such actions as are necessary domestically to realize full potential of globalization.