CHAPTER-1
INTRODUCTION

1.1 Introduction

The present decade is witnessing phenomenal changes the world over. Changes that have taken place recently, have clearly established that no nation can isolate itself from the rest of the world and survive for long. The world of today is far different from what it used to be few decades ago. Globalization and economic integration is perceived in terms of opening of economies, liberal movement of goods and services including factors of production. The world economy is changing as knowledge capital supplements physical capital as the source of present and future wealth. Technology is driving much of this process with information technology, biotechnology and other innovations leading to remarkable transformations. It is a process of integrating science, education, technology, culture and governance. There is an increased realization among the nations for tuning the educational system in accordance to market requirements.

As knowledge becomes more important so does higher education. Young people have to be educated to a higher standard. A degree is a basic qualification for skilled jobs. For Indian organizations, globalizations of markets have meant sudden and fierce competition from imports. Pressure to change from indigenous and probably poor technology to borrowed technology, which is costly both in terms of price and the additional cost entailed in training to use it. Preparation of the nations human resources to use such technology is dependent upon the quality of knowledge generated at higher education institutions and its availability in the economy. The quality and dispersal of knowledge within the country is becoming increasingly critical to the nations competitiveness. Since independence literacy levels have improved considerably. At the same time higher educational institution have also grown. What distinguish the coming years from the past are the e-speed changes in technology coupled with the impact of WTO in making Indian education globalized.

The present work will systematically study the impact of GATS on Indian higher education in general and universities of Gujarat in particular focusing on human resources. This will not only add to existing literature but also aid policy makers for better decision making and improvement of higher education to keep pace with changing realities post GATS.
1.2 Human Resource Management (HRM)

The term human resources can be thought of as the total of knowledge, skills, creative abilities, talents and aptitudes of an organization's workforce, as well as the value, attitudes and beliefs of the individuals involved. It can also be explained in the sense that it is a resource like any natural resource. It also means that the management can get and use the knowledge, skill, ability etc through the development of skills, tapping and utilizing them again and again by developing a positive attitude among employees. HRM is a management function that helps managers recruit, select, train and develop members for an organization. HRM is concerned with the people's dimension in organization.

1.2.1 Objectives of HRM

The primary objective of HRM is to ensure the availability of a competent and willing workforce to an organization. The other specific objectives are (a) Societal objectives: To be ethically and socially responsible to the needs and challenges of society while minimizing the negative impact of such demands upon the organization. The failure of organizations to use their resources for the society's benefit in ethical ways may lead to restrictions. (b) Organisational objectives: to recognize the role of HRM in bringing about organizational effectiveness. HRM is not an end itself. It is only a means to assist the organization with its primary objectives. (c) Functional objectives: To maintain contribution of a department at a level appropriate to the needs of an organization. Resources are wasted when HRM is either more or less sophisticated to suit the organization's demands. The department's level of service must be tailored to fit the organization it serves. (d) Personal objectives: To assist employees in achieving their personal goals, at least in so far as these goals enhance the individuals contribution to the organization. Personal objectives of the employees must be met if employees are to be maintained, retained and motivated. Otherwise, employee performance and satisfaction may decline and employees may leave the organization.

1.2.2 Human Resource Development (HRD)

The concept of HRD was formally introduced by Leonard Nadler in 1969 in a conference organized by the American society for training and development. He
defines HRD as those learning experiences which are organized for a specific time and designed to bring about the possibility of behavioural change.

T.V.Rao defines HRD in the organizational context as a process by which the employees of an organization are helped in a continuous, planned way to

(i) Acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles.

(ii) Develop their general capabilities as individuals and discover and exploit their own inner potentials for their own and/or organizational development purposes.

(iii) Develop an organizational culture in which superior-subordinate relationship, teamwork and collaboration among subunits are strong and contribute to the professional well being, motivation and pride of employees.

HRD from the organizational point of view is a process in which the employees of an organization are helped/motivated to acquire and develop technical, managerial and behavioural knowledge, skills and abilities and mould the values, beliefs and attitudes necessary to perform present and future roles by realizing the highest human potential with a view to contribute positively to the organization, group, individual and social goals.

1.2.3 Features of HRD

The Human Resource Development has following features

(i) Is a systematic and planned approach for the development of individuals in order to achieve organizational, group and individual goals.

(ii) It is a continuous process for the development of technical, managerial, behavioural and conceptual skills and knowledge.

(iii) It develops the skills and knowledge not only at the individual level, but also at dynamic group level and organizational level.

(iv) Is a multidisciplinary. It draws inputs from engineering, technology, psychology, anthropology, management, commerce, economics etc.

(v) Is embodied with techniques and processes. The techniques include performance appraisal, training, management development, career planning and development, organisation development, counseling, social
and religious programmes, employee involvement/workers participation, quality circles.

(vi) Is essentially not only for manufacturing industry but also for service organizations.

It is evident that for higher education institutions as well the management of human resources is of great significance.

1.3 The General Agreement on Trade in Services (GATS)

The General Agreement on Trade in Services (GATS) came into existence as a result of the Uruguay round of negotiations and it came into force on 1 January 1995 with the establishment of World Trade Organization (WTO). The multilateral legal instruments resulting from the Uruguay round were treated as a single undertaking. India also signed all the WTO agreements under the single undertaking rule and GATS is a part of whole package.

Prior to Uruguay round, services were considered to offer less potential for trade expansion than goods. However, the development of new transmission technologies facilitating the supply of services (e.g tele-education, satellite communication, electronic banking), the opening of monopolies in many countries (e.g voice telephony), and gradual liberalization of hitherto regulated sectors like transport, banking and insurance combined with changes in consumer preferences resulting from economic development enhanced the tradability of services. These developments increased international services flows and created a similar need for multilateral disciplines as in goods. Thus, the main purpose for the creation of the GATS was to create a credible and reliable system of international trade rules, which ensured fair and equitable treatment of all countries on the principles of non-discrimination. It aims at stimulating trade and development by seeking to create a predictable policy environment where in the member countries voluntarily undertake to bind their policy regimes relating to trade in services.

The educational service as envisaged by the GATS has been laid down in article 1.2 of negotiations in which the classification of different modes of trade in education is as follows;
1. Cross border supply: Through distance education, online courses and educational material.
2. Consumption abroad: Through foreign students.

The educational sector has been divided into different educational products as primary education, secondary education, higher education, adult education and continuing education and other educational services of short-term job oriented training programmes. The GATS has spelt out in article 11.1 the most favoured nation (MFN) clause to be followed by member countries. Though India is yet to make commitment for education service under the specified services of GATS, there are a lot of challenges on the horizon particularly in the higher education sector. The free trade scheme envisaged under GATS will guarantee that academic institutions or other educational providers would be free to export and import services in the form of degree as well as diploma programmes, award degree-diploma and other certificates with minimal restrictions, invest in overseas educational institutions, employ instructors for their foreign ventures, set up educational and online learning technologies without controls.

1.4 Universities

The term University is derived from the latin word Universitas meaning an organized body of individuals (community) or a corporation. The first two European institutions of higher learning at Bolongana and Paris, were corporations, respectively of students (universities schoolroom) and of masters (universities magistrorum). There was no fixed place for study and universitas meant, not a campus where classes were conducted, but a fraternity of scholars. Interestingly, the term university, as then used, did not include the concept of universality, a concept which is today considered to be fundamental to the idea of a university. However, as 'university' is phonetically close to 'universe' (which connects both spatial and temporal vastness) an intrinsic relationship between the two is often presumed. Understandably, therefore, the common perception is that a university consists of a community of people, of superior intellect, engaged in critically or holistically examining all aspects of human life and activity. The examination involves discourse, discussion and debate; the work is
essentially that of preservation, transmission and generation of knowledge; and the
main actors are teachers and students. In India, the centers of learning, having the
attributes of a university described above, existed at Takshashila in the north, Nalanda
and Vikramshila in the east, Vallabhi in the west and Kanchipuram in the South in the
first millennium A.D10.

Traditionally, the universities have been the preserves of the well to do. At the
beginning of the twentieth century there was a social awakening that slowly
transformed the universities from elite centers, for the privileged to equalitarian
institutions, responsible to society and mindful of its needs. By the end of world war
II most universities had become strongly committed to the welfare of their societies
and soon extension or service to the community, become a recognized function of
universities—at least in principle. Thus today a traditional university is chargeable
with the responsibility of undertaking teaching, research and extension activities11.

The modern concept of a university was presented by John Henry Newman,
the founder of the Catholic university in 185212. He believed that a university should
be dedicated to the pursuit of knowledge for its own sake. He visualized it to be “the
high protecting power of all knowledge and science, of fact and principle, of inquiry
and discovery, of experiment and speculation”.

The traditional views regarding the mission, goals and roles of a university
continue to hold sway till the middle of the twentieth century though the utilitarian
aspects became increasingly important. In India because of its ancient heritage and
traditions, great emphasis was placed on values. India’s first Prime minister
Jawaharlal Nehru (1947) in his often cited convocation address to the university of
Allahabad said, “A university stands for humanism, for tolerance, for reason for
progress, for advocacy of ideas and for the search of truth. It stands for the onward
march of the human race towards even higher objectives”13.

As universities became more egalitarian in character the emphasis shifted from
values to utility. Today, society has high expectations from the universities. This faith
is based more on expectations than on firm evidence of the capabilities of the
universities. The character of a university depends upon a number of factors including
tradition, social milieu and its mission or purpose.
1.4.1 Universities as institutions

An institution is not just a social arrangement with a certain form and function; to survive, it must also have a certain legitimacy and meaning for its members such that they are willing to put its demand above their individual interest, at least some of the time. It is admitted that there cannot be a sustained economic development in the absence of appropriate institutions; and unless there are effective institutions to produce human capital for national development, there can be no sense of knowledge-economy in the sense that the old university system can no longer meet the demand of economic efficiency. Universities are relevant for a period of time during which lofty goals and objectives have to be realized through a set of relevant relationship and resources. Goals and objectives are always valid in the relative sense. As the context changes goals and objectives need to be refocused.

Thus, the relevance of university lies in the capacity of refocusing on and resetting the goals and objectives and the strategies to realize them. Unfortunately, most of the well established universities of yesteryears are today a pale shadow of their glorious past. Consistent decline is visible in every sphere of their existence. Endeavors to fight stagnation and to arrest decline are seen only in bits and pieces. They are neither regenerated nor being replaced by new institutions. On the other hand, a variety of private organization/institutes claiming to offer a wide range of options are springing up in every nook and corner to cater to the needs of the ever-growing job hungry population. Most of them are still-born. Most of them are just money-spinners. Some, which initially showed promise, started declining after a while. Only a microscopic minority of them seems to be institutionalizing in the true sense of the term. Despite its ill health, a university is still recognized as institution. Sometimes they decay over time and become attenuated or even extinct. Or they change and adapt themselves to changes taking place in the wider society. Not only this, they differ in terms of illness, diagnosis and treatment but have coexisted at different times in different places. To be more specific, universities in their form, content and function are mutually incompatible. Many universities show their concern with materialistic demands. Space, staffing and salary constitute the category of materialistic challenges, which are neither intractable nor insoluble. Pure material efforts made with deterministic vigour and dialectical verve offer better opportunities of quality education. Examples are galore when such efforts have paid dividends in adverse situations. But this is not sufficient to maintain the health of the universities.
Institution builders, however, may not find it fully satisfying since the results that accrue from such attempts are purely based on symptomatic treatment, leaving much to be desired. In skeptical mood one feels, not illegitimately, that the prevailing sickness of higher education remains only temporarily and superficially cured. This is why universities with better buildings and sufficient space fail to meet demands of market; any attempt to bring about change in hardware of higher education system is robbed of the meaning unless the software is updated with respect to futuristic goals and objectives of education.

1.5 Indian Higher Education

1.5.1 Growth

Since independence higher education has grown in the country substantially. As on 01/3/2005, there were 342 universities including 18 central universities, 21 state universities, 95 deemed universities and 05 institutions established under state legislature and 13 institutions of national importance. There were 17625 colleges with an estimated 104.81 lakh students enrolled in the institutions of higher education. The faculty strength stood at 4.71 lakh. It must be admitted that for our population of 1.06 billions, we should have more institutions of higher education and higher intakes. The quantitative improvement however has not resulted in simultaneous improvement in quality. There is apparently a need now to make it more relevant and effective for achieving the national goals.

The following tables shows the data related with growth of higher education in the country.

Table No1.5.1.1: Type wise number of colleges in the country as on 01-01-2002.

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
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<tbody>
<tr>
<td>Arts, Science, Commerce</td>
<td>11128</td>
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<tr>
<td>Teachers training</td>
<td>784</td>
</tr>
<tr>
<td>Engineering/Technology/Architecture</td>
<td>1077</td>
</tr>
<tr>
<td>Medical</td>
<td>1253</td>
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</table>

Source: www.ugc.ac.in
Table No 1.5.1.2: All India growth of students enrolment in colleges and universities in India during 1983-84 to 2002-2003

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrolments</th>
<th>Increase over preceding year</th>
<th>Percentage increase</th>
</tr>
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<tbody>
<tr>
<td>1983-84</td>
<td>3307649</td>
<td>174556</td>
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<tr>
<td>1984-85</td>
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<td>1985-86</td>
<td>3605029</td>
<td>200933</td>
<td>5.9</td>
</tr>
<tr>
<td>1986-87</td>
<td>3757158</td>
<td>152129</td>
<td>4.2</td>
</tr>
<tr>
<td>1987-88</td>
<td>4020159</td>
<td>263001</td>
<td>7</td>
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<tr>
<td>1988-89</td>
<td>4285489</td>
<td>265330</td>
<td>6.6</td>
</tr>
<tr>
<td>1989-90</td>
<td>4602680</td>
<td>317191</td>
<td>7.4</td>
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<td>322188</td>
<td>7</td>
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<tr>
<td>2001-02</td>
<td>8821095</td>
<td>421652</td>
<td>5</td>
</tr>
<tr>
<td>2002-03</td>
<td>9227833</td>
<td>406738</td>
<td>4.6</td>
</tr>
</tbody>
</table>

Source: www.ugc.ac.in

Table No 1.5.1.3: Faculty wise students enrolments during 2002-2003

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Faculty</th>
<th>Total Enrolment</th>
<th>Percentage of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arts</td>
<td>4158606</td>
<td>45.07</td>
</tr>
<tr>
<td>2</td>
<td>Science</td>
<td>1834493</td>
<td>19.88</td>
</tr>
<tr>
<td>3</td>
<td>Commerce/management</td>
<td>1660238</td>
<td>17.99</td>
</tr>
<tr>
<td>4</td>
<td>Education</td>
<td>132572</td>
<td>1.43</td>
</tr>
<tr>
<td>5</td>
<td>Engineering/Technology</td>
<td>692087</td>
<td>7.5</td>
</tr>
<tr>
<td>6</td>
<td>Medicine</td>
<td>300669</td>
<td>3.25</td>
</tr>
<tr>
<td>7</td>
<td>Agriculture</td>
<td>55367</td>
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</tr>
<tr>
<td>8</td>
<td>Veterinary Science</td>
<td>14765</td>
<td>0.16</td>
</tr>
<tr>
<td>9</td>
<td>Laws</td>
<td>298291</td>
<td>3.23</td>
</tr>
<tr>
<td>10</td>
<td>Others</td>
<td>80745</td>
<td>0.88</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>9227833</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: www.ugc.ac.in
1.5.2 Present status

In the present era of privatization and internationalization of higher education, there are distinctly visible two different types of opportunities for education at all levels of educational system\(^\text{17}\). The first one provided by the private organization – both national well as international which charge exorbitant fees from their students and provide very good quality of education by high ring the competent teachers and employees and satisfying their varied kinds of genuine needs and making use of the latest available information and communication technology; and the second one being offered by the government as part of the fulfillment of its obligation to provide education to those who come from economically deprived and poorer sections of society. Since in pursuance of its new policy of liberalization, privatization and globalization the state is gradually withdrawing itself from shouldering the responsibility relating to provision of social services inclusive of education to its citizens, leaving it mainly to civil society organizations. The government aided universities are subjected to varied kinds of restrictions which compel the universities to toe the line of government policy and to refrain from doing any such thing as may adversely affect its popularity. They remain dependent on crucial decisions like recruiting etc on government. The net result is that the government aided universities are not able to maintain even the minimum standards of education as a result of which good quality of meritorious students are also not attracted towards them.

1.5.3 Salient features of Indian Higher Education in relation to GATS

The higher education in India has expanded and grew significantly since independence. However a lot of improvement is desired as well, to enable it to fulfill needs of economy. Some facts are presented below.\(^\text{18}\)

1. The Indian higher education system is well rooted across the length and breadth of the country.

2. The primary and secondary education is mostly in regional languages where as english and regional languages are used at higher education level.

3. For India, education is a social and an economic infrastructure and will continue to be so for many years to come.
4. Federal nature and concurrency of education brings in delicate and complex issues in decision making process, which needs to be addressed and taken care of in any international agreement.

5. The Indian education system, including higher education falls under GATS.

6. All the four modes of trade – cross border supply, consumption abroad, commercial presence and individual presence are being practiced, in partial way, by Indian higher education institutions.

7. The present scenario in consumption abroad mode is highly not in favour of India presently.

8. The foreign universities are making organized efforts to enhance their advantage in this consumption abroad mode.

9. Indian higher education institutions are not well equipped, organizationally and in mind set also, to accept the challenges of globalization.

10. The government rules and regulations are not export friendly.

11. There is an absence of clear policy on higher education as tradable service.

12. The Indian higher education system is managed in a fragmented manner by several agencies resulting into conflicting and/or duplicating decisions and bad coordination.

13. Education in India has been akin to a highly regulated closed economy model in the past. This has resulted in deterioration of quality, relevance, autonomy, accountability and growth of government controls and non performing institutions.

1.6 International influences on Indian higher education

1.6.1 Past Scenario

If one scans the horizon of Indian higher education institutions today, the legacy of prior waves of international, if not global, influence can be seen in virtually every field. The impact of British education is felt not only in the basic structure of Indian higher education – the system of examinations, structure of post secondary education, scheme of universities and affiliating colleges but also in the range of colonial era institutions that are still among the most elite in India today. St. Stephens college in Delhi and presidency college - Calcutta, are two examples of prestigious
undergraduate institutions that still bear the distinct imprint of their British heritage. Similarly, India hosts a wide variety of pre independence missionary institutions.

In the post independence era, The Indian Institute of Technology (IIT), consciously patterned after the Massachusetts Institute of Technology in the U.S, received substantial overseas help right from the outset. With support from four donor nations, the five IIT's benefited from guest faculty from outside of India, the ability to send Indian faculty for training abroad, and contributions of modern laboratory equipment and facilities. Similar links were established by the Indian Institute of Management-Ahmedabad, which still maintains strong connections with the Harvard Business School

1.6.2 Present Scenario

The study of existing trade in higher education shows that the country is already quite deeply involved in this trade. Approximately 50,000 students from India are enrolled abroad through the modes of consumption abroad, virtual university and franchise and twining programs. The process speeded up after 1991 with the adoption of the liberalization policies. Delegates from foreign universities now visit India to market their education. Indian agencies and agents are also hired to recruit students. There is increasing trend towards setting up franchise and twining programs especially in collaboration with American and British universities. More than 30,000 Indian students were getting education in 1995-96 in the United States of America (USA) alone. As far as export of such service by India is concerned i.e., foreign students coming to India for study, the current prospects are not too bright. India already gets some 5,455 international students from neighboring countries. Even though Indira Gandhi National Open University (IGNOU) programs are offered in some Middle East countries, the response is very limited. However, getting students from developed countries, even from East European countries is difficult, as our standards of campus facilities are poor in general. As far as establishing institutions of higher education abroad is concerned, India's competitiveness is very much in doubt, as it needs to address the core issues of capital expenditure requirements. In fact, instead, domestic higher education problems are addressed first to stay competitive. Higher education as prevails today in India is not capable of heralding a new era. It cannot prepare India for a competitive world. Far reaching educational reforms
without losing on the noble, spiritual values of the country are required for the purpose.

Sharma Vijendra has given following picture of foreign providers in India\textsuperscript{22}. In the beginning of the last decade, some foreign universities tried to market their higher education programmes in India. Representatives of several countries visited India to market certain percentage of their medical and engineering seats. Some foreign universities have also engaged Indian agencies and firms to recruit students to study in their universities. Others have started franchisee or commercial presence in India by allowing students to be enrolled in India and carry out studies for a part of the period in India and completing the other parts of the degree in the institutions abroad. In certain cases even full degree programmes. Some also have twinning programmes between foreign and Indian universities. Some offer programmes through distance mode, through print, computer, television and electronic mode i.e. the virtual universities. Thus the export of higher education to India by universities of several countries has been through modes of consumption abroad, cross border supply, franchisee, twinning programmes and virtual universities.

An estimate given by global alliance for transnational education indicates that about 27 billion dollars worth of higher education is exported to Asia and Pacific by three countries namely United states of America (USA), United Kingdom (UK) and Australia\textsuperscript{23}. A business of 37 billion dollars trade in tertiary education services in Asia and Pacific region is projected for future.

An analysis of the advertisements issued by foreign universities or on their behalf in India reveals that the courses offered by them mostly relate to hospitality services, management, medical and information technology\textsuperscript{24}. Some times concurrent degree programmes, i.e. two degrees in the same period are offered. No conditions of minimum qualification are insisted upon, only 10+2 degree/certificate plus an interview is enough. Quite often the duration for getting degree may also be less than that required in India for the same degree. Largest number of universities advertising in India is from UK followed by Australia, Canada and Austria.

As far as India is concerned, the foreign education suppliers are interested in higher education with the use of all the four modes of trade\textsuperscript{25}. They are targeting at economically well-to-do group in the society in order to maximize profits. The impact of GATS would be that the non-organized private education suppliers in India would be the first ones to take an advantage. The public education suppliers would be
marginalized in the race due to unequal rules of the game. There is bound to be an unfavorable balance in the trade of education services.

Most international educational projects in India are tied up in the field of management and software development\textsuperscript{26}. At present, more than 40 foreign universities and institutions are giving professional degrees and diplomas in India. These institutions are running in India in their own building or in association with existing Indian institutes. WL College, Britain, is providing Graphic Design Course in India through its own high-tech design laboratory. Indian School of Business, Hyderabad has tied up with London School of Business, Britain. NIIT has tied up with ITT Educational Services of America for Software programme. Rai Foundation, Delhi serves many management and media programme in association with Northumbia University, Britain. The Apollo group of hospitals provides international education in nursing and physical medicine. Training and advanced studies in management and communication, Pune, provides management degree in association with the University of Wales, Britain. The Western International University, Arizona has its own campus in India.

Thus, the export of higher education to India by universities of several countries has been through modes of consumption abroad, cross border supply, franchisee, twining programmes and virtual universities. In 2003, about 80,000 students went abroad for education mostly to USA, UK, Australia, Canada and France. However, on an average only 10,000 students per year mostly from Gulf and South Asian countries come to India for education

1.7 Present Legal Position and Globalization of Higher Education in India\textsuperscript{27}

There is no legal framework, at present, to regulate the entry and operation of the foreign educational institutes. Though Section 22 of the University Grants Commission (UGC) Act 1956 deals with the right to confer degrees, the jurisdiction of this act is only within the territory of India. Therefore, it is difficult to exercise control on institutions conferring degrees from a foreign land on Indian students. The same analogy may be valid for the applicability of the All India Council for Technical Education Act or similar acts for maintaining the standards of technical, medical or professional education in the country. Moreover, there is no legal ban for awarding
certificates/diplomas etc, other than the degree by any recognized institution. Apparently, the regulations of the Reserve Bank of India for remittance of foreign exchange for the purpose are also very liberal and go in favor of foreign education institutes. The crux of the matter is that, as of today, we do not have any mechanism to regulate the operation of foreign education institutes in India and safeguard our national interests.

1.8 Need for the study

In the post WTO scenario, with the inclusion of education in GATS, a discussion on free trade in education becomes imperative, in order to visualize the threats to the existing system of education and to turn them into opportunities by enhancing the quality of education to competitive standards. If this is not done in time the stakeholders in education system of the country may face a great harm. It is true, that inclusion of education in the services sector, which has come under the ambit of GATS will lead to the operation of educational institutions on the world stage or globalization of education. In this race for globalization, which has already begun, it is the resource rich universities and educational institutions of the developed nations, which will definitely have an upper edge over the resource starved institutions of developing countries. It is therefore necessary to understand the threats and opportunities of globalization of education to our economy, the issues of quality and equity it raises, the means of turning threat into opportunity and enhancing the relevance and standards of higher education for Indian economy.

Higher education as it prevails today in India is not capable of heralding a new era. It cannot prepare India for competitive world. Far reaching educational reforms without losing on the noble, spiritual values of the country are required for the purpose. Globalization and commercialization of education is becoming a reality and India being a prominent economy, in so far as the concern of human resources is concerned, cannot afford to ignore these changes. It is the right time to identify our interests in this changed educational environment and draw up a strategy to serve them. Therefore it was felt that this subject and topic merits research and understanding. Under this backdrop, the present study has been conducted.

The findings of the study will be very important and useful, as it reveals the awareness and preparedness of higher education system in general and university
teachers and administrators in particular. Till now the Indian universities/higher education segment was working under the government-controlled regime. However the situation is changing very fast as Indian education sector is moving towards open economy environment of liberalization. The findings of the study will help policy makers to formulate policies for effective functioning of education sector in the larger interest of nation. Hence it will have some major implications for the policy making in the higher education sector.
References:


21. ibid 15


